Complete College Georgia

UNIVERSITY SYSTEM OF GEORGIA
UPDATES ON CAMPUS COMPLETION PLANS

Executive Summary

Complete College Georgia, a statewide effort to increase the number Georgians with a high quality certificate or degree, has gained considerable momentum since its launch in 2011. Under the leadership of Governor Nathan Deal, University System of Georgia (USG) and the Technical College System of Georgia (TSCG) have collaborated on joint strategic efforts that drive the primary goal of Complete College Georgia of increasing student access to and graduation from institutions of higher education.

With an estimated 60% of jobs in Georgia requiring at least some postsecondary credentials by 2020, college completion will play a key role in driving the economic potential of the state. Meeting the projected occupational needs of Georgia requires strategic vision, which spurred the development of a statewide higher education completion plan. In addition to a state plan, each public Georgia institution developed college completion plans detailing their strategies and the outcomes needed to move the needle forward on their individual campus. These plans were submitted last year and have been key in guiding the institutions towards success.

PROGRESS AND MILESTONES

There have been a number of milestones and accomplishments since the submission of the college completion plans. USG and TCSG jointly hosted the second annual Complete College Georgia Summit with over 400 attendees, institutions, their workforce and k-12 partners gathered to explore successful practices and develop opportunities for regional collaboration. This year USG was also able to provide early-stage funding and other support for innovative incubator projects for a number of institutions. These projects, focused on college completion and closely aligned with the campus plans, are showing great promise and have the potential to be scaled system-wide. With new modes of learning emerging rapidly, USG is exploring the use of new models in education particularly focused on the expansion of quality, affordable online or blended degree programs and open educational resources. The examination of innovative online and hybrid learning models places Georgia on the cutting edge of a new frontier in higher education.

CAMPUS UPDATES

To capture the progress of the previous year, each campus provides updates on strategies, processes and outcomes in the enclosed status reports. The updates contain a self-assessment of the progress made to date, any substantial changes from last year's plan, and give particular attention to data and learning analytics, regional partnerships and game-changing strategies including transforming remediation, reducing time to degree, and restructuring delivery.

The status reports are an extension of the college completion plans from last year and as such build on the themes of the previous year. The completion plans were intended to be living documents and were created with the acknowledgment that they should evolve with the institution.

MOVING FORWARD

The steps taken to this point have yielded promising results and are indicative of the unwavering dedication of many faculty members, administrators, students, and citizens to the educational outlook of this state. With the progress of the previous year serving as a guide, there will be a continued emphasis on high-impact strategies, "lifting up and learning from" exemplary programs and institutions, and an on-going commitment to engage with national partners. These efforts, many of which are already in motion, will both impact success with numbers associated with college completion, and ensure Georgia is equipped with a more educated society prepared for the needs of the future.

INSTITUTION	PAGE

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Complete College Georgia – Summer 2013 Report

Executive Summary

Abraham Baldwin Agricultural College's Complete College Georgia plan consists of 12 goals that are organized under two themes: *Student Access* and *Student Success.* During the academic year that ended in May of 2013, ABAC met, or exceeded 8 of the 12 goals. The College has raised the bar on these eight goals and will continue to work on them during the current academic year. The College will fortify its effort and expects to meet or exceed the remaining four goals in the coming year. ABAC's CCG effort resulted in more opportunities and greater access for Georgia students, as evidenced by increased participation in the ACCEL program (dual enrollment) and by increased on-line enrollment via eCore. ABAC's CCG effort increased student success as evidenced by a rise in first-year retention rate, a decline in the number of students on academic suspension and an increase in the number and percentage of graduates.

Signature achievements in *Student Access* during the last year

Number of high schools where ABAC teaches ACCEL (dual enrollment) classes doubled from 2 to 4.

Number of students participating in ACCEL (dual enrollment) increased from 68 to 178, more than 160%.

Number of baccalaureate students increased from 494 (fall '11) to 647 (fall '12), or more than 30%.

Number of students enrolled in online courses (eCore) increased from 84 to 261, or more than 210%.

Signature achievements in *Student Success* during the last year

Number of graduates increased from 432 to 482, or more than 11%.

Virtually all students who participated in a pilot program that offered concurrent delivery of English Learning Support (ENG 99) with Freshman English (ENG 1101), were successful in one attempt.

A required intervention program for first-semester students who go on academic probation resulted a doubling (from 25% to 52%) in the number of first-year students who were placed on academic probation returning the following year.

Prescriptive scheduling for selected groups of first-semester freshman students simplified enrollment and reduced advising errors for these students.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Background

Abraham Baldwin Agricultural College's *Complete College Georgia* (CCG) plan is undergirded by a traditional and long-standing principle that dates by back more than 105 years to the founding of the ABAC's predecessor institution, the *2ⁿᵈ Congressional District A&M High School,* and which has proven to be an unwavering strength of the College through the decades. Opportunity is essential for self-improvement through education. Providing young Georgians with the opportunity for life-changing education is the legacy of ABAC.

So, quite naturally, ABAC's CCG plan is reflects a contemporary view of two essential elements of opportunity – **access** and **success**. These became the themes of ABAC's CCG plan, each encompassing several goals.

Theme I - Access

Goal 1	Joint Enrollment (ACCEL).
Goal 2	Recruitment and admission of students from certain target groups.
Goal 3	Student participation in on-line education (eCore).
Goal 4	Participation in the USG REACH Scholarship Program.
Goal 5	Increase pathways for TCSG students.
Goal 6	Increase military friendliness.

Theme II - Success

Goal 7	Improve student success in Learning Support.
Goal 8	Improve student retention by modifying Standards of Academic Progress to support an early intervention program.
Goal 9	Improve retention and progression by reducing/eliminating restrictive holds on student accounts.
Goal 10	Improve student retention and progression by reducing advising errors via prescriptive scheduling.
Goal 11	Improve progression and increase graduation by simplifying and condensing the college curriculum.
Goal 12	Increase enrollment and graduation by re-enrolling students who attended but departed before completing a degree.

Progress and future work

Theme 1 Access, Goal 1 – Joint enrollment (ACCEL)

Students benefit from a "college" experience while in high school in several ways. For academically high-achieving students, dual enrollment presents the students with the opportunity to earn college credits while fulfilling the requirements for high school graduation. For students who attend high schools with limited Advanced Placement course offerings, dual enrollment provides the opportunity for advanced course work. Finally, for students who have had little exposure to the college environment, or who are possibly the first in their family to attend college, dual enrollment is an opportunity to slowly and affordably begin the college experience college.

Two joint enrollment metrics were used: 1) the number of sites at which ABAC offers ACCEL coursework and 2) the total number of students (unduplicated headcount) that participate in ACCEL coursework through ABAC.   ABAC exceeded its projected metric gains in both cases. The number of sites where ACCEL coursework was offered increased from four (4) in AY10/11 and AY11/12 to six (6) during AY12/13. This is a 50% increase in effort.   ACCEL coursework was offered at ABAC's main campus in Tifton, ABAC on the Square in Moultrie, Tift County High School (Tifton), Tiftarea Academy (Tifton), Colquitt County High School (Moultrie) and Ben Hill County High School (Fitzgerald). Non-duplicated headcount enrollment in ACCEL was 53, 68 and 178 in the fall of 2010, 2011 and 2012, respectively.

ABAC will continue to expand student access to ACCEL coursework.

Theme 1 Access, Goal 2 – Recruitment and enrollment of students from target groups

In recent years, ABAC has been particularly effective in increasing enrollment by using targeted recruiting programs, that is, programs that focus on students with particular academic interests that are well aligned with the institution's programmatic strengths. Past efforts have focused on STEM, Phi Theta Kappa transfers, students who have taken AP exams via the College Board, students from International Baccalaureate high schools, FFA, FCCLA and underserved minorities via AAMI, HEP, CAMP.

During the past 12 months ABAC added four (4) new program targets: Honors Program, Georgia counties with high enrollment potential at ABAC, residential students and inbound transfer students to study in ABAC's baccalaureate programs.

ABAC's "targeted recruiting" effort utilizes a multifaceted approach and relies on personnel from across the campus, including, but not limited to: current ABAC students, Admissions, Student Financial Services, Academic Deans, College Administration, the ABAC Foundation Scholarship Program and the ABAC Alumni Association. These efforts continue.

Theme 1 Access, Goal 3 – Student participation in online education through eCore

Online education is a preferred, or in some cases the only, path to a college degree. Because ABAC offers a relative small suite of online courses and no online degree programs, the College joined the suite of USG eCore institutions and undertook an aggressive campaign to promote the eCore program.

ABAC student enrollment in eCore increased from 84 during AY2011/12 to 261 during AY2012/13. This represents a more than 300% increase in online attendance. ABAC will continue to promote eCore.

Theme 1 Access, Goal 4 – Participation in the USG REACH Scholarship Program.

ABAC, through cooperation with the ABAC Foundation, Inc. committed to ten (10) REACH Scholarships of $2,500 each, for a total of $25,000. As the program materializes and students reach college, ABAC will re-evaluate its commitment to the program.

Theme 1 Access, Goal 5 – Increase pathways for TCSG students.

Some students who begin their higher education careers in the Technical College System of Georgia desire to articulate to the University System of Georgia.   ABAC's nursing bridge program is its most popular transfer articulation pathway. The program provides LPNs and others who hold certain types of health science training from the TCSG to earn an Associate's Degree in Nursing and license as a Registered Nurse. Depending on the year, the ABAC nursing bridge program accounts for 25-40% of enrollment in ABAC's nursing program.

One new and very specific transfer articulation agreement was signed with Piedmont Technical College (South Carolina).

Theme 1 Access, Goal 6 – Increase military friendliness

Veterans are greatly underserved, but growing pool of potential college graduates. In an effort to better served veterans, ABAC 1) conducted sessions specifically for veterans at on-campus recruiting events like Stallion Days, 2) created a "veterans group" that provides support and assistance to veterans seeking enrollment at ABAC and 3) ABAC reviewed and revised its Prior Learning Assessment to make easier for veterans to seek credit for prior experience.

Theme 2 Success, Goal 7 – Improve student success in Learning Support

Many students who enroll at ABAC have learning support needs in mathematics and/or English. Inability to clear Learning Support requirements is an obstacle for some students. ABAC's goal has been for several years to identify ways to help students clear Learning Support and enroll in collegiate academic work.

Two years ago ABAC undertook a pilot project to evaluate a concurrent delivery method for students in ENG99/ENG1101. More than 75% of the students who participated in the concurrent delivery English pilot were successful. ABAC is currently exploring ways to identify students who will most likely succeed in this delivery format. Implementation is expected shortly.

ABAC recently completed a SACS-approved five-year QEP, the focus of which was improving student performance in College Algebra. The report was completed last year and approved by SACS. Unfortunately, none of the alternative delivery programs resulted in significant improvements in student performance in College Algebra. ABAC will continue to work with the USG and aspirational peers to find ways to improve performance in mathematics.

Theme 2 Success, Goal 8 – Improve student retention by modifying Standards of Academic Progress to support an early intervention program.

Academic performance for freshmen during their first semester is often problematic. A variety of factors affect first-semester performance, but students often perform so poorly the first semester that if they are not engaged in a meaningful way that by the end of their second semester, they are unlikely to return. So, ABAC undertook a revision of its Standards of Academic Progress so that early identification and intervention was possible with freshmen students. The long-term goal is to suspend fewer students, but in the short term, more will be placed on probation and required to participate in an intervention program.

As expected, significantly greater numbers of students were put on probation, suspensions at the end of spring semester were high, but the percentage of students who returned this fall (first fall since start of program) after having been suspended last spring was 52%, compared to only 25% for the two years before. This program has produced remarkable results and is view by many as a model program for freshmen. ABAC is continuing the program and making what are thought to be refining improvements.

Theme 2 Success, Goal 9 – Improve retention and progression by reducing/eliminating restrictive holds on student accounts.

Some students fail to return to college because of restrictive holds placed on their accounts, many of which are for non-academic reasons. ABAC undertook a comprehensive review of origin and value of restrictive holds. The status of this goal is quantitatively unknown because we did not have baseline data for comparison. However, ABAC policy/procedures were changed so that restrictive registration holds for outstanding accounts receivables for non-tuition charges will not prevent students from registering.

The College will continue is efforts to implement real-time, unified billing so that students, and/their parents, can more easily monitor and pay student accounts. Creating a single pay system that includes tuition, fees, room/board charges, bookstore charges, clinical charges, parking fines etc. will reduce the number of students who fact restrictive holds during registration.

Theme 2 Success, Goal 10 – Improve student retention and progression by reducing advising errors via prescriptive scheduling.

Students may arrive with Learning Support requirements, CPC deficiencies and a variety of other situations that can impede their retention and progression. These, coupled with the fact that many students change majors, increases the potential for advising errors. So, ABAC undertook a process by which students who were likely to experience advising challenges early in their career were provided prescriptive schedules.

ABAC doubled the number of first-time freshmen students who received prescriptive schedules. All incoming students with either Learning Support requirements or CPC deficiencies were given prescriptive schedules for their first semester.   Additionally, some students were prescribed certain critical, first-semester freshman courses.

This has simplified new student orientation, allowing more time for topics that focus on helping the student transition from high school to college. It has also reduced the number of advising errors and insured that students do, in fact, clear their Learning Support requirements and CPC deficiencies during their early semesters.

Theme 2 Success, Goal 11 – Improve progression and increase graduation by simplifying and condensing the college curriculum.

While ABAC adopted a new core curriculum in 2011, further condensation of the curriculum is required to assist students in being able to complete core without losing credit. An example was two Biology tracks, one for majors and one for non-majors. Deleting one sequence allowed for less confusion for students during the registration process and less problems when students changed majors or took the wrong class.

More work needs to be done, however, in order to make the matriculation process as smooth as possible and to condense the curriculum.

Theme 2 Success, Goal 12 – Increase enrollment and graduation by re-enrolling students who attended but departed before completing a degree.

Frequently, the College receives requests from students who want to know how they can obtain an ABAC degree even though they transferred and finished their requirements elsewhere; they value their time and experience with the College and we include them among our alumni. ABAC allows them to send transcripts back for evaluation and if requirements are met, issue them degrees.

We hope that the USG will implement a reverse transfer policy/system that will enable even more students to transfer back, so they may retroactively be awarded a degree.

In addition, ABAC has attempted to identify students who met all graduation requirements, except the Regents Exam and award them degrees, since the Regents Exam is no longer a graduation requirement. Further, ABAC attempts to recruit recent graduates to stay and complete newly installed bachelor degrees.

Albany State University's Complete College Georgia plan is based on the goals identified below.

Academic Goals:
1. Reduce midterm and final grade academic deficiencies by 2% per year over the next 5 years.
2. Increase Albany State University's retention rate to 70% by 2017.
3. Increase Albany State University's graduation rate to 45% by 2017.

     I.   Updates, Progress, and Future Work
         a.   Academic Deficiencies

During the fall 2013 Faculty/Staff Conference, emphasis was placed on the faculty tracking student attendance, providing reliable mid-term grades, and revising student engagement opportunities. To track student attendance, faculty will maintain attendance in the course grade book to be submitted to each department chair at the end of each semester. Additionally, when Desire2Learn (D2L) is implemented at ASU in the spring of 2014, the faculty will be able to track attendance in their courses and immediately contact students who are not attending as a reminder to return to classes. The academic advisors of these students will be notified and will meet to discuss with students during subsequent advisement sessions the issues of attendance and/or provide academic success strategies and available resources.

To facilitate attendance verification in Banner, the Registrar reviewed the online verification process at the fall 2013 faculty/staff conference. To address grade deficiencies, it was identified that mid-term grades for online A and B term courses were not being provided by all faculty and that the grades were not disaggregated to exclude grades for the graduate courses in the report submitted. To resolve the issue of a failure to report mid-term grades, the dean of each college will require faculty to enter mid-term grades for all courses that accurately reflect student progress. Deans and department chairs will contact non-attending students to discuss reasons for absences and their plans to attend future classes. Deans will maintain data on faculty contacts made with students.

Additionally, the Office of Academic Services and the Registrar will post notices to faculty prior to the mid-term grade due date, notify deans of faculty members who have not complied with the policy of posting mid-term grades for submission as well as discuss why the grades were not posted as required. The Deans Council will develop strategies to alleviate non-attendance based on data collected through student and faculty input. Courses with the highest failure rates will be disaggregated and faculty in the departments will develop strategies to enhance teaching and learning of content. The strategies will be monitored, reported and tracked in the annual action plan developed under ASU's Academic Review Process.

ASU disaggregated course grades in order to view only undergraduate course data. ASU recognized that midterm and final course success from fall 2010 to fall 2012 was more consistent than previously reported (see Table 1 and Appendix A). Based on our findings, to increase ASU retention, progression and graduation, our focus will be to offer more support and continued assistance to students who have not been as successful in coursework as their peers.

Table 1. Undergraduate Course Completion Rates (August 2013)

	Midterm Success	Final Success
2012	78.9%	77.3%
2011	79.10%	77.30%
2010	78.40%	77.10%

Students who demonstrated academic deficiencies in various courses by week 3 in 2012-2013 were reported on GradesFirst, allowing academic advisors to contact students and recommend additional support. The same practice will continue in 2013-2014, and the Academic Advising and Retention Center (AARC) will report the names of students to faculty in their respective major for advisement and support.

Data prior to spring 2012 is not 100% reliable, however it shows that the same patterns repeat annually when presented as a percentage (see Table 1). While spring 2012 would have been a better date for baseline data, 2010-2011 data was disaggregated in order for the earlier data to be useful as a reference point. For example, graduate students were removed from the total population initially reported and ASU is changing institutional policy to require midterm grades for all courses – specifically A and B term coursework – effective fall 2013. Going forward, the data will be presented using percentages rather than seat count to ensure a fair comparison from term to term.

Beginning spring 2014, ASU will transition to D2L which will allow for tracking attendance as well as monitoring academic progress of students. Success will be recognized as faculty reports student progress every 3 weeks through GradesFirst; AARC monitoring and referrals from academic departments, as well as by having departmental faculty contact students regarding attendance; also supplemental instruction. AARC and academic departments will provide deans with reports on their interactions with students for use in developing strategies to alleviate non-attendance and improve academic success of students. Such strategies will support college level retention plans which will be reported to and monitored by Academic Affairs.

b. Retention

ASU implemented greater use of academic and student support services to increase retention in the following ways: a) faculty in each course must track and monitor attendance of undergraduate students and refer those not attending one or more classes to the AARC who will contact the students as well as follow up with department faculty; b) faculty is required to have an adequate amount of course assignments completed prior to the midterm in order to provide reliable midterm grade as reflected in faculty grade books for each course; c) AARC will generate e-reports for each student's advisor, department chair, designated instructors and Provost/ VPAA one quarter of the way through each semester; d) the university expanded the number of on-campus engagement opportunities available to students who leverage sound principles of service learning (e.g. peer educator programs or federal work study, etc.; and e) the university is transitioning the Division of Student Affairs into the Division of Student Success. This is not merely a change in nomenclature, but will signal a major shift in ASU's approach to student engagement and interaction.

Study Tables were implemented in fall 2011 and while there were some concerns, there were favorable outcomes. At the end of spring 2012, the mean cumulative GPA of the Study Table group was 2.35 (SD of 0.941). The oversight of Study Tables was transferred from Student Affairs to the AARC in fall 2012, and data for 2012-2013 was not available for analysis. Beginning fall 2013, data on the Study Tables is again being collected and analyzed. Beginning fall semester 2013, Study Tables will be conducted in a central location on campus, as well as in the areas of English, math and science, 4 days a week.

The Center for the African American Male (CAAM) which has served over 1,300 students in its resource center in 2012-2013 offering study sessions (also workshops) reported that the average grade point

average of CAAM members was 2.76 as compared to 2.50 for non-CAAM members. Expanding on the success that CAAM has experienced with workshops on different study strategies for students, the AARC will offer evening Study Strategy Workshops for students on campus throughout each semester, in addition to Study Tables.

During the spring semester 2013, Learning Support (LS) along with content faculty developed two new LS English courses and one LS Math course to be offered in fall semester 2013. LS students will be immediately enrolled in credit-bearing courses taught by instructors certified in enhancing the delivery of instruction and also enrolled in a non-credit lab attached to their courses and taught by peer instructors. LS students will be placed in a structured learning community designed to instill the skills necessary to succeed in and complete college.

ASU adopted Learning Communities (LC) in 2007-2008 and LCs on campus have increased in numbers since then. In 2012-2013, there were 13 LCs at ASU that were specific to different majors and there were 7 open to all majors. Although a review of grade distributions revealed more LC students passing, ASU must develop a process to assess all LC students for grades in core courses, GPAs and retention in comparison to students who do not participate in LCs. Development of these assessments will be a focus beginning in October, 2013.

       c.   Graduation

ASU used several methods to increase the university's graduation rate: a) AARC advisors and faculty advisors assisted students in developing a program of study in Degree Works and monitored the program of study with the students to measure progression toward graduation; b) faculty monitored midterm and final grades with students to support student performance and to update programs of study; and c) a special effort was made to have a central advisor and department advisor remain constant throughout the student's time at ASU.

A further review of data found ASU's 2008 4-year graduation rate to be low at 10.54% compared to the USG's average state university rate of 16.01%. ASU's 2006 6-year completion rate was 38.6% (higher compared to that of other USG state universities' rate of 38.2%) and ASU's 2004 8-year completion rate was 47.67% which was significantly higher as compared to USG's average state university rate of 41.57% (https://app.usg/portal/page/poartal/USG123_10G/USG_ACA_TAB). ASU has revisited the goal for undergraduate graduation rates and is now defining the ASU increase for the 2017 goal from 45% for all students to 45% for the six year/full time freshman cohort. With the consecutive increase in awarded degrees as noted in Figure 1, ASU students do persist; however, the timeliness towards degree completion is a major factor that will aid ASU in reaching the 6-year completion goal.

When examining the completion rates for African American males, ASU's completion rate was 31.47% compared to the rate of other state universities (25.07%). ASU will examine key indicators to further promote greater retention and graduation rates among African American males.

Figure 1: Undergraduate degrees from 2008-2012 (ASU Banner INB Database/Argos Report, 7/13).

Baccalaureate degrees conferred have increased 22% in the past five years

FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
505	520	508	561	617
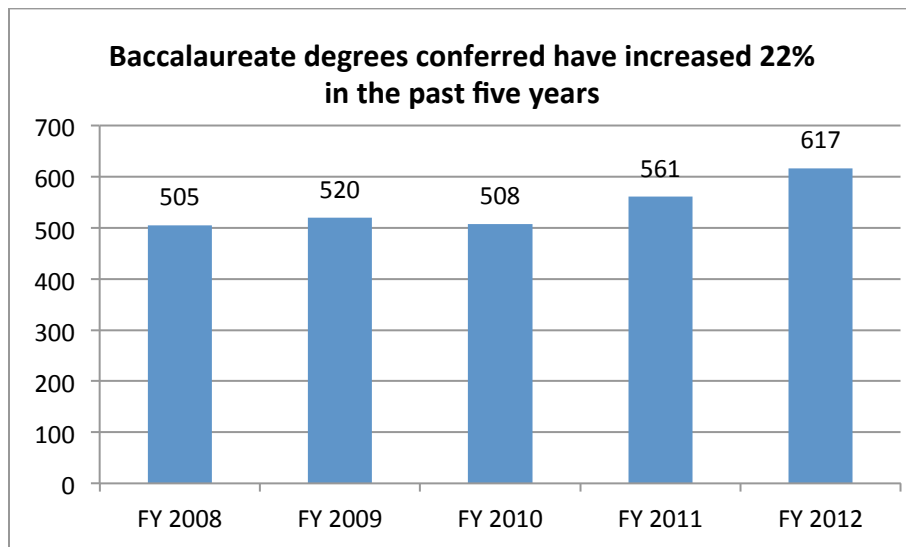
ASU will attain full membership in eCore and eMajor by the 2014-2015 academic year, thus assuring student access in these USG programs and other online learning opportunities, such as Straighterline, etc. ASU will inform students of the existence and availability of eCore, eMajor and GOML courses and encourage student use of them. The Office of Academic Services and Registrar will label online listings as part of the semester course schedule.

II. Partnerships

To address the plan to expand the number of on-campus and off-campus engagement opportunities available to students to practice sound principles of service learning, Albany State University will continue to expand its affiliations with area, regional, and national organizations. ASU has multiple partnerships with P-12 students to enhance academic competencies and with technical colleges and other institutions to recruit and create retention strategies for students in all majors which offer professional development opportunities. ASU works closely with technical and state colleges to ensure students who receive an associate's degree in various areas can transfer and complete a bachelor's degree. Beginning in 2013, students at any accredited Technical College System of Georgia institution which offers the AAS degree in Fire Science can transfer to ASU and complete the BAS in Fire Services online.

ASU's collaborations with area businesses, agencies, and community organizations such as the Marine Corps Logistics Base (MCLB), Chick-Fil-A, UPS, the U.S. Forestry Service, and Coca Cola allow students to develop skills and proficiencies needed in their careers. Student clubs have established partnerships with small business owners to provide consultation services as well as enhance student development and retention. For example, students have assisted in the completion of tax returns free of charge for individuals, as well as local businesses. Local businesses which have been assisted by the Marketing Club have offered economic stimulus packages to ASU business students. Many of the students have been offered employment during their internships and following graduation. Such activities have allowed students to enhance their marketability by enabling them to include additional skills and competencies on resumes that have assisted in job searches after graduation. Four recent graduates who completed the Logistics and Supply Chain Management program through the Center for Advanced Logistics Management (CALM) are now employed at MCLB.

A recent opportunity is the newly inked partnership with Regents University, Morehouse School of Medicine and ASU in which we will aim to educate an increased number of Physician Assistants (PA) who will subsequently address the lack of adequate health care providers in southwest Georgia. The ASU director will be a local physician who is the former mayor of Albany. The first 8 PA students from the Albany area will begin classes in spring 2014.

III.   Key Observations

Admissions criteria were enhanced beginning with the fall 2012 cohort. Applications from first time, full time freshmen for fall 2012 numbered 8,370 and admissions for fall 2012 was 632.

ASU needs to institute better methods for student tracking from the time of admission to graduation. Frequent changes beginning in 2012 in key positions such as Institutional Research, Institutional Effectiveness, the Registrar, AARC, and Admissions are being addressed. An Associate Provost for Enrollment Management was hired in spring 2012 and subsequently a new director for AARC was hired in fall 2012. In February 2013, a new Registrar/Chief Data Officer was hired. Additionally, a new Provost/Vice President for Academic Affairs was installed in July 2013 and an interim Vice President for Student Affairs began duties in summer 2013. An Institutional Assessment Director was hired in August 2013. The last of the positions to be filled, that of IR Professional, is currently being advertised for the third time.

ASU will address students who have stopped out by having academic department chairs continue to contact qualified students who stopped out of college after one or two years. The students will be encouraged to return to the university. Department chairs will submit a report on their activities to the deans each semester. The Deans' Council will develop strategies for recruiting the students who have stopped out, based on information gleaned by chairs. Again, the success of these strategies will be tracked and reported annually.

Opportunities for non-traditional learners must also be addressed through implementing Prior Learning Assessment (PLA) activities and training additional faculty in portfolio assessment. Currently, two faculty members have been PLA trained and one is fully certified; however, no students have submitted portfolios for review. We will expand dual enrollment programs for high school students not only at the ASU Early College and at Deerfield-Windsor Academy which were initiated in August 2012, through adding one new dual enrollment program per year for the next four academic years. We are actively recruiting students for the online Fire Services Program following the signing of a statewide articulation agreement with the Technical College System of Georgia (TSCG) in August 2013, while continuing to explore additional opportunities for technical school graduates.

With the implementation of D2L in spring semester 2014, ASU online courses will be reviewed and improved to a Level 3 or a higher score, according to an internally developed rating format or will be targeted for revisions. To enhance the quality of instructional delivery, andragogy training will be provided for faculty on a continuing basis. Beginning in fall semester 2013, faculty training workshops will be held during faculty-staff conferences and will focus on topics such as student engagement strategies in the classroom (online and face-to-face). The outcome will result in each faculty member integrating at least one new strategy into each online and face-to-face course during the semester. Effectiveness will be evaluated through increased student engagement as indicated by attendance, assignment completion, successful test performance and a 5% increase (each year) in successful course completion. University-wide, a decrease in the rate of "D", "F", and "W" in courses will be noted as a positive outcome. In addition, while few online faculty members have voice lectures, faculty will be encouraged to develop scripts and present voice lectures.

ASU will continue to develop additional courses in each subject area each year with a goal of increasing online courses by 10% and online students by 5% each year for the next four years. During the summer semester 2013, one faculty member from each department participated in D2L training in order to serve as a D2L liaison for the department.

Data Collection, Plan and Process

As shown above, ASU has had lapses in data collection because of a personnel vacancy. Data was previously collected by the IR Professional who assumed another position in August 2012, but the availability of data support for Academic Affairs has been inconsistent. The new IR Professional will provide opportunities for data collection and analysis not only for Academic Affairs, but also for support of research, grants, and accreditation reports for different departments. The IR Professional will also provide data support for the new Registrar/CDO who was hired in February 2013 following the retirement of the previous Registrar in December 2012.

IV. Sharing Lessons Learned

Albany State University will explore the alignment of CCG with ASU's Strategic Plan Goal 2: "Excellence in discovery, learning, teaching, and the use of technology" to address retention through offering innovative teaching strategies to better engage ASU students in learning activities as part of the focus on student retention and graduation. Innovative teaching methods should also impact academic deficiencies through greater student engagement in academic studies. ASU will also utilize the Center for the African American Male (CAAM) to focus on strategies to enhance the retention and graduation rates of African American males. Alignment of CCG with Goal 3 of ASU's Strategic Plan: "Leadership in community and global partnerships and service" can impact retention through various internships and student non-academic activities relative to their majors. It has been observed that charitable activities instill a sense of purpose and boost self-esteem, making one more likely to recognize personal and professional opportunities for growth and service.

Implementation Leaders:
Dean of the College of Arts and Humanities – Dr. Leroy Bynum
Dean of the College of Business – Dr. Michael Rogers (interim)
Dean of the College of Education – Dr. Kimberly Fields (interim)
Dean of the College of Sciences and Health Professions – Dr. Joyce Johnson
Associate Provost for Enrollment Management – Dr. Mike Miller
Provost/Vice President for Academic Affairs – Dr. Beverly Edmond
Assistant Vice President for Academic Affairs – Dr. Linda Grimsley
Faculty member – Dr. Emmanuel Konde
Registrar/CDO – Mrs. Tarrah Mirus

201008 - Mid to Final Grades
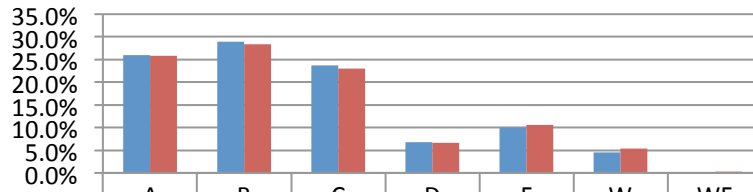
	A	B	C	D	F	W	WF
201008 - Count of MIDTERMGRADE	25.9%	28.9%	23.7%	6.8%	10.1%	4.5%	0.2%
201008 - Count of FINALGRADE	25.8%	28.3%	23.0%	6.7%	10.6%	5.4%	0.2%

201108 - Mid to Final Grade Comparison
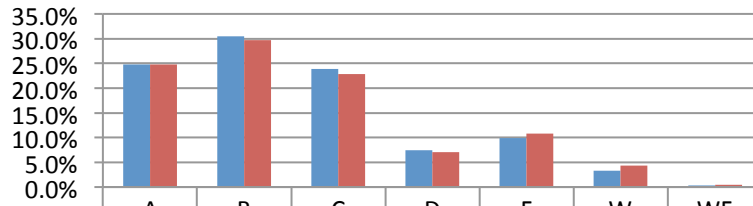
	A	B	C	D	F	W	WF
201108 - Count of MIDTERMGRADE	24.8%	30.5%	23.9%	7.4%	10.0%	3.3%	0.3%
201108 - Count of FINALGRADE	24.8%	29.7%	22.9%	7.1%	10.8%	4.3%	0.4%

201208 - Mid to Final Grade Comparison
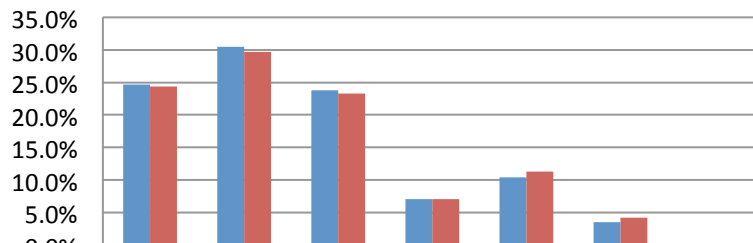
	A	B	C	D	F	W	WF
Count of MIDTERMGRADE - 201208	24.6%	30.4%	23.8%	7.1%	10.4%	3.5%	0.2%
Count of FINALGRADE - 201208	24.3%	29.7%	23.2%	7.0%	11.3%	4.2%	0.3%

Appendix B

Graduation rates via USG123 data for consecutive years by gender.
(https://app.usg.edu/portal/page/portal/USG123_10G/USG_ACA_TAB)
Retrieved August 2013

University System of Georgia
Degrees and Awards Conferred by Gender
Fiscal Year 2008 - Fiscal Year 2012

Albany State University
Bachelor's
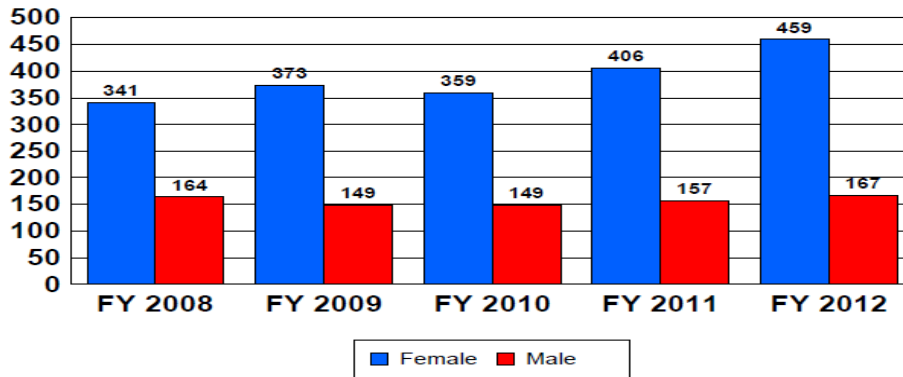
COMPLETE COLLEGE GEORGIA-ARMSTRONG

Complete College Georgia-Armstrong

FY2013 STATUS REPORT

The Complete College Georgia-Armstrong plan supports Armstrong's institutional mission of providing diverse and transformative learning experiences that support student success, with the overarching aim of assisting students from matriculation through graduation. The plan identifies three broad goals, supported by nine strategies and a diverse, integrated array of implementation tactics. This report summarizes progress in executing the plan and outlines next steps to apply these strategies toward measurable accomplishment of the three goals:

> Goal 1: Improve ACCESS for traditionally underserved groups
>
> Goal 2: Improve student success and rates of credential COMPLETION.
>
> Goal 3: Increase alumni and donor engagement to support student ACCESS and SUCCESS.

Updates, Progress, and Future Work

Armstrong's Enrollment Management Council (EMC), comprised of key leadership* from all divisions and chaired by the Provost, has overseen implementation and accountability for the plan. EMC reviewed work plans for each of the plan's 39 tactics and evaluated their progress and outcomes in December 2012 and May 2013. The full effects of these tactics will emerge over time and completion for some will occur in phases, but all have been implemented and demonstrable progress is being made.

Based on current data, targets for student retention and credential completion and for alumni and donor engagement are being met. Assessment measures for improving access to traditionally underserved groups, applications and admissions of students from the immediate six-county region, show declines. However, other measures indicate progress toward the broader goal of access.

Goal 1: Improve ACCESS for traditionally underserved groups

As of June 3, 2013, Chatham County applications and admissions are up by 7.4% and 12.0%, respectively, as are those from Bryan County (up 5.7% and 3.0%, respectively); these are down in the other four counties (Effingham, Liberty, Tattnall, Toombs). In December 2012 total applications and admissions from the six counties combined were down slightly (approximately 1.5% and 2.5%, respectively), and final Fall 2013 figures likely will reflect this trend. Overall undergraduate applications are down 7.3% compared to the same time in 2012, and overall undergraduate admissions are down 8.8%.

> ACCESS Objectives
>
> - Increase by 1% each year the number of Armstrong applicants from the 6-county area.
> - Increase by 1% each year the number of students from the 6-county area admitted to Armstrong.

Two factors likely have had an impact in the downturn in applications.   One strategic decision last year was to enhance the freshman profile by raising high school GPA admissions standards. These enhanced admissions requirements led to a significant increase in denied applications from the year before. In addition, a recruitment strategy by the previous enrollment manager included a significant reduction in purchased SAT names and the absence of a recruitment plan for students who would be graduating seniors fall 2013. Recruitment efforts this year include

information sharing with the counselors in the six-county area about the enhanced freshman profile, and the recruitment team has now had opportunities to speak with many more prospective students about the change. Further, the new recruitment plan includes non-seniors and the purchasing of more SAT names.

Despite this aggregate decline, there are significant increases in enrollments of new students other than traditional first-time, full-time freshmen (FTFTF). Preliminary enrollments for Fall 2013 show a 15.9% increase in post-baccalaureate degree-seeking students (from 88 to 102), and an increase in dual enrollment (26.4%). The summer bridge program, initiated in 2012, increased enrollment 73.5% for Summer 2013, from 34 to 59 students, with 54 (92%) successfully completing the program. Of the students in last year's program, 100% enrolled for Fall 2012, 90% were retained in Spring 2013, and currently 53% are enrolled for Fall 2013. The university is analyzing data from the Summer 2012 cohort to identify factors contributing to the attrition rate and this fall significant new follow-up and intervention strategies are being introduced to support these students. These efforts include, for example, academic coaches meeting with students several times throughout the year, including during Weeks Four and Five when Early Alerts/Early Grades will be provided by faculty, during advisement for Spring registration, and in early January to adjust schedules if necessary based on their Fall academic performance. All of these meetings will focus on mapping pathways to success and referring students to support services as appropriate. New outreach efforts undertaken this year aimed at prospective non-traditional, military-affiliated, and Hispanic/Latino students should yield additional results in the next admissions cycle.

Goal 2: Improve student success and rates of credential COMPLETION

COMPLETION Objectives

- Attain a one-year retention rate of 80% for FTFTF, transfer, and non-traditional students by 2020.
- By 2020 attain 6-year graduation rates of 32% for FTFTF, 51% for transfer students, and 38% for non-traditional students.
- Increase by 10% annually the number of associate degrees and undergraduate certificates awarded, doubling the number awarded annually compared to 2012.

First-to-second semester retention rates for FTFTF and non-traditional FTFTF were slightly better than rates for the Fall 2011 cohorts, at 89.4% and 77.8%, respectively, while dropping slightly for full-time transfers to 86.4%. As of September 3, 2013, Fall 2013 registrations show a slight drop in first-to-second year retention for the Fall 2012 FTFTF cohort, but the university anticipates 30 or more of these students returning in the second Flex term beginning in October. These students faced financial obstacles and are being assisted in the re-enrollment process. First-to-second year retention for non-traditional FTFTF is up from 51.9% to 66.7%.

New six-year graduation rate data are not yet available, but five-year rates are up significantly for the Fall 2007 cohorts of FTFTF (from 22.4% to 26.0%), full-time transfers (from 42.3% to 51.0%), and non-traditional FTFTF (from 25.6% to 31.0%) compared to Fall 2006.

Armstrong granted 16% more associate's degrees in FY2013 compared to FY2012 (64 vs. 55). The university's first undergraduate certificates will be awarded in the coming year. The number of bachelor's degrees conferred increased by four per cent, from 881 in FY2012 to 914 in FY2013.

Goal 3: Increase alumni and donor engagement to support student ACCESS and SUCCESS.

Approximately 2,000 current and prospective students participated in events involving alumni. Several of the initiatives to increase alumni and student interaction are scheduled for implementation in Summer and Fall 2013.

Estimated financial contributions to the university for FY2013 exceed FY2012 totals by 13%. The Armstrong Commitment Fund raised and distributed $104,000 in gap funding to currently enrolled students in FY2013.

Additions to Original Plan

Five significant new initiatives warrant mention: (1) Expansion of capacity in high demand programs; (2) Establishment of a student call center; (3) Revised scholarship award process and timeline; (4) Early attention to students at risk of losing financial aid due to unsatisfactory academic progress; and (5) Using analysis of DFW rates to evaluate academic support initiatives and to identify candidates for course redesign.

> ENGAGEMENT Objectives
>
> - Facilitate alumni interaction with 1325 prospective and current students each year through 2020.
> - Increase financial contributions to the university by 5% per year through 2020.
> - Raise and distribute at least $100,000 annually through the Armstrong Commitment Fund.

Program size limitations in health professions programs impede students' progress and completion. Students may extend their time in school or stop out waiting for admission slots to open or leave college altogether. There are plans to expand capacity in several programs, including nursing, rehabilitation sciences/physical therapy, and health sciences. Through combinations of new faculty positions, repurposing of space, and new partnerships, several expansions will launch in AY2013-14, including:

- Add 16 slots to each BSN cohort by expanding clinical placements in Liberty County.
- Establish a new Accelerated BSN option with 24 new slots.
- Expand capacity of the Doctor of Physical Therapy program by increasing the entering cohort size by 20% in Fall 2013 (from 20 to 24) and by another third in AY2014-15 (from 24 to 36), eventually increasing the total number of slots in the program by 80% in AY2016-17 (from 60 to 108 annually).

A new student call center, begun in Spring 2013, will expand our capacity to reach prospective and current students as well as stop outs. In addition to traditional recruitment activities, the call center will enhance outreach to adult students with substantial credit hours but no degree and contact current students during registration cycles.

The divisions of Advancement and Academic Affairs have collaborated to overhaul Armstrong's scholarship award process to make optimal use of private scholarship funds for recruitment and retention. Former procedures awarded scholarship dollars too late to impact substantially students' decisions to attend or persist.

Internal data show that significant numbers of students stop out due to loss of financial aid eligibility. Through a combination of an early alert program, professional advising, and financial aid counseling, the university is identifying earlier students at risk of losing financial aid eligibility to due SAP and using intrusive advising to help students avoid that eventuality.

The Colleges of Liberal Arts and Science & Technology have targeted high DFW courses using supplemental instruction and peer mentoring as strategies. Evaluation of the effectiveness of these strategies will continue

this year, and additional course augmentation and/or course redesign possibilities will be identified and pursued.

Partnerships

The purposes of the 2013 Summit were consistent with Armstrong's ongoing commitment to regional partnerships. For example, Armstrong is entering the second year of the CAMINO partnership designed to increase the number of Hispanic and Latino students attaining post-secondary credentials in this region. This partnership includes Armstrong, Savannah State University and Savannah Technical College in cooperation with a variety of corporate, civic and non-profit entities.

As an outgrowth of the CAMINO partnership, the Presidents and CAOs of the three Savannah institutions now meet monthly to discuss common concerns and to develop collaborations. These have included, for example, transfer articulation agreements between the universities and Savannah Technical College.

Expansion of higher education opportunities in the Ft. Stewart/Hinesville/Liberty County region is a result of partnerships among Armstrong, city and county leadership, state legislators, the U.S. Army, secondary schools, and business leaders. A combination of local and state funding will support construction of an expanded Armstrong Liberty Center. New partnerships with area military and civilian hospitals will open new opportunities for health care education and services in the region. Collaborations with Ft. Stewart will provide educational paths for active duty military and their families as well as for the growing number of troops redeployed from overseas.

Each year, Armstrong hosts a Community Summit with leaders from all sectors of the region for the purpose of identifying opportunities for partnering to meet regional needs. One result from the Fall 2013 summit has been development of a proposed collaborative B.S. in Engineering Science involving Armstrong and Savannah State University in response to a demonstrated shortage of engineers in this area. Recently Armstrong hosted a meeting with area professionals to discuss employer needs for graduates trained for jobs at the intersection of health care and information technology to begin partnering very intentionally with major employers to design curriculum and provide internship placements in these areas.

Finally, preliminary discussions with Savannah-Chatham County Public School System about the possibility of establishing a Middle College program at Armstrong are promising.

Key Observations and Evidence

The attached Scorecard contains the key outcomes data measuring progress toward the goals of increasing access, success and completion. As described above, the Enrollment Management Council, reporting to President's Cabinet, is responsible for tracking and analyzing data to assess progress toward our goals.

One realization this year has been that, while the plan effectively identified global measures and targets, such as retention and completion rates, and established accountability for implementation of tactics, more thorough assessment of effectiveness in the intermediate range is needed. In other words, the plan must identify desired outcomes for initiatives (not simply outputs) and establish the extent to which they are or are not contributing to stated objectives.

This realization extends beyond the Complete College Georgia-Armstrong plan and informs a broader university-wide commitment to improving institutional effectiveness practices. In Fall 2013 Armstrong's first Director of Assessment will be hired, with responsibilities for directing and facilitating assessment plans across

divisions. A revised assessment cycle begins in AY2013-14, with special emphasis on outcomes tied to Complete College Georgia goals.

Lessons Learned

Train and equip key units and individuals to conduct meaningful assessment. This is especially true for mid-level assessment. Although the plan identified key "big picture" targets and a range of strategies to achieve them were developed, in too many cases those persons responsible did not establish clear, measurable outcomes for specific initiatives. This became evident as the EMC reviewed end-of-year progress reports that focused largely on tasks accomplished rather than specific outcomes. This shortcoming will be remedied during FY2014 by applying sound assessment practices and providing expertise and resources as needed.

Identify successes in targeted areas and transfer effective strategies to other contexts. For example, the professional colleges have long histories of using professional advisors to enhance student progression and completion, but the arts and sciences traditionally have relied on faculty advisors. This year the Colleges of Liberal Arts and Science & Technology added professional advisors, and they have greatly enhanced follow-up with academically at-risk students in those colleges. Similarly, new freshman learning communities, consisting of a first-year seminar paired with a Core class, incorporate aspects of intrusive advising and mentoring that have been used in Armstrong's Hispanic/Latino and African-American Male initiatives as well as practices that have proved effective in living learning communities.

Foster critical internal as well as external partnerships. Most, if not all, of the major initiatives have required close collaboration across divisions. For example, expansion of the Armstrong Liberty Center required development of a comprehensive, cross-divisional plan to set funding priorities; coordinate business, academic, student affairs and IT functions; and align recruitment, marketing, hiring, and fundraising priorities. Similarly, expanding access through online and blended formats or enlarging face-to-face capacity has required alignment of divisional activities with institutional priorities.

Summary

Armstrong remains committed to the goals, strategies and objectives articulated in the 2012 Complete College Georgia-Armstrong plan. Implementation of tactics identified in the plan is well underway and the university continues to refine and add to those strategic initiatives. Although overall applications and admissions from the six-county region are lagging behind targeted increases, there is growth within specific sectors of traditionally underserved populations. The university is on track to meet annual targets for increased retention and completion rates and is exceeding goals for increasing private scholarship aid. Outcomes assessment will be a key focus in year two of implementation.

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*EMC membership: Provost & VPAA (chair), AVP for Enrollment Management, Director of Marketing & Communications, Director of University Housing, Budget Director, Director of Financial Aid, Registrar, Bursar, Director of Admissions & Student Recruitment, Director of Finance for Academic Affairs, Chief Information Officer, Director of Academic Orientation & Advisement, Director of First Year Experience, Assistant Director of Academic Support-Armstrong Liberty Center, Director of Graduate Admissions, Dean representative, President's Chief of Staff (ex officio)

Complete College Georgia Scorecard

Goal 1: Improve ACCESS for Traditionally Underserved Groups

Outcome: To Increase Applications 1% Per Year and 10% Overall by 2020

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	*Final*	Mid-Year	Final
Applications Submitted:								
Freshmen	2163	3827	2682	3916	2280	*3542*		
Freshmen from 6-County Area*	528	1312	519	1068	511	*1080*		
Non-Traditional Freshmen	12	165	15	115	9	*144*		
Non-Traditional Freshmen from 6-County Area*	10	146	5	86	5	*110*		

Outcome: To Increase Applicants Admitted 1% Per Year and 10% Overall by 2020

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Applicants Admitted:								
Freshmen	911	2158	1066	1924	896	1686		
Freshmen from 6-County Area*	247	854	226	607	220	618		
Non-Traditional Freshmen	9	133	3	47	0	65		
Non-Traditional Freshmen from 6-County Area*	7	121	3	36	0	56		

Targeted six-county area includes Chatham, Bryan, Effingham, Liberty, Tattnall, and Toombs
For Mid-Year, Week 26 of the Application cycle was used.

Goal 2: Improve Student Success and Rates of Credential COMPLETION

Outcome: Attain a one-year retention rate of 80% by 2020 for FTFTF, transfer, and non-traditional students

Cohort:	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
1-Year Retention:	Mid-Year	Final	Mid-Year	Final	Mid-Year	*Final**	Mid-Year	Final
First-Time Full-Time Freshmen	90.0%	65.3%	88.5%	68.6%	89.4%**	*67.1%*		
Full-Time Transfers	88.4%	66.3%	88.2%	68.7%	86.4%**	*68.9%*		
Non-Traditional First-Time Full-Time Freshmen	84.8%	69.6%	77.4%	51.9%	77.8%**	*66.7%*		

*Preliminary data based on Day 162 of Fall Registration

**Note: These values are based on preliminary Spring 2013 data.

Outcome: Attain the following 6-year graduation rates by 2020: FTFTF - 32%, Transfer - 49%, & Non-Traditional FTFTF - 38%

Cohort:	Fall 2005		Fall 2006		Fall 2007		Fall 2008	
6-Year Graduation:	5-Year	6-Year Final	5-Year	6-Year Final	5-Year	6-Year Final	5-Year	6-Year Final
First-Time Full-Time Freshmen	23.3%	31.7%	22.4%	31.0%	26.0%	NA		
Full-Time Transfers	42.9%	47.5%	42.3%	50.0%	51.0%	NA		
Non-Traditional First-Time Full-Time Freshmen	27.9%	27.9%	25.6%	33.3%	31.0%	NA		

Outcome: Increase the completion of associate's degrees and certificates by 10% per year

	FY 2011		FY 2012		FY 2013		FY 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Undergraduate Certificates Completed	---	---	---	---	---	---		
Total Associate Degrees Conferred	26	63	38	55	40***	64***		
Total Bachelors Degrees Conferred	458	908	401	881	464***	914***		

***Note: These values are based on local Banner data.

Goal 3: Increase Alumni and Donor Engagement to Support Student ACCESS and SUCCESS

Outcome: To engage with at least 1325 prospective and current students each year through FY20

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Current Students Engaged in Alumni Events	1218	1525						
Total Prospective Students Engaged in Alumni Events	30	48						

Outcome: Increase contributions to the university by 5% per year

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final*	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Contributions to the University	$519,152.30	*$750,858.00*						

*Unofficial estimate as of June 3, 2013

Complete College Georgia Supplemental Assessment

Goal 1: Improve ACCESS for Traditionally Underserved Groups						
Workshops	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Attendance		811				
Participant satisfaction surveys		NA				

Armstrong Summer Challenge	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
High School GPA	3.06	2.89				
Mean SAT Verbal	445	452				
Mean SAT Math	437	441				
Mean SAT Combined	882	893				
Mean ACT English	20	19				
Mean ACT Math	18	18				
Mean ACT Composite	19	18				
Summer Challenge GPA	3.11	2.9				

Armstrong Summer Challenge	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Cumulative GPA	2.55	2.29				
Total Credit Hours Earned	18.4	28.2				

Summer Programs	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
STEP Participation	33	33				

Fall Programs	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Dual Enrollment Participation	58	69				

Goal 2: Improve Student Success Rates of Credential COMPLETION

Advisement	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Number of Students Advised:						
College of Education	360	659*				
College of Health Professions	2086	4819*				
College of Liberal Arts	1520	2654*				
College of Science & Technology	1764	3133*				
Undeclared	459	742*				
Academic Help Hub Page Views	5476	10837				

Student Success	(Fall 2011 Cohort)		(Fall 2012 Cohort)		(Fall 2013 Cohort)	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
African American Male Initiative:						
1-Year Retention	n/a	n/a	93.3%**	NA		
Cumulative GPA	n/a	n/a	2.32**	NA		
Total Credit Hours Earned	n/a	n/a	28.24**	NA		
Hispanic/Latino Outreach Programs:						
1-Year Retention	0.931	0.862	93.2%**	NA		
Cumulative GPA	2.90	3.03	2.99	NA		
Total Credit Hours Earned	24.78	39.72	58.81	NA		
First-Time Full-Time Freshmen						
1-Year Retention	0.886	0.686	89.4%**	NA		
1-Y r Retention -Living On-Campus	0.896	0.674	89.2%**	NA		
1-Y r Retention -Living Off-Campus	0.872	0.699	89.5%**	NA		
1-Y r Retention -Attended Orientation	0.894	0.697	89.3%**	NA		
FTFTF in Living Learning Communities:						
1-Year Retention	0.871	0.677	89.3%**	NA		
Cumulative GPA	2.67	2.61	2.43	NA		
FTFTF in FYE Seminar:						
1-Year Retention	n/a	n/a	90.5%**	NA		

Cumulative GPA	n/a	n/a	2.46	NA		
FTFTF Undeclared						
1-Year Retention	0.886	0.675	86.1%**	NA		
Cumulative GPA	2.55	2.56	2.47	NA		
Total Credit Hours Earned	11.49	23.3	12.03	NA		
Full-Time Transfers Undeclared						
Cumulative GPA	2.62	2.42	2.69	NA		
Total Credit Hours Earned	10.5	20.0	11.74	NA		
Non-Traditional FTFTF Undeclared						
Cumulative GPA	1.87	1.74	3.01	NA		
Total Credit Hours Earned	6.33	12.22	11.52	NA		

Curriculum	FY 2012		FY 2013		FY 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Core Curriculum DFW Rates	22.0%	0.232	0.213	0.224		
Online Course/Program Development						
Online Course Enrollment:						
Military Enrollment	114	122	143	105**		
Non-Traditional Enrollment	514	550	623	593**		

**Note: These values are based on preliminary Spring 2013 data.

Goal 3: Increase Alumni and Donor Engagement to Support Student ACCESS and SUCCESS						
	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Events Held						
Attendance:						
Current Students	1218	1525				
Prospective Students	30	48				

Complete College Georgia
2012-2013 Update

Atlanta Metropolitan State College

Updates, Progress, and Future Work

Updates

Atlanta Metropolitan State College (AMSC) has refined and revised its goals and strategies to increase the quality and impact of its efforts toward achieving the AMSC Complete College Georgia (CCG) plan, as well as to maximize use of resources and achievement of outcomes. The initial CCG eight goals have been integrated into the following four goals, strategies and three categories:

Access

- Goal #1 – Increase access of traditionally underserved groups

Progression

- Goal #2 – Transform remediation courses to increase the completion rates in learning support (LS) and College freshman gateway courses
- Goal #3 – Develop and implement institutional-wide strategies that reduce dropout rates

Retention and Graduation

- Goal #4 – Increase retention and graduation rates

Three primary strategies are being employed to achieve these four goals: (1) increasing access through developing new partnerships to increase enrollment of underserved students, (2) transforming remediation by restructuring the College learning support program by dramatically reducing the number of students who require learning support or reducing the time students spend in learning support, and (3) increasing student progression and graduation by reducing drop-out rates through developing learning communities, providing students' individualized academic support, and "intrusive" advising strategies that identify and address the needs of students. Progress for the 2012-2013 academic year is summarized below, by category.

Access

(1) Through enhanced recruitment strategies and efforts, the targeted underserved Asian and Hispanic student populations have increased enrollment by 11.9% (159 to 178 students). The underserved veteran student population has increased enrollment by 60% (200 to 319 students). A dedicated campus space has been created for a Veterans Center, as well as a Veteran website

(2) Two new strategies have been successfully implemented to provide additional support for adult learners: (a) the Prior Learning Assessment (PLA) Program, which gives adult learners College credit for prior learning, has increased PLA awards by 20%. (b) New support systems have been implemented to assist adult learners integrate and progress towards graduation. For example, the College freshman orientation class has incorporated additional training modules to

assist adult learners in adapting to the technology needs for enrolling in online classes, which provides them access and options to a wider range of online classes that complements their working and family needs. This outcome will reduce the time to graduation for adult learners.

Progression

(3) Six (6) Learning Support (LS) classes have been transformed to a newly modified Emporium model, which involves a computer-assisted, modular approach. The LS course success rate in the transformed LS courses has increased by 35% (45% to 80%), when compared to the traditionally lecture taught courses.

(4) The College's High School Bridge Program, Pre-MAT, has increased student enrollment from 60 to 150 students, and the success rate of students exempting learning support classes has increased by 3%.

Retention and Graduation

(5) Through new retention strategies, the College's one-year retention rate of first time, full-time students has increased by 12.3% (from 33.2% to 45.5%)

(6) The College's two-year moving average graduation rate has increased by 0.9% (10.6% to 11.5%)

Future Work

Future work for the 2013-2014 academic year will include:

- expanding outreach program strategies and recruitment efforts in underserved communities, specifically targeting three groups: Hispanics, Asians, veterans, and adult learns to ensure these groups have increased access to a post-secondary education
- doubling the number of learning support classes during the 2013-2014 year that utilizes the re-structured computer-based, modular approach to continue the objective of transforming remediation
- extending the intrusive advisement, learning communities, and "follow through" strategies to two additional student cohorts, first-time, part-time students and adult learners, to ensure continuous improvement in student retention and graduation rates
- increasing adult learner communication/marketing through more effective website resources and on-campus activities, and providing veteran student's dedicated campus space for programs and services
- developing more efficient/effective pathways to graduation, including the integration of certificate, associate, and bachelor's programs with stackable courses that will reduce duplication of classes and shorten time to graduation

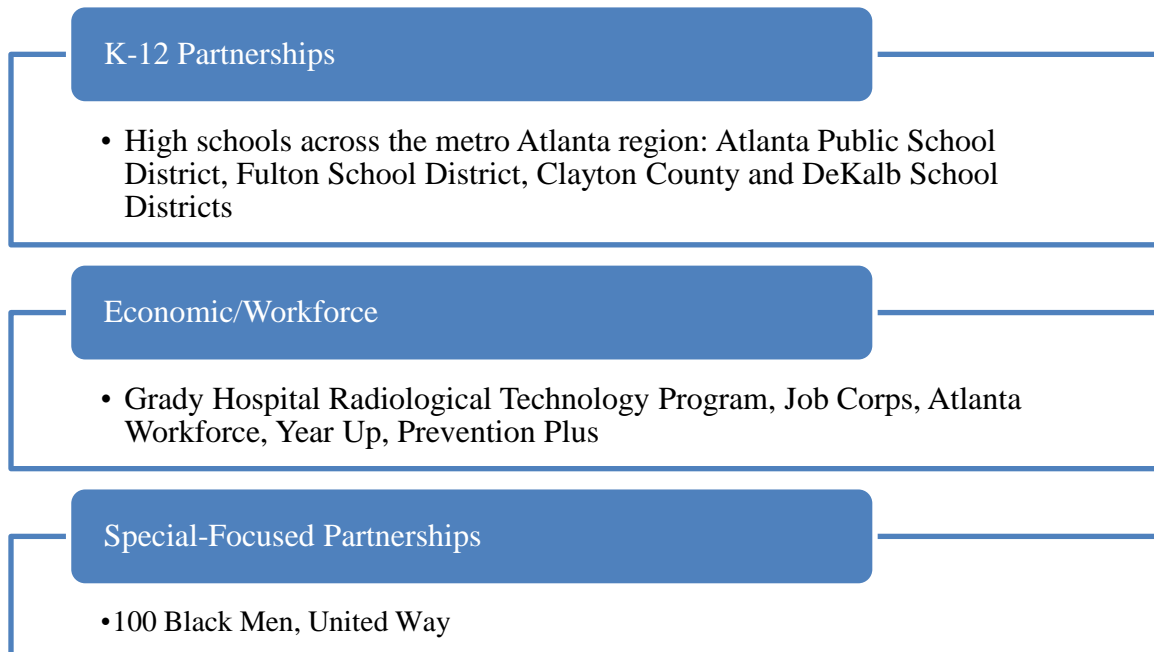# Key Observations and Evidence (Data and Metrics, Data Collection Plan and Process)

Goals	Strategy	Metrics	Target(s)
Goal #1: Increase Access of traditionally underserved students	Strategy 1. Conduct targeted recruiting in the communities of underserved students (i.e. Hispanics, veterans, Asians, adult learners)	Enrollment of Underserved Students	• Increase traditionally underserved student enrollment to 10% annually (**Baseline** – 8% of overall student population)
			• Increase Adult Learner Enrollment by 2% Annually (**Baseline** – 1400)
	Strategy 2: Expand and develop new workforce, economic development, K-12 Education Partnerships	Number of Workforce partnerships	Increase the number of workforce, P-12 and special-focused partnerships by 30%; (**Baseline** - 8 Partnerships)
	Strategy 3: Implement "Smart" Course Scheduling with Multiple Start Times and Week-end/Evening College	Evening, Weekend/ Online courses enrollment	10% increase in course enrollment at times typical for registration of adult learners; 2% increase in blended learning courses/programs (**Baseline** – 45% Enrollment)
Goal #2 – Transform Remediation Courses to Increase the Completion Rates in Learning Support (LS) and Gateway Courses	*Strategy 4: Restructure LS MATH 0099, ENGL 0099, READ 0099* *Strategy 5: Expand the Pre-Matriculation (Pre-MAT) Program* **Note:** *Pre-MAT provides MATH, ENGL, and Reading COMPASS preparation* **Note:** *The Quality Enhancement Plan (QEP) is a strategy for restructuring LS Math 0099 Courses into a computer-assisted modular approach*	Gateway and LS course completion rates, particularly targeting high-risk students (i.e. students on academic probation or satisfactory academic progress (SAP) warning)	Increase LS completion rate for Math 0099 Students, including high risk students, by 5% (**Baseline** = 45%); Increase Gateway Course Completion for LS Students 3% Annually (**Baseline** = 45% (Math 1111), 57% (ENGL 1101), 53% (ENGL 1102)
Goal #3 – Develop and implement institutional-wide strategies that reduce student dropout rates	*Strategy 6: Consolidate Institutional Efforts through the "The College Completion Committee," to remove barriers to improve student persistence particularly targeting first-time full-time and high risk students (e.g. First-time Part-time)*	Course Withdrawal data	Increase Cohorts' retention and graduation rates by 3% over a two-year moving average (**Baseline** = Graduation Rate -10.6%; Retention Rate – 32.6%)
Goal #4 – Increase graduation and retention rates	*Strategy 7: Review the overall CCG process regularly by the Retention and Complete College Georgia Committees to ensure that improvements and/or the appropriate program adjustments are made to ensure that CCG goals are achieved*	Graduation and Retention Rates; Number of Annual Graduates	Increase the first-time, full-time cohort graduation rate 2% annually; and first-time, part-time cohort graduation rate 1% annually; (**Baseline**=10.6%, FTFT 2007, 2008 Average) (**Baseline**=5.93%, FTPT 2007,2008 Average)

Partnerships

Atlanta Metropolitan State College partnerships are listed below and are grouped into three primary categories: K-12, economic/workforce, and special-focused partnerships. The K-12 partnerships focus on college programs for high schools students (e.g. dual enrollment, move on when ready, early college) and Bridge programs (e.g. Pre-MAT) that prepare students for College Admission, with a focus on exempting students from learning support requirements and increasing the course success rate in gateway courses.

The economic/workforce partnerships focus on preparing students for direct entry into the workforce. Students from these partnerships often complete workforce certificates and career associate degrees. The emphasis with economic/workforce partnerships is to meet the demands of the local economy and workforce needs.

Special-focused partnerships involve targeted projects that change over time to address educational, economic, and other community needs. These partnerships engage and lead the community in addressing a broad range of areas, including health education awareness, youth activities, employment, cultural awareness.

K-12 Partnerships

- High schools across the metro Atlanta region: Atlanta Public School District, Fulton School District, Clayton County and DeKalb School Districts

Economic/Workforce

- Grady Hospital Radiological Technology Program, Job Corps, Atlanta Workforce, Year Up, Prevention Plus

Special-Focused Partnerships

- 100 Black Men, United Way

Sharing Lessons Learned

- A data-driven process is central to organizing and implementing CCG strategies. Two-year moving averages are better predictors than a single data point, especially when determining baseline data for retention and graduation rates.
- Too many CCG goals and objectives are counter-productive and moderately achievable, at best. Fewer, more meaningful, goals and strategies that focus on the high priority needs yield substantially better results.
- Clear and reasonable metrics and targets that support the planning goals provide the proper focus to increase the likelihood of success

Bainbridge State College
Complete College Georgia Status Report 2012-13

Part 1: Updates, Progress, and Future Work

Goal 1: Develop partnerships with P-12 to increase student readiness (Table 1). During the 2012-13 year, Bainbridge State College implemented initiatives to partner with P-12 schools in our service area. BSC participated in Parents' Night Programs at area high schools to inform parents about academic requirements indicating student readiness. Representatives from BSC Student Services attended and were involved in Parents' Nights at high schools in Decatur, Miller, Seminole, and Thomas counties. FAFSA preparation days were held both at area high schools and on the BSC main campus and Early County site. Our P-12 partnerships also included a luncheon that all area high school counselors were invited to attend. This event was held prior to our two well-attended high school preview days.

In Spring, 2013, BSC testing staff began traveling to area high schools to administer both the diagnostic and placement COMPASS tests. Offering the diagnostic test (piloted this year at Bainbridge High School) at high schools allows teachers to better prepare their students to take the COMPASS placement test. The COMPASS placement test was offered at Seminole County High School and Thomas County Central High School and will be expanded to other area high schools in the coming year. The placement test enables students to qualify for dual-enrollment transfer courses and/or speed up the college admissions process.

The timeline for connecting BSC faculty in core areas with high school faculty was adjusted because BSC has been awarded a grant for 2013-14 that will provide stipends to faculty in math, English, and economics to work to align the gateway courses in their areas with HS Common Core principles. Lessons learned through alignment will extend to faculty in other areas and provide opportunities for further collaboration between faculty at BSC and area high schools.

Goal 2: Improve college access and completion for students traditionally underserved in postsecondary education (Table 2). Bainbridge State College has a large Pell-eligible (44%) and adult learner (58%) population, requiring innovative strategies to improve college access and completion for them.

Toward that goal and with the help of a grant, BSC is developing a self-paced, competency-based Small Business Management certificate, designed to reward students for what they already know and give them flexibility in scheduling. Another strategy is our use of Early Alerts, which were implemented in Fall, 2012. During the first year of implementation, our professional advising staff sent a personalized letter to each student flagged for an Early Alert to let him or her know what concerns had been reported by faculty. The letter referred the student to the Student Success Center for free services including tutoring, testing and note-taking skills, test anxiety information, and more. The Early Alert system will evolve in the 2013-2014 year to include a follow-up email and phone call to each student. In addition to the Early Alert, a Rolling Alert system will also be implemented that will allow instructors to submit alerts as needed throughout the semester. Due to the nature of the initial implementation, results have not yet been determined. Throughout the

coming year, all students flagged for an Early Alert will be tracked to look at which students take advantage of the free services offered and if they go on to succeed in that semester's coursework.

During the 2012-13 academic year, class availability was increased for working students. A better balance of online and face-to-face courses was achieved, and several weekend classes were added in areas of high interest and high need. Our two-year course rotation will allow students to choose scheduling of classes during the day, in the evening, and online at specific points throughout their program of study. While the class availability increase seemed to be successful in terms of student enrollment, it will be most effective to analyze the data on this initiative after the expanded two-year course rotation is firmly established this fall. Time to degree will be a key indicator of success.

We also engaged students more fully in campus activities through our Student Life program. A card-swipe system was implemented in Fall, 2012, giving Student Life the ability to swipe ID cards when students enter each event so involvement in campus events is recorded and so BSC can track trends in student engagement. During the 2012-13 year, Student Life brought in a number of speakers to provide motivation and information to our students. The event lineup included a speaker who talked to the students about managing personal finances, another who discussed the serious topic of domestic violence, and a motivational speaker.

Goal 3: Shorten time to degree (Table 3). During the 2012-13 academic year, the DegreeWorks core team was fully trained and began customizing the program to meet the needs of BSC advisors and students. Training for advisors (faculty and professional staff) took place in Spring, 2013, and a full rollout to that population took place at the beginning of the Fall, 2013 semester. DegreeWorks is scheduled to be available to students beginning Spring, 2014.

In April, 2013, Bainbridge State College hosted the 2013 Georgia Academic Advising Conference, with the Executive Director of NACADA as the keynote speaker. Many BSC faculty and staff presented at and attended the conference, which focused on shortening time to degree.

In Fall, 2012, a mandatory orientation was put in place for all new students. Advisors noted that this orientation has resulted in a more-prepared student coming in for advising in subsequent semesters. These students are also more proactive and possess more awareness of how college processes work.

Creative scheduling was piloted over the past year, with lessons learned to guide future planning. We will be piloting a new style of short-term class this fall, in which students who apply late for the fall semester will be assigned to courses that begin 3 weeks after regular semester courses begin. Also, BSC was recently awarded a grant to redesign the Small Business Management certificate and will be offering creative scheduling and rolling enrollment for the courses within that program of study beginning Spring, 2014.

Prior to the 2012-2013 year, BSC students could change their major as often as desired and at virtually any time. Procedures for major changes have been re-designed to be structured and to provide students with motivation to finish out a degree program. A student may now change his or her major up to three times with the approval of an academic advisor. If the student requests a major change within 15 credit hours of completion, the student's academic record is evaluated on a case-by-case basis prior to any changes in program of study.

Goal 4: Restructure Instructional Delivery (Table 4). The FYE class at Bainbridge State College was increased from 1 to 2 credit hours beginning in Fall, 2012. The semester GPA of students taking the FYE class went from 2.08 (Fall 2011) to 2.39 (Fall 2012). The percent of overall credits successfully completed also increased, from 58% to 66%.

Faculty training in course redesign began in Summer, 2012, with an external trainer, but dissatisfaction with the trainer led to the BSC Director of Online Learning and the Center for Teaching Excellence creating a training manual for online course redesign and a workshop series for faculty. Faculty training sessions began during Summer, 2013, and will continue until all full- and part-time faculty members who teach online courses have attended. Currently, 70 full- and part-time faculty have attended the course redesign training sessions. After the initial training piece, teams of faculty will peer-review each online course to ensure it meets standards of quality.

A mandatory student online orientation was launched in Fall, 2012, as a prerequisite for all students taking an online class. The success rate in web classes increased from 64% in Fall, 2011, to 67.7% in Fall, 2012, which we believe is due, in part, to the mandatory orientation.

Active learning was, and continues to be, an important part of Bainbridge State College's restructuring of instructional delivery. In Fall, 2012, two national speakers worked with faculty on active learning. In addition, many of our faculty attended and conducted multiple conferences and workshops on active learning throughout the year as part of their professional development.

Bainbridge State College established an Honors program in the 2012-13 year. Seventeen students met the GPA and test score requirements to be accepted into the program. The Honors program has 10 returning and 8 new students for Fall, 2013.

Peer mentors were embedded in high DFW classes (as identified from prior semester data) as well as in all of our pilot Learning Support courses for the Fall, 2012 and Spring, 2013, semesters. Initial results show a reduction of DFW rates for the courses with peer mentors. Half of the courses with embedded peer mentors had a drop in their DFW rate (average drop in courses with positive results = 22%, average drop overall = 2%). It was determined that some faculty did not know how to make the best use of the peer mentor assigned to their course. As a result, peer mentors and faculty now meet prior to the start of the semester to discuss appropriate responsibilities. For Summer, 2013, BSC piloted the use of peer mentors in online courses (data not yet available).

Goal 5: Transform Remediation (Table 5). Bainbridge State College had great success as we launched best practice pilots for alternative Learning Support courses in 2012-13. For example, the pass rate in traditional Learning Support exit-level reading was only 35%, but 66% of students who took reading as a co-requisite with HIST 2111 passed reading. These reading students also passed history at the same rate as their classmates who didn't place in reading. Students in traditional MATH 0099 passed at a rate of 43% compared to a 92% pass rate in co-curricular MATH 0099. These co-curricular students also passed their paired MATH 1111 at the same 92% pass rate.

MyFoundationsLab was also set up as a COMPASS retest tool in which students could purchase a code and complete supplemental instruction through our Continuing Education department. This opportunity was not used by many students, and it was not a primary focus for the year. We plan to market this program in 2013-14 and also provide a limited number of free program codes to students who participate in a workshop to get started on their COMPASS preparation pathway.

Part 2: Partnerships

Summit 2013 provided a timely opportunity for BSC to connect with P-12 and industry professionals. Soon after the CCG team returned from Summit, a meeting was held with key

players from the Decatur County School Board, which resulted in a stronger connection with Bainbridge High School. Student Services staff began visiting the high school on a regular basis and provided COMPASS diagnostic testing to interested students on-site at the high school as well as information about dual-enrollment and Accel classes. This year we are offering for the first time the Shampoo Technician Technical Certificate of Credit for dual enrollment. This program allows dual-enrollment students to earn a credential that is then embedded in a diploma Cosmetology program they can choose to pursue upon graduation from high school.

P-12 partnerships established in 2012-13 included Miller County High School and Cairo High School. Current programs offered at these high schools through dual -enrollment/Accel include a Technical Certificate of Credit for Nurse Aid and transfer biology courses. New partnerships for 2013-14 include Grace Christian Academy and Thomas County Central High School. Programs offered will be transfer-eligible courses through Accel. The partnership with Thomas County Central High School is scheduled for expansion to ultimately include a full Associate of Arts degree taught at the high school. In addition, the partnership with Miller County High School has been expanded to add a Technical Certificate of Credit in Law Enforcement Management I.

Bainbridge State College is also partnering with postsecondary institutions. Middle Georgia State College collaborated with BSC for Blackboard Analytics training and dashboard development. Thomas University now offers bachelor's degrees in education on the BSC campus, and BSC is partnering with UGA/Tifton for three concentrations in sciences toward a bachelor's degree.

The Continuing Education department at BSC has increased involvement in the service area over the past year, including partnering with the City of Cairo Housing Authority to provide computer and customer service training. Continuing Education is also involved with the UGA Archway partnership (Grady County), and is coordinating agricultural training for farmers in Seminole County.

Institutional Advancement at Bainbridge State College previously established an advisory committee in Seminole County and has plans in place to form similar committees in Early, Grady, and Miller counties during the 2013-14 year. The purpose of the advisory committees is to ensure that the educational needs of the associated county are being met and to raise funds to benefit BSC students who are from the county. An initiative has also been coordinated to bring members of the local agricultural community together to provide feedback and support to the College. Launched at the end of Spring, 2013, it has allowed agricultural community members to participate in focus groups to provide input for four-year programs at Bainbridge State College. Some members of the community also provide support to the BSC Foundation, while others have expressed interest in providing internships and practicums to BSC students.

Part 3: Key Observations and Evidence

The Office of Administrative Planning and Reporting in Academic Affairs is responsible for the majority of data tracking and analysis for Complete College Georgia initiatives at Bainbridge State College. As the first year of CCG progressed, data were analyzed on an as-needed basis. Most of the data came from reports pulled together by the database administrator. During the year, Blackboard Analytics was purchased and several Academic Affairs and Student Services staff members were trained to use the program. As referenced in the previous section, Bainbridge State College collaborated with Middle Georgia State College for targeted Blackboard Analytics training at the start of Summer, 2013. Blackboard Analytics was used to prepare portions of the data shared

in the appendix and will be used more frequently as BSC staff builds standard dashboards for Complete College Georgia.

Rather than using the as-needed approach that was relied on during the past year, the Office of Administrative Planning and Reporting will begin collaborating with other units on campus to ensure that overall information and detailed data are collected and tracked on a monthly basis. The new strategy will keep the college on pace to accomplish its goals and will allow for data-driven decision-making to take place as the CCG goals evolve.

Bainbridge State Colleges uses all USG metrics outlined for the measurement of progress toward CCG goals and strategies. Also used are the following campus-specific metrics:

- Learning Support: Overall, Exit Status, Time from Entry to Exit
- Non-Returning Student Profile
- CPC Requirements in Each Curriculum Area
- Course Availability
- COMPASS Retest Scores
- Number of Dual-Enrolled Students
- Deans and Honors Lists

Part 4: Sharing Lessons Learned

Bainbridge State College learned four major lessons during the first year of campus implementation. The first major lesson was the importance of a long-term implementation plan. The College's original Complete College Georgia (CCG) plan was ambitious. Although many strategies were implemented during the 2012-2013 academic year, it was impossible for the institution to implement every strategy in a single year. As a result, the institution has developed a three-year implementation/maintenance plan for all CCG strategies in recognition of the need for planning that is flexible and responsive to a changing environment. The institution must focus resources on strategies that work and postpone, alter, or discard strategies that don't. The effectiveness of strategies must be determined based on data and changing institutional and System resources.

Second, implementation of CCG plans must be based on data collected systematically in a consistent manner. Development of such a process is taking longer than expected. Progress in 2012-13 included purchase of software, training, and development of standard definitions for all data elements. Full implementation of the data system will occur during the 2013-14 academic year, which underscores the need for a flexible implementation plan.

Third, teamwork is critical to project success. A cohesive team must be maintained with regular meetings during the academic year to discuss effective versus ineffective strategies. Such meetings allow each team member to understand the big picture of CCG strategy impact and make agreed-upon changes in the implementation plan. In addition, the team must be expanded into working groups in order to involve more faculty and staff in Bainbridge State College's Complete College Georgia plan.

Finally, many metrics initially used were long-term measures. Decisions regarding strategy effectiveness must be made from semester-to-semester or year-to-year. Therefore, BSC will add short term metrics to inform strategic shifts over time.

Table 1

Goal 1: Develop Partnerships with P-12 to increase student readiness.

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Develop and Implement Parents' Night Program	Ongoing	Successful participation in high school parents' nights has taken place this past year and will continue.	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Create an "Are you ready for this?" workshop	Altered	The ideas encompassed in this strategy have been absorbed into Parents' Night and High School Preview Day. (2012-2013)	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Offer Remote COMPASS diagnostic testing at high schools	Ongoing	Began in Spring 2013, will continue into 2013-2014 and beyond.	# new students entering Learning Support; of CPC deficiencies	773 96	1194 88	710 67
Connect BSC faculty in core areas with high school faculty & counselors	Postponed	Implement with grant funds awarded for 2013-2014.	# new students entering Learning Support; # CPC deficiencies	773 96	1194 88	710 67
Expand Dual Enrollment opportunities and STEM Partnerships	Ongoing	Initial collaboration occurred and there will be an increased focus on expansion of opportunities in 2013-2014.	# of dual enrolled students	275	118	99
Visit schools with low # of applications	Ongoing	Newly hired recruiting staff is visiting all high schools in the area.	# applications from low application areas (access)	310	753	609
Implement "Instant Admissions" at high schools with low # of applications to BSC	Postponed	Implement in 2013-2014	# applications from low application areas (access)	310	753	609
Develop Mentoring Program between HS & BSC Honors students	Eliminated	The leadership of the Honors program decided not to require this of students.	No Metric			

Table 2

Goal 2: Improve college access and completion for students traditionally underserved in postsecondary education.

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Identify triggers for early intervention for intrusive advising and academic counseling	Ongoing	**Triggers** identified; Early Alerts implemented 2012-2013; further development and expansion will take place 2013-2014.	**List of triggers**; Completion rates for students on alert list (2013-2014)	N/A	N/A	**Triggers:** Poor Attendance Poor Test/Quiz Scores Tutoring Needed Behavioral Problems
Increase class availability for working students	Ongoing	Successfully expanded course offerings to provide balance for working student; will continue 2013-2014.	Student enrollment in Saturday courses	N/A	N/A	53
Implement tracking system to analyze engagement/retention	Ongoing	Tracking (card swipe) system was implemented with analysis scheduled for 2013-2014.	Retention rate (1 yr); Graduation rate (3 yr); Student engagement survey results	69.57% 39.0% Conducted, needs review	58.04% N/A Conducted, needs review	62.07% N/A Will conduct in 2014
Target events (seminars, life coaching) to underserved populations and to students who are struggling academically	Ongoing (Combined two strategies)	Events targeted, will work to target more events in 2013-2014 and 2014-2015.	Course completion ratio[1] Retention rate (1 yr) Graduation rate (3 yr)	68.2% 69.57% 39.0%	65.2% 58.04% N/A	72.3% 62.07% N/A
Evaluate and create pathways to earn credit for prior learning	Ongoing	Planning occurred in 2012-2013; evaluation and development 2013-2014	Time to degree[2] Degrees conferred	4.7yrs 551	5.1yrs 415	4.9yrs N/A
Implement Minority Advising and Leadership Program	Postponed	Implement in 2014-2015	Minority retention (1 yr), graduation (3 yr), years to graduate & credits to degree	60.0% 30.9% 4.7 93.1	52.0% 5.3 96.4	54.4% N/A 5.1 95.6
Add adult learner-military FYE option	Eliminated	Segregated FYE not as robust as diverse groups.	No metric			
Provide incentives for engagement in student life organizations	Eliminated	Incentives compromise the integrity of academics and student life. Focus for 2013-	No Metric			

		2014 will be on our other student life strategies.				
Implement the Yellow Ribbon Program	Eliminated	Staff resources	No metric			

[1]Calculated Summer, Fall, Spring

[2]Excluded TCCs

Table 3

Goal 3: Shorten time to degree

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Use DegreeWorks and train all advisors	Ongoing	Implemented; all professional advisors trained; faculty training ongoing; advanced training in 2013-2014	# Trained	N/A	N/A	29
Expand faculty/staff development--advising	Ongoing	Professional development in advising took place 12-13; will expand 13-14.	Time to degree[1] Credits to degree[1]	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Require Mandatory Orientation for all incoming new students	Ongoing	Successfully implemented; continue analysis to inform future activities.	Time to degree[1] Credits to degree[1]	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Pilot creative scheduling	Ongoing	Added weekend and other scheduling options; will expand in 2013-2014.	Time to degree[1] Nontraditional student enrollment	4.7yrs 49.8%	5.1yrs 57%	4.9yrs 57.9%
Redesign procedures-- major change requests	Completed	Redesigned procedures	Time to degree[1] Credits to degree[1]	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Develop online advising workshop	Postponed	Implement 2014-2015	Time to degree[1] Credits to degree[1]	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
Evaluate AAS, diploma, & certificate curricula	Postponed	Implement in 2013-2014	Time to degree[1] Credits to degree[1]	4.7yrs 91.9	5.1yrs 94	4.9yrs 92.7
"Mine" for near-completers by using DegreeWorks	Postponed	DegreeWorks implemented; data mining 2013-2014	Degrees conferred	551	415	N/A

[1]excluded TCCs

Table 4

Goal 4: Restructure instructional delivery

Strategy	Status	Reason/Comments	Metric	Baseline 2008-2009	2011-2012	2012-2013
Increase FYE class from 1 to 2 credit hours.	Completed	Seamless transition; shows a benefit for our students	FYE 0100 Course Completion	N/A	74.65%	84.68%
			GPA of FYE students	N/A	2.08	2.39
			Semester Success Rate of FYE students	N/A	58%	66%
Redesign online classes	Ongoing	Faculty training took place Summer 2013; course redesign will be ongoing.	Overall Course Completion	68.2%	65.2%	72.3%
			Success in online courses	62%	64%	68%
Require student online orientation prerequisite for online classes	Ongoing	Successfully implemented; will be ongoing requirement.	Success in online courses (Fall semesters)	62%	64%	68%
Provide faculty development for active learning pedagogy	Ongoing	Provided opportunities in 2012-2013; professional development in this area will be ongoing.	Courses with active learning methods; Course completion; Student survey results	N/A 68.2% CCSSE	N/A 65.2% CCSSE	Will measure in FY 2014 72.3% CCSSE, results in Summer 2014
Implement Honors Program	Completed	Established Fall 2012.	# of students in honors program;	N/A	N/A	17
Embed peer tutors in high DFW classes	Ongoing	Effective; lessons learned are guiding strategy 2013-2014.	Overall course completion	68.2%	65.2%	72.3%
Restructure faculty evaluation to reward innovative teaching	In process	Will be completed Fall 2013	Courses with innovative teaching methods; Overall course completion; Student survey results	N/A 68.2% CCSSE	N/A 65.2% CCSSEE	18 72.3% CCSSE, results in Summer 2014

Table 5

Goal 5: Transform Remediation

Strategy	Status	Reason/Comments	Metrics	Baseline 2008-2009	2011-2012	2012-2013
Offer best practice pilots for alternative LS courses	Ongoing	Initial pilots successful; guided decisions for future pilots.	Time to LS exit Time to degree for LS students* Pilot course success rate	N/A N/A N/A	N/A N/A N/A	Will measure in FY 2014 68.6%
Offer online supplemental instruction for COMPASS retesting	Postponed	Initial efforts not marketed well; new marketing ideas developed for 2013-2014.	Time to LS exit Time to degree* # students exempting LS through COMPASS retest	N/A 4.7yrs N/A	N/A 5.1yrs N/A	Will measure in FY 2014 4.9yrs Will measure in FY 2014
Embed peer tutors in Learning Support pilots	Ongoing	Implemented 2012-2013; Tracking begins 2013-2014	Pilot course success rate LS Course completion	N/A 52.5%	N/A 55.8%	68.6% 52.6%

*excluded TCCs

Note: Not included in this appendix are the numerous variables for disaggregation of metrics including degree type (1 year certificate, less than one year certificate, associate and applied associate degrees), academic discipline, and emphasis area, term, Race/Ethnicity, Gender, Pell Status, Full-time v Part-time, Adult learners (25+), First generation college student, Learning Support, STEM majors, County of origin, Service area (Y,N), High School of origin/GED.

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

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

Table 1: August 2012 Major Goals

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

*Preliminary as of August 30, 2013.

Significant Changes in the goals and strategies from the campus plan that should be noted along with plans developed or significant work undertaken not identified in the original plan.
Based on peer feedback on both the original plan and the progress update, Clayton State proposes to focus on high impact "game-changing strategies" and to align these strategies with clear, measurable goals. Table 2 summarizes the revised goals, strategies, and metrics.

Table 2: September 2013 Revised Goals and Strategies

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

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

*Preliminary as of August 30, 2013.

Goal 1: Improve the first-time, full-time freshmen retention and graduation rates.
Since opening in Fall 2011, the First-Year Advising and Retention Center (FYARC) has coordinated advising for freshmen, learning communities, a major exploration program, the first-year reading program and services projects, and the freshman seminar course.

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

During the fall, the MAP-Works Risk Indicator successfully predicted risk. Average GPA and fall to spring retention were highest for the lowest risk students (green) and lowest for the highest risk students (Red and Red_2). Low risk students had an average GPA and retention of 3.18 and 99.0%. By comparison, medium risk (yellow) students had an average GPA of 2.60 and 96.6% retention and high risk (Red and Red_2) students had the lowest average GPAs and retention rates: GPAs of 1.28 and 0.97 and retentions of 73.3% and 82.5%.

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

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

Goal 2: Maintain Dual Enrollment

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

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

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

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

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

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

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

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

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

Partnerships

P-12

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

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

Community

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

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

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

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

Key Observations and Evidence

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

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

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

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

Lessons Learned

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

2013 Complete College Georgia Campus Plan Status Report - Revised

College of Coastal Georgia

Introduction

The **College of Coastal Georgia** is a vastly different place than it was four years ago and its transformation plans anticipate even more change over the next few years. The College has set clear targets and challenging goals, and its many stakeholders have made important progress in its cultural transformation with the expectation of nothing less than success for its students and campus. The focus is to create a learning-centered environment for traditional, adult, first-generation, and military/veteran students that will increase student learning, promote student progression and, ultimately, lead to improved graduation rates. The College believes its student progression metrics, standards and retention/graduation strategies are clear evidence of those expectations and a strong foundational commitment to growing enrollment and focusing on graduation with distinction as the overarching campus priorities.

The Office of Institutional Effectiveness (OIE), working in conjunction with CCG Steering Committee, Academic Affairs, Enrollment Management and Student Affairs, has monitored and evaluated the College's Complete College Georgia Campus Plan quarterly to assure that it supports the mission and vision of the College and aligns with the USG's Strategic Plan, as well as outlining improvements achieved as a result of planning and evaluation. The College will use **Academic Year 2012-13** as the baseline moving forward for the campus-specific metrics utilized to evaluate collective success for each CCG element in the College's campus plan. This year was selected because of the major shift in Learning Support enrollment due to the implementation of more restrictive admission standards and the significant impact upon enrollment of the newly implemented federal Satisfactory Academic Progress financial aid regulations.

I. Updates, Progress and Future Work

As a comprehensive undergraduate institution, the College of Coastal Georgia has worked continuously to identify student needs, increase student satisfaction, improve the quality of instruction and services, increase student retention and graduation rates, and promote and support academic success for all students. To track and monitor student access and success efforts, the College established three main goals to guide its Complete College Georgia campus plan. Following each goal are progress-to-date bullets.

Goal 1. Increase access and provide proactive services for the traditionally underserved student

- Scheduled to disseminate a new first-year student questionnaire to more effectively facilitate enrollment in correct pathway courses for each degree program in Fall Semester 2013.
- Established an easier process to select/enroll in General Education courses to reduce delays in student progression – spearheaded by Academic Affairs and School Deans.
- Piloted a pre-enrollment plan for all first-year students in Spring Semester 2013 and will implement for all first-year students in Fall Semester 2013; 55 of 97 first-year students were pre-enrolled last spring, while 483 of 516 first-year students were pre-enrolled for Fall Semester 2013.
- Received approval by the BOR to offer an American Studies degree program – pending SACSCOC approval for a fall 2013 start date.
- Offered quality online education by delivering a portion of online course work in blended formats; the College became an eCore affiliate with the USG and enrolled 175 online students in spring 2013.
- Awarded over 200 scholarships to deserving students; $467,325 was allocated for Foundation scholarship awards in academic year 2012-13.
- Expanded admissions staff and developed new marketing materials to reach out more effectively to traditional, first-generation, adult, and military/veteran students – both locally, regionally and nationally.
- Created an online RN to BSN program option to accommodate those students unable to enroll in a traditional format – presently, 46 students are enrolled in the program which began with five participants two years ago; 26 students are completing CORE requirements in preparation for admission into the program.

Goal 2. Expand and improve retention systems and instructional delivery to support student success

- Implemented a new academic advising model that now includes utilization of faculty members whose workload is 50% teaching and 50% advising of first- and second-year students, while other faculty members provide educational support for these students.
- Developed a set of policies and procedures to improve facilitation of distance education.
- Added emergency text messaging system and social media platforms in Fall Semester 2012. To date, the College's Facebook page has 2,393 followers, and the newly-established Twitter account has 101 followers.
- Identified solutions for using D2L for tracking and managing advising more efficiently, including Analytics that leverages the academic data housed in D2L, and Starfish that also leverages D2L for student success and advising purposes.
- Fully implemented Complete College America (CCA) grant supporting significant strategic changes to Learning Support courses – changes in the area of English allow students to complete both learning support and the gateway course (ENGL

1101) with just-in-time remediation; after analyzing the results obtained following the initial implementation in the area of mathematics, a similar approach will be taken in Fall Semester 2013.

- Finalized DegreeWorks implementation structure for official launch in Spring Semester 2014.
- Developed and implemented a Common Read Program to commence in Fall Semester 2013.
- Focused Supplemental Instruction (SI) efforts in CORE and other courses with the highest rates of F, D and W grades; e.g., *Principles of Accounting* which had a D,F,W rate of 66% during Fall Semester 2011 experienced a D,F,W rate of 14% one year later (-52% decrease) after SI was implemented.

Goal 3. Promote and increase student campus and community engagement

- Developed and will implement seven freshman learning communities in Fall Semester 2013 – two in Lakeside Village connected with degree programs in the Sciences and Leadership; one at Camden Center; and four for commuter students.
- Continued data tracking of residential students to assess their academic progression; preliminary data indicates that the one-year retention rate for first-time freshmen residential students has increased to 53% for the Fall 2012 cohort, compared to 35% for the Fall 2011 cohort.
- Addressing several student organizational issues – appointed a student publication advisory committee to revamp school paper in fall 2013; reviewing student organization policies to encourage growth and greater participation; and creating additional paid student leader positions to recruit experienced student leaders to positions of greater responsibility.
- Continued to connect student commuters to events through course/academic partnerships, as well as upcoming Common Read and Freshman Convocation activities.
- Completed *CCGA Builds* partnership with Habitat for Humanity, which resulted in the construction and final dedication of two homes in a neighborhood close to campus – 203 students participated in the project, for a total of 812 hours of service.
- Continued community service partnership activities between Student Affairs and Center for Service-Learning[1].
- Increased the number of service-learning-based courses offered during the 2012-13 academic year to 21 (9 in Fall Semester, 12 in Spring Semester) that included 15 new service-learning courses.
- Enrolled 516 students in service-learning courses who spent 7,740 hours in service-learning experiences – 80% of students responding to a survey agreed that the subject matter in their service-learning experiences could be used in everyday life; 65% agreed that their service-learning experiences helped them to better understand course materials, while 72% would recommend a service-learning course to another student.
- Established an Office of Diversity & Inclusion to enhance the quality of the student experience within a dynamic and inclusive College and regional community; created a diversity advocate program through student organizations and disseminated a campus climate survey in Spring Semester 2013; and redesigned the Coordinator of Diversity and Inclusion position to be the main point of contact for international students.
- Completed a redesign of the CCGA 1101 College Success Seminar with stronger emphasis on increasing acculturation of first-year students in an effort to increase campus community integration.
- Completed and integrated an IT strategic plan into the daily operations and procedures of the College.
- Built the campus' first recreation room and outdoor recreation facilities to facilitate healthy lifestyle choices and develop student connections with each other through informal recreation opportunities – in Spring Semester 2013, the newly built recreation room was visited, on average, by 36 students a day; a total of 223 participants visited the challenge course and 101 bike rentals were issued.

Future work will involve continued efforts to recruit and serve the needs of traditional and non-traditional students, including dual enrolled, adult, military, and first-generation by way of on- and off-campus information sessions, partnering with K-12, technical colleges, and community partners. The College is actively looking to develop a Prior Learning Assessment program to evaluate and validate work experience obtained by adult and military students, as well as working closely with area technical college colleagues to develop potential articulation agreements, as well as creating a seamless and transparent "student flow" between institutions. Additionally, the College is investigating online opportunities, beyond eCore, in an effort to expand viable instructional delivery methods. And, finally, the College will continue to implement and assess a comprehensive redesign of the teaching strategies in Learning Support (LS) courses to continue accelerating the pace at which students move out of LS courses through modular acceleration design.

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[1] Awarded membership in the President's Higher Education Community Service Honor Roll (2013); one of only seven USG institutions to earn this recognition for engaging in exemplary community-campus partnerships through service-learning, civic engagement and volunteerism.

II. Partnerships

The College of Coastal Georgia has developed a number of productive partnerships with P-12, community, and business entities that are positively impacting student success.

- Enhanced the transfer process between Okefenokee Technical College, Altamaha Technical College, Savannah Technical College, and the College using USG approved courses for articulation as a guide.
- Provide exceptional high school students with an opportunity to replace some or all courses taken during their Junior or Senior year of high school through ACCEL, a dual enrollment program (115 students enrolled).
- Partnered with Honeywell Hometown Solutions to create a summer teaching academy for middle grade science, math, and social studies teachers in summer 2012; 13 teachers participated in the academy.
- Partnered with Pinova to host two significant Coastal Georgia programs in spring 2013 with outreach to the school systems and emphasis on science and mathematics – the *Math and Science Expo* and *Expanding Your Horizons Day*; 300 young women participated in the *Expanding Your Horizons* in the 2012-2013 academic year as compared to 200 attendees in 2011-2012, while 210 students participated in the first *Math and Science Expo*.
- Partnered with local for-profit and non-profit community organizations to provide extensive opportunities for service-learning through the Center for Service-Learning – a total of 57 community organization partnerships, including the Boys and Girls Club of Southeast Georgia, the Glynn County Public Schools, the Safe Harbor Children's Center, the Coastal Coalition for Children, and the Coastal Resources Division of the Georgia Department of Natural Resources.
- Entered into an MOU with the Federal Law Enforcement Training Center (FLETC) whereby students enrolled in specific programs at FLETC can earn up to 12 credits in criminal justice courses at the College.
- Entered into an MOU with the Department of Food Sciences at UGA, beginning in Fall Semester 2013, whereby Culinary Arts students can transfer to the BS Food Science Program at UGA and receive transfer credit for all of their culinary courses.

Beyond these particular partnerships, the College plans to continue its work with P-12 school districts in southeast Georgia to improve preparation for college, e.g., applying college admissions standards at the junior level to guide students in their senior year toward college readiness. Additionally, the College will seek to improve outreach to veterans and military personnel, including the acceptance of military credits for transfer, reduction of time students need to identify and clear their military status, and communication with the military community to offer courses more creatively. And, finally, utilizing the information shared and working group interactions that transpired at Summit 2013, continue to strengthen strategic partnerships across systems – K-12, industry and nonprofit – to realize the potential for economic development needs in southeast Georgia and beyond.

III. Key Observations and Evidence

The campus-specific metrics utilized to evaluate collective success for each CCG element in the College's campus plan in **Academic Year 2012-13**, serving as the baseline moving forward, include:

Element	Measure	Baseline
Forging partnerships	# of students enrolled through K-12 partnerships (Fall)	115
	# of student enrichment and mentorship programs (Fall)	57
Improving access and completion for underserved	First generation student retention rate (Fall-to-Spring)	78%
	Pell eligible student retention rate (Fall-to-Spring)	78%
	Adult learner retention rate (Fall-to-Spring)	77%
	Military student retention rate (Fall-to-Spring)	78%
	% of full-time students making Satisfactory Academic Progress (Fall)	77%
	% of part-time students making Satisfactory Academic Progress (Fall)	62%
	# of inquiries/applications/admissions/enrollment of new students[1]	5000/1638/ 765/128
Shortening time-to-degree	8-year rates of completion of FTF in Bachelor programs	NA*
	6-year rates of completion of FTF in Bachelor programs	NA*
	4-year rates of completion of FTF in Bachelor programs	NA*
	4-year rate of completion of FTF in Associate programs	NA*
	3-year rates of completion of FTF in Associate programs	NA*
	2-year rates of completion of FTF in Associate programs	NA*
	One-year retention rates*	NA*
	FTFT Freshmen – Mid-year retention rate (Fall-to-Spring)	80.4%
	FTFT Freshmen – Associates retention rate (Fall-to-Spring)	80.9%

Element	Measure	Baseline
	FTFT Freshmen – Baccalaureate retention rate (Fall-to-Spring)	79.9%
	FTFT Freshmen – Career Associates retention rate (Fall-to-Spring)	80.0%
	# of credit hours at time of completion	NA**
	Course completion ratio	NA***
	# of student transfers – retention/graduation rates elsewhere	NA*
	# of Associate degrees conferred (Fiscal Year 2013)	255^
	# of Baccalaureate degrees conferred (Fiscal Year 2013)	133^
Restructuring instructional delivery	# of online courses offered (Fall)	23
	Completion rates of online courses (Fall)	70%
	# of face-to-face course offerings (Fall)	434
	Completion rate of face-to-face course offerings (Fall)	82%
	# of eCore students enrolled (Spring)	175
	Completion rate eCore course offerings (Spring)	61%
	# of service-learning courses taught (Fall)	21
	# of new service-learning partnerships established (Fall)	12
Transforming remediation	Success rate in college-level Math in Spring after completing LS MATH (Fall)	78%
	Success rate in college-level English in Spring after completing LS ENGL (Fall)[2]	74%
	Success rate in college-level Reading in Spring after completing LS ENGL (Fall)	65%
	Success rate in LS MATH (Fall)	43%
	Success rate in LS ENGL (Fall)[1]	68%
	Success rate in LS READ (Fall)	84%
	% of high school students placing out of LS prior to initial enrollment (Fall)	82%
	# of students and faculty participating in SmarterMeasure	NA+

Notes
Calculated as a 3-year rolling average and disaggregated by: (a) students entering fulltime; (b) students entering part-time; (c) students entering on learning support programs; and (d) students entering on federal financial aid
***Tracked for both native freshmen and transfer students as a rolling 3-year average*
*** Tracked at the System level as a rolling 3-year average*
^*As of May 31, 2013*
+ *To be implement/tracked beginning Academic Year 2013-14 with new eLearning budget support*
[1] *Admissions data as of May 31, 2013 (preliminary)*
[2] *Includes students who took ENGL 1000 and 1101 concurrently*

This CCG campus plan status report will be shared and discussed at the upcoming senior leadership summer retreat, as well as in other forums, including President's Cabinet, Faculty Senate, Staff Assembly, and Student Government Association. A copy of this report will also be placed on the College's Intranet website for immediate access so that the entire campus community is aware of institutional progress. Feedback from information-sharing will be incorporated accordingly into this "living" campus plan.

IV. Sharing Lessons Learned

Creating a unified understanding of what effective student success is all about can be a daunting task. However, based on the campus-wide efforts put forth since summer 2012, the College has derived several lessons regarding effective student retention/progression/graduation practices. The four (4) key lessons the College has learned can be summarized as follows:

1. **Researching the underlying barriers to student success problems is important in designing student retention strategies that will meet the needs of students.**

    a) Conducted a SWOT analysis of the Camden Center in Spring Semester 2013 with the goal of better serving the needs of specific student groups, including adult learners and military/veterans, while more efficiently utilizing limited resources; a work group will review the data in the summer and make a series of recommendations to impact Fall Semester 2013.

    b) Identified problems and opportunities for more advising intervention, training and purposeful selection of faculty and staff advisors and mentors; student satisfaction surveys were disseminated and collected data is being reviewed to determine appropriate advising improvements.

    c) Reviewing/evaluating core General Education courses with highest F, D, W rates in an effort to make necessary improvements that will enhance student success – discipline-specific faculty work groups will conduct thorough

assessment of high F, D, W courses to determine what modifications can be made to improve student success; results and recommendations forthcoming in Fall Semester 2013.

2. **Requiring intentional, structured and systematic action to ensure student success involves a coordinated and centralized outreach approach.**

   a) Restructured Academic Advising to improve student success; organized and charged an advising work group to consider improvements and provide recommendations that resulted in the hiring of one new, full-time and three new, part-time advisors, beginning fall 2013; and offered new professional development training opportunities for faculty.
   b) Designed a new faculty advising model that will be initiated in the School of Arts & Sciences in Fall Semester 2013.
   c) Redesigned the Learning Support Program areas using accelerated and modular models that include small class sizes to support instruction; use of contracts with students; use of attendance as a carrot rather than a stick; continued use of Supplemental Instruction; and provision of more one-on-one assistance.
   d) Created a CCGA 1101 Advisory Committee (composed of course instructors and students) to provide guidance and suggestions relating to evaluation of textbooks, student evaluations of course/faculty, and pertinent professional development training.

3. **Maintaining an enrollment management culture with a focus on student recruitment, retention and progression is critical to ensure student success.**

   a) Initiated a new model of student registration and reengineered new student orientation sessions; added two additional recruiters (one for adults/military/Camden and one for traditional freshman outside our service region); developed new strategies and materials for more effective communication with each student type (traditional and non-traditional); hosted different groups of counselors from middle and high schools on campus; and hosted open house programs for adult learners.

4. **Publicizing the CCG campus plan widely on the Brunswick and Kingsland campuses is important in creating a culture of student success.**

   a) The CCG Steering Committee under the leadership of the VPAA has met regularly to ensure that the College's CCG campus plan is fully operational, including setting up a functional timeline to carry out strategies and action steps; allocating necessary resources, including budgetary, personnel and physical amidst rising fiscal challenges; implementing performance measures to assess progress and success; and reviewing performance measures and adjusting priorities as needed to pursue strategies successfully.
   b) VPAA has provided CCG campus plan updates at President's Cabinet meetings, as well as quarterly strategic planning meetings.
   c) Electronic sharing of CCG progress reports and useful resources has been provided via email and establishment of a CCG campus Intranet web page.

Conclusion

The College of Coastal Georgia is applying what Jim Collins suggests in his book, *Good to Great*, the "flywheel" effect—everyone within an organization pushing in a common direction with a shared purpose. With an institutional focus on student retention and progression, the College is creating a culture that serves its students well. The retention and progression priority is being embedded in everything the College is engaged in, including performance reviews, annual reports, and budget reviews. As CCG initiatives are implemented and metric results carefully monitored, the College believes its standards and retention and graduation strategies are clear evidence of those expectations and strong philosophical commitment to graduation with distinction as the overarching campus priority.

Introduction
    Columbus State University (CSU) has made significant progress in meeting the goals and objectives outlined in the 2012-2013 CSU Complete College Georgia plan. Over the past year, the institution has been intentional in ensuring that adequate resources were allocated to the strategies identified in the plan. The development of the CSU Complete College Georgia Council was helpful in involving key campus stakeholders; assigning responsibilities to appropriate institutional representatives; and communicating progress to the campus.

Columbus State University Updates, Progress, and Future Work
    The following is a summary of the accomplishments in each of the six strategies identified in the institutional plan. The status of each objective is noted within the text.
1. _Strengthen Partnerships with P-12_
    a. **Retain dual (joint) enrollment students as regular freshmen.** In 2012-2013, the goal was to convert at least 50% of students in dual enrollment to regular freshman status. Although the number of dual enrollment students converted this year increased from 21 to 31, the percentage was essentially the same as the previous year (43.75% in 2011-2012; 43.66% in 2012-2013). This objective will be revised to target dual enrollment students who intend to major in degrees offered by CSU.
    b. **Provide intentional academic support for Early College students.** Intentional focus was placed on providing assistance to students in the Early College program in an effort to help them to be as academically successful as possible and to provide a smooth transition to the university environment. The Academic Center for Excellence implemented mandatory tutorial sessions for these students each week. In Fall 2012, the percentage of Early College students placed on academic probation/exclusion was 30%. This was down from 77% in the previous Fall (2011). In Spring 2013, the percentage of students on probation/exclusion was 11% - down from 45% in Spring 2012. This objective is ongoing.
2. _Increase College and Career Readiness_
    a. **Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM discipline in our P-12 partners through the UTeach Columbus Program.** We believe that providing highly qualified secondary education teachers in STEM fields for our local school districts will positively impact the math and science preparation of the high school students matriculating to Columbus State University. Although the program is in its initial stage, 40 students were enrolled in UTeach courses in Fall 2012 and 56 students were enrolled in at least one UTeach course in Spring 2013. It is anticipated that the first UTeach graduates (one in biology; one in chemistry) will complete their degrees in Spring 2014. This objective is ongoing.
    b. **Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 traditional freshmen learning communities each term.** Incorporating FYRS 1105 into the Freshman Learning Communities was problematic since the course does not apply in the general education curriculum and since a number of degrees have no elective options. This would have created an additional course taken by students in fields such as education and nursing should they have selected learning communities containing this course. This objective will be revised to focus on increasing the college readiness of non-traditional students.
3. _Decrease Time to Degree_
    a. **Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU such as the College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), etc.** The Director of the Academic Center for Excellence and the Coordinator of the Adult Re-Entry program developed new advertising to include a focus on opportunities for academic credit through prior learning assessment. The Columbus State University 2013-2014 Academic Catalog was also revised to update the information on additional sources of credit for prior learning accepted by CSU. This objective will continue during the upcoming year as advisors are trained in prior learning assessment opportunities.
    b. **Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings).** Flexible course offerings were established to meet the needs of various student populations and can be viewed in the CSU Course Schedule. As a specific example, the Department of Basic Studies reconfigured the learning support courses in 8 week sessions. For the first time, the department developed a more flexible delivery option of learning support math courses and created 3 online and 3 hybrid sections. These new options will be offered for the first time in Fall 2013. This objective is complete.
    c. **Develop or revise articulation agreements with two-year and technical colleges.** The articulation agreement with Georgia Military College has undergone significant review and revision over the past year and is nearing finalization. A review of the articulation agreement with Chattahoochee Valley Community College will begin in Fall 2013. This objective will continue during the upcoming year and a schedule for review of articulation agreements will be developed and published online.
4. _Restructure Instructional Delivery_
    a. **Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses.** In Fall 2012, the Office of Institutional Research and Effectiveness (OIRE) provided information on Spring 2012 general education courses that had high rates of non-productive grades. The Academic Center for Excellence, the Math and Science Learning Center, and the Writing Center contacted students enrolled in the courses during Fall 2012 and provided tutorial services for 83% (44/53) of the core courses identified. (See Appendix A for a

complete list of the courses identified.) 1,085 students took advantage of the tutorial services available and 4,122 tutorial sessions were provided. Additionally, the Writing Center held 303 online sessions to assist students.

In Spring 2013, the OIRE provided information on general education courses offered in Fall 2012 that had high rates of non-productive grades. The Academic Center for Excellence, the Math and Science Learning Center, and the Writing Center again used this list to contact students in these courses and provided tutorial services for 88% (50/57) of the core courses identified with high percentages of non-productive grades. 815 students took advantage of the tutorial services available and 3,197 tutorial sessions were provided. (See Appendix B for information on the productivity of each center.) Additionally, the Writing Center held 351 online sessions to assist students. The overall number of non-productive grades in AY 11-12 was 7,252. The overall number of non-productive grades in AY 12-13 decreased by 13.7% to 6,262. This objective is ongoing.

b. **Promote and support faculty development in alternative pedagogical delivery approaches that address the needs of millennial learners.** The Director of the Faculty Center for the Enhancement of Teaching and Learning offered one on-campus training session each month to support faculty development in pedagogical approaches that address the needs of the modern learner. There were 96 participants in 7 single session events and 17 participants in faculty learning communities for full- and part-time faculty that spanned the entire academic year.

If the institution is to be successful in increasing retention, progression, and graduation rates, it is imperative that part-time faculty members teaching core courses have an understanding of the initiative and that they be provided professional development opportunities as well. One specific faculty learning community provided support and training for part-time faculty teaching core courses in English. Two full-time faculty members, Judi Livingston and Erinn Bentley, were granted Faculty Center Fellowships to pilot this learning community which was very positively reviewed by the participants. This project could serve as a model to provide learning community activities for part-time faculty in other disciplines. To view a full description of the project, go to: http://columbusstateplc.wikispaces.com. This objective is ongoing.

c. **Review each major to identify scheduling barriers to degree completion.** In Spring 2013, department chairs with undergraduate programs were contacted to obtain information on areas in their curriculum where bottlenecks occur (i.e. students are unable to progress because they cannot get the courses they need or for some other reason). Of the 22 department chairs contacted, 15 responded to the survey. Of the 15 respondents, 73% (11) reported that they had course availability issues within their department and identified lack of adequate faculty resources as the issue. 66.7% (10 of 15 respondents) reported that there were courses required of their majors offered outside of the department that inhibited student progression. These courses were in a variety of disciplines. Several chairs postulated that the departments offering the courses did not have adequate faculty resources. The Provost has already utilized this information to begin addressing this issue and has provided funding for additional faculty resources in the Department of Biology. This information will continue to be used in financial allocations. When asked about institutional requirements that slow student progress, two were mentioned: 1) the Wellness requirement as applied to the RN to BSN program and 2) First Year Experience requirements as applied to Theatre majors. This objective will be ongoing and will focus on student perspectives of bottleneck courses and institutional requirements.

d. **Provide existing online programs resources which allow for expansion.** In Spring 2013, 3,630 undergraduate students took at least one online class. 81 faculty members taught 120 undergraduate level online classes with a student to faculty ratio of 45:1. 39 (37.8%) of the online classes had enrollment at, or higher than, the official maximum enrollment for the class. 16 undergraduate courses had the maximum capacity set to "0" and were excluded from this data since it was impossible to determine whether an online class was actually filled or overenrolled.

Although the data indicates that over one-third of the online courses were operating at or above capacity in Spring 2013, the inconsistency in the process of determining course capacity for these courses, as well as the use of "0" as the course capacity, make it difficult to draw a reliable conclusion about online course/program availability. This objective will be modified this year to address increase in online course capacity through the development and implementation of scalable online courses through the use of academic coaches.

e. **Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success.** In September 2012, the Provost and Vice President of Academic Affairs invited an array of campus constituents to serve on the CSU Complete College Georgia Council. The Council met 4 times during the year to discuss the progress toward meeting the goals and objectives of the plan. This objective was completed and the CSU Complete College Georgia Council will continue to operate during the upcoming year.

5. *Transform Remediation*

a. **Train faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support.** The Academic Center for Excellence trained 112 professional advisors, faculty advisors, and faculty members in the use of the early alert and MAP-Works systems. The number of student referrals increased from 30 in 2011-2012 to 119 in 2012-2013, a 296% increase. It is posited that this training, in combination with the implementation of midterm grade reporting in core courses, has contributed to this increase. This objective is ongoing.

b. **Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.** In Fall 2012, 24 tutors from the Writing Center, the Math & Science Learning Center and Tutorial Services participated in a training session facilitated by the Director of Disability Services. The session included information on various types of disabilities and study skills that would be helpful for each. This objective is ongoing.

c. **Redesign remediation to feature modules that address specific student needs and provide "just-in-time" instruction to shorten the time needed to complete certificate or degree requirements.** The Department of Basic Studies collaborated

with the Department of English to develop a cross-listed model for ENGL 0099 and ENGL 1101. Students assigned to ENGL 0099 can satisfy learning support requirements and complete ENGL 1101 in one semester. The Department of Basic Studies also collaborated with the Department of Mathematics and Philosophy to develop 3 modules for remedial math for a new online degree program. These modules will precede modules for MATH 1101 for students needing math remediation in a competency-based online course. This objective will continue during the upcoming year as these new formats are implemented.

6. *Identify and Utilize Appropriate Analytics, Metrics, and Data*
   a. **Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives.** CSU partnered with Oracle and developed Enrollment, Degrees Awarded, Progression, and Retention and Graduation dashboards. (See Appendix C for sample screenshots.) The Financial Aid dashboard is currently in the validation stage. All these dashboards will track the Complete College America data, and support the Complete College Georgia, and Complete College CSU initiatives. This objective is will be revised to focus on training and use of the dashboard.
   b. **Align CSU's short term and long term strategic plans with CCG.** Columbus State University's [Strategic Plan](#) (2013-2018) presents a two-pronged approach toward accomplishing the University's vision. The first strategic focus targets improving student success by attracting more student scholars, engaging students both academically and socially, employing creative instruction, and fostering student well-being. The second strategic focus addresses sustaining the University's growth by enhancing in-demand and innovative programs, improving faculty/staff retention, and advancing organizational stewardship. This Plan incorporates goals and strategies recommended by the University's Master Plan (updated in 2012), and Columbus State's Complete College Georgia Plan. (See Appendix D for a copy of the 2013-2018 CSU Strategic Plan with specific Complete College Georgia Initiatives highlighted.) This objective is complete.
   c. **Investigate institutional membership in a research collaborative.** The institution explored joining Education Advisory Board, a research collaborative. The organization did not offer specific research assistance and were more interested in selling canned reports. The annual membership fee was also cost-prohibitive. The cost/benefit analysis clearly indicated that it was not productive for CSU to join this consortium. This objective is complete.

Significant changes in the goals and strategies from the original campus plan

While Columbus State did not have significant changes in the goals and strategies from the original campus plan, some goals had to be revised based on the resources available. For example, Objective 3.3 regarding the revision of existing articulation agreements and the development of new agreements was much more time-consuming than anticipated. It was determined that it would be more effective to establish a schedule for the review of existing agreements than to attempt to review them all in one year.

Significant work undertaken not identified in the original campus plan

1. Math Readiness: A significant item that was undertaken was the issue of math readiness for new students enrolling in Area A math courses. Over spring term (2013), many discussions occurred regarding the Math Placement Test and how to best facilitate the placement process for students. During the course of the discussion, it was determined that the math readiness formula (which was developed by the Math Department and is published in the academic catalog) could be automatically calculated for each student in Banner. The readiness score helps to ensure that students are appropriately prepared for the math course in which they are enrolled thereby increasing their chance of successful completion.

Effective Summer 2013, traditional students admitted to CSU will have their math readiness score calculated using this formula (found at http://academics.columbusstate.edu/catalogs/2013-2014/acaregs_undergrad.php#Math). Although some student populations will still be required to take the COMPASS test for admission, this change will allow many students to bypass the need for testing; reduce the summer workload of the Testing Center; and free up valuable time for orientation programming.

New students registering for Fall 2013 received a letter indicating their initial math placement and were informed that they could discuss this further at orientation or that they can contact the Academic Center for Excellence for more information. They were also able to view their math course placement in the Academic Advising Record in the Student Information System.

Some students may wish to take the Math Placement Test at the CSU Testing Center if one or more of the following conditions apply:
1) The student's math readiness score indicates that he/she is not eligible to take the math course required by his/her major;
2) The student does not feel that the score he/she earned on the mathematics portion of the SAT or ACT is indicative of his/her true mathematical ability; or
3) The student wishes to enroll in MATH 1131: Calculus with Analytic Geometry 1.

Additional curriculum changes include the removal of a prerequisite from MATH 1101: Mathematical Modeling and the addition of a new Area A course option, MATH 1001: Quantitative Skills and Reasoning. We believe that using the math readiness formula will save students time and will allow them to complete their math requirement and move forward toward the completion of their educational goals.

2. Midterm Grades: Like faculty members at other institutions, faculty members at CSU give midterm examinations, grade them, and return them to students. However, this approach did not provide the student or the faculty member with an overall picture of each student's progress in the course. In Fall 2012, the faculty members teaching general education courses in the College of Letters and Sciences were asked to calculate their students' overall midterm grades and report them in the Student Information System. In Spring 2013, the Faculty Senate endorsed a recommendation from the Retention, Progression, and Graduation Committee that all faculty teaching general education courses report midterm grades for their students.

An analysis of the Fall 2012 and Spring 2013 final grades indicated that a significant number of students raised their course grade between the midterm and the final exam. (See Appendix E for specific data for each term.) It was also noted that there was a 296% increase in early alert referrals 2012-2013. One possible explanation for this increase is that the training provided relative to early alert reporting combined with the calculation of the midterm grade for each student made faculty members more cognizant of individual student progress and provided a clear avenue for referring students in need of assistance. As previously noted, the overall number of non-productive grades decreased from 7,252 (AY 2011-2012) to 6,262 (AY 2012-2013). This reflects a 13.7% drop in the number of non-productive grades.

Partnerships

Summit 2013 provided a unique opportunity for colleagues from Georgia Southwestern University, Columbus Technical College, South Georgia Technical College, and area P-12 schools to begin focusing on a regional approach to college completion and workforce development. Resulting from this initial step, previously existing partnerships have been strengthened and new partnerships are developing.

- During the 2012-13 school year, the College of Education and Health Professions (COEHP) made great advancements within the greater Columbus education community. Heeding the call of P-12 administrators within the Partner School Network, COEHP heavily focused student candidate field experience placements into two elementary schools: Fox and Mulberry Creek. Combining practicum and student teaching candidates in the 2012-13 school year, Fox Elementary hosted thirty-eight CSU students and Mulberry Creek, fourteen. Student candidates participated hands-on in standards-based lessons and activities, and perhaps most importantly, their presence permitted small-group instruction and individual help in classroom settings for the greater part of the school year. While official test results have not been confirmed at Fox, the administrators and academic coach were very encouraged in their preliminary data.[1] Mulberry Creek boasted increases across the board in their yearly CRCT scores. Combined third and fourth grade CRCT scores increased 14% in the "Exceeds" category, from 38% in 2012 to 52% in 2013. Other outstanding data include an increase of 24% in the yearly assessment of Reading Subgroups for students with disabilities, a 26% increase in achievement of black students in the third and fourth grade combined Math Subgroups, and a 20% for students with disabilities in the combined third and fourth grade Social Studies Subgroups.
- Columbus State University and Columbus Technical College are developing a joint venture where students attending Columbus Technical College may live in residential facilities at Columbus State University and utilize university facilities to include being able to participate in university life. It is our hope that students engaged in this venture will matriculate to Columbus State through existing articulation agreements.
- Columbus State and Columbus Technical College are partnered in the RN-BSN program with full articulation and regular interaction.
- Columbus State University and West Georgia Technical College (WGTC) are developing a joint venture to optimize existing articulation agreements. This will allow students earning an Associate of Science (AS) degree in Business at WGTC to seek a Bachelor of Business Administration (BBA) degree at CSU. Business courses will be offered at the LaGrange campus of West Georgia Technical College.
- Columbus State University and Georgia Southwestern University are engaged in a collaborative venture to offer a Master of Science in Nursing degree online. Discussions are beginning regarding offering a Master's degree in Family Nurse Practitioner as a partnership which will serve the growing health care industry in the area served by both institutions.
- Provosts at Columbus State University and Georgia Southwestern University have had initial discussion regarding jointly hosting a regular regional collaborative meeting for discussions and planning sessions with colleagues from Columbus Technical College, West Georgia Technical College, and South Georgia Technical College, colleagues from area P-12 systems, and representatives from area businesses in order to plan regional ventures that increase capacity for college completion and resulting workforce development.
- Work in collaboration with senior leaders at the Muscogee County School District has resulted in the following:
  - Tripled successful course completion numbers of Muscogee County Early College students at Columbus State University in the last year;
  - The addition of on-site dual enrollment classes being piloted at a Muscogee County High School with plans to bring that initiative to scale at several other area high schools (discussions have begun with Harris County School District officials); and
  - The development of an active Principal's Roundtable (including area superintendents) that advises Columbus State's educator preparation programs.
- Information Technology services at Columbus State University and Georgia Southwestern University work closely together particularly on issues related to cyber security and telecommunications. This close relationship will be leveraged to open possibilities for collaboration in the areas of data storage and analysis related to college completion.

All the initiatives listed above have tremendous potential as we continue to develop relationships, follow through on action steps, and leverage available technology to analyze data and assess the effectiveness of these initiatives.

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[1] Until officially published, this data is considered embargoed. Official data can be expected for release sometime in October.

Key Observations and Evidence

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

CSU developed a Retention, Progression, and Graduation dashboard to track progress of student cohorts from enrollment to graduation. Metrics analyzed are freshman to sophomore retention, sophomore to junior progression, four-year and six-year graduation rates. Data is examined at the gender, ethnicity, age, and student status levels. (See Appendix C for sample screenshots of the dashboard.)

To assess progress of students, the Office of Institutional Research analyzed mid-term grades to identify students with a 'C', 'D', or 'F', grades in the Fall and Spring semesters. The Academic Center for Excellence used this data to develop supplemental instruction for students in courses with high rates of non-productive grades. More than 30% of the students increased their final grade by at least one letter grade. (See Appendix E for specific data.)

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

The metrics CSU will monitor are freshman to sophomore retention, sophomore to junior progression, four-year and six-year graduation rates, and number of degrees awarded. Increase in retention and graduation rates, and number of degrees awarded will be indicators of success. As an example, CSU graduated 108 more students with a Certificate, Associate, or Bachelor's degree in FY 13 compared to FY 12, an increase of 11.2%.

	FY 12	FY 13
Certificates	90	145
Associate degrees	33	41
Baccalaureate degrees	839	884
Total	962	1070

• The strategies that have been/will be developed to sustain data collection and evaluation of effectiveness.

In the next phase of the dashboard project, CSU will add the financial aid module. This will help us track the retention, progression, and graduation metrics for students on Pell grants, HOPE, and scholarships. CSU will identify student cohorts with low retention, progression, and graduation rates and develop strategies to support the success of high risk students.

Lessons Learned

Lesson #1: Inclusion of the Complete College Initiative in the institutional strategic planning process is a valuable means of underscoring the significance of this endeavor and ensuring that the Initiative receives appropriate attention and funding during the life of the strategic plan.
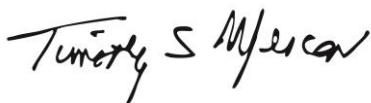
Over the past year, Columbus State University engaged in the strategic planning process and developed the institutional plan for 2013-2018. During this process, the institution intentionally included the CSU Complete College Initiative as a factor in determining the strategic priorities of the university. Integrating the Complete College plan into the development of the strategic plan allowed the university to develop internal consistency between the two. (See Appendix D for the 2013-2018 Columbus State University Strategic Plan.) This could be a helpful suggestion to institutions about to embark in the strategic planning process for their campus.

Lesson #2: Development of the CSU Complete College Georgia Council ensured campus-wide involvement and provided clear direction for individuals responsible for the implementation and collection of data for each objective.

Developing the CSU Complete College Georgia Council and holding at least two meetings each term helps to ensure that the CSU Complete College plan is not simply an administrative initiative, but one which involves the entire campus. The Council provides a means to involve key campus stakeholders; assign responsibilities to appropriate institutional representatives; and communicate progress to the campus. (See Appendix F for the 2012-2013 Plan of Work.) The Council has been instrumental in keeping this initiative on the radar of the campus community. Recommending the development of this type of organizational structure might be particularly helpful for institutions that do not already have a committee, task force, or council designated to focus on matters related to college completion.

Conclusion

Columbus State University has made significant progress toward accomplishing the goals and objectives identified in the CSU Complete College Georgia plan. The successful implementation of the goals and objectives can be credited in part to the buy-in created through the involvement of all campus stakeholders in the development of the plan. Another factor contributing to its success was the distribution of appropriate responsibilities and assignments to key constituents across the campus. We look forward to continuing this work as we believe that it will positively impact the lives of our students.

Timothy S Mescon

_____   September 3, 2013_____
Timothy S. Mescon, Ph.D.   Date
President

APPENDICES

The inclusion of a course on this list does not imply that all sections of the course from the previous term had high rates of non-productive grades; however, all students in all sections of the course were offered tutorial services.

Spring 2012

ASTR 1105: Descriptive Astronomy: The Solar System
BIOL 1215K: Principles of Biology
BIOL 1225K: Contemporary Issues in Biology with Lab
CHEM 1151: Survey of Chemistry 1
CHEM 1152: Survey of Chemistry 2
CHEM 1211: Principles of Chemistry 1
CHEM 1212: Principles of Chemistry 2
ENGL 0099: Developmental Writing 2
ENGL 2157: Writing for the English Major
GEOL 1110: Natural Disasters: Our Hazardous Environment
MATH 0097: Developmental Math 1
MATH 0098: Developmental Math 2
MATH 0195: Preparatory Algebra
MATH 1101: Introduction to Mathematical Modeling
MATH 1111: College Algebra
MATH 1113: Pre-Calculus
MATH 1125: Applied Calculus
MATH 1131: Calculus with Analytic Geometry 1
MATH 1132: Calculus with Analytic Geometry 2
MATH 1165: Computer-Assisted Problem Solving
PHIL 2010: Introduction to Philosophy
PHYS 1111: Introductory Physics 1
PHYS 2211: Principles of Physics 1
PHYS 2311: Principles of Physics 1 Lab
STAT 1127: Introductory Statistics

Fall 2012

ANTH 1105: Cultural Anthropology
ASTR 1106: Descriptive Astronomy: Stars and Galaxies
BIOL 1215K: Principles of Biology
CHEM 1151: Survey of Chemistry 1
CHEM 1152: Survey of Chemistry 2
CHEM 1211: Principles of Chemistry 1
CHEM 1212: Principles of Chemistry 2
COMM 1110: Communication
CPSC 1105: Introduction to Information Technology
ECON 2105: Principles of Macroeconomics
ECON 2106: Principles of Microeconomics
ENGL 0099: Developmental Writing 2
ENGL 1101: English Composition 1
ENGL 1102: English Composition 2
ENGL 2157: Writing for the English Major
FREN 1101: Elementary French 1
GEOL 1110: Natural Disasters: Our Hazardous Environment
GEOL 1121: Introductory Geo-sciences 1: Physical Geology
HIST 1111: World History to 1500
HIST 1112: World History since 1500
HIST 2111: U. S. History to 1865
MATH 0097: Developmental Math 1
MATH 0098: Developmental Math 2
MATH 0195: Preparatory Algebra
MATH 1101: Introduction to Mathematical Modeling
MATH 1111: College Algebra
MATH 1113: Pre-Calculus
MATH 1125: Applied Calculus
MATH 1131: Calculus with Analytic Geometry 1
MATH 1132: Calculus with Analytic Geometry 2
MATH 1165: Computer-Assisted Problem Solving
PHIL 2010: Introduction to Philosophy
PHIL 2030: Moral Philosophy
PHYS 1111: Introductory Physics 1
PHYS 1312: Introductory Physics 2 Lab
PHYS 2211: Principles of Physics 1
PHYS 2311: Principles of Physics 1 Lab
PSYC 1101: Introduction to General Psychology
SPAN 1001: Elementary Spanish 1
STAT 1127: Introductory Statistics

Productivity of Campus Tutorial Centers

Fall 2012

	Number of Students Served	Number of Visits
Academic Center for Excellence	213	1026
Math and Science Learning Center	437	2070
Writing Center	435	1026
Total	**1085**	**4122**

Spring 2013

	Number of Students Served	Number of Visits
Academic Center for Excellence	206	929
Math and Science Learning Center	307	968
Writing Center	302	1300
Total	**815**	**3197**

Student Enrollment
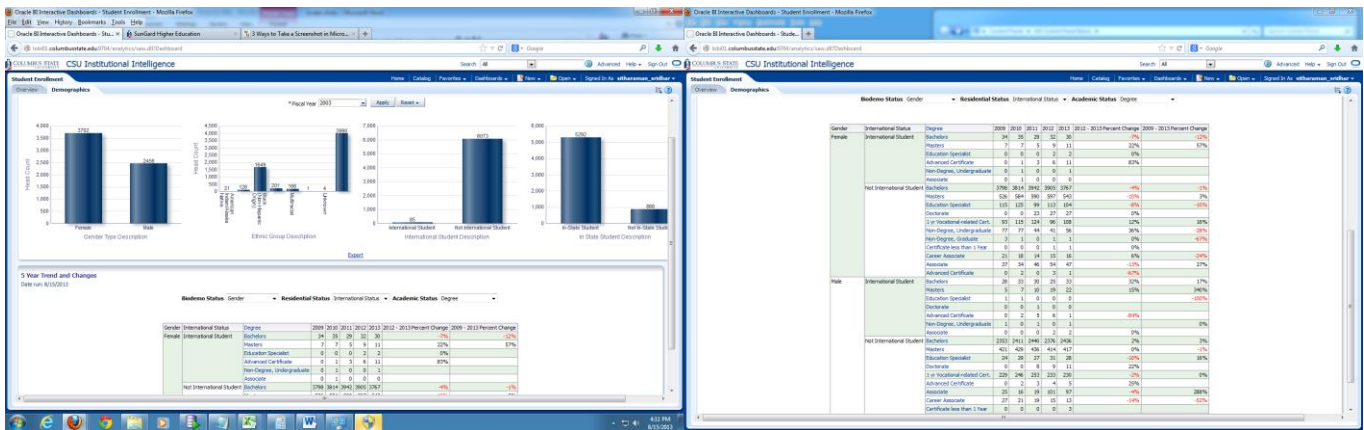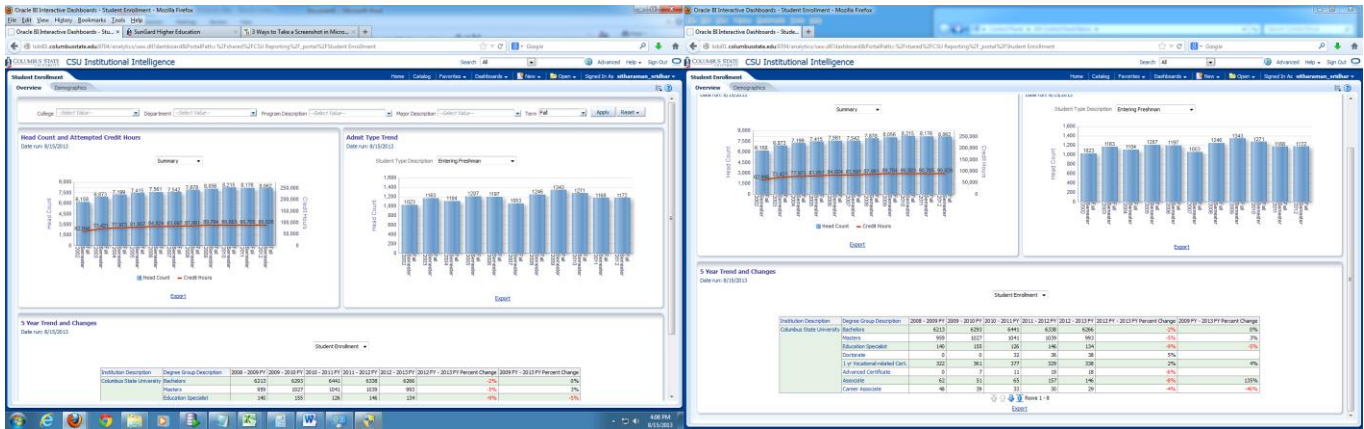
Degrees Awarded
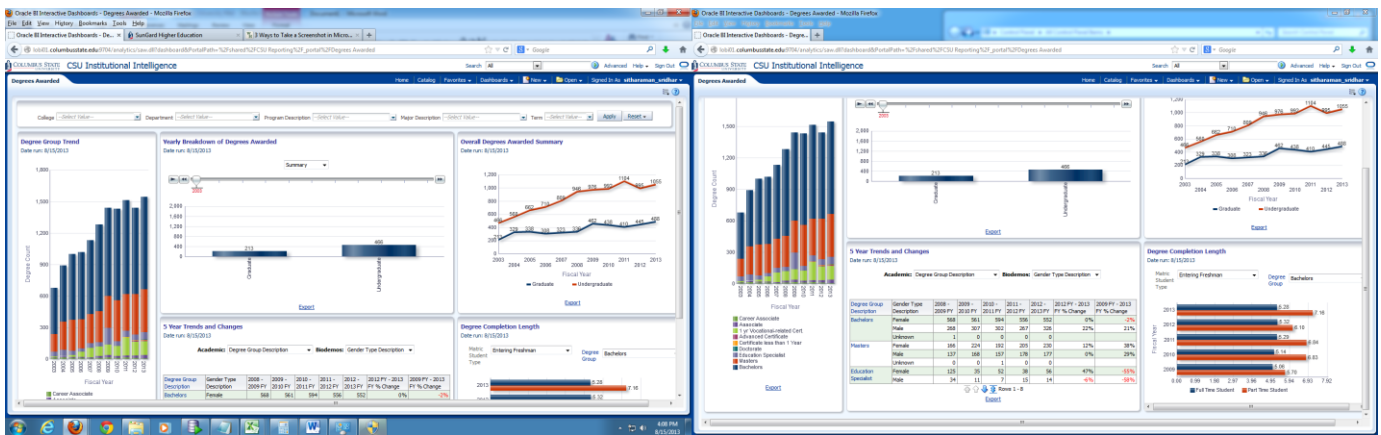
Retention & Graduation
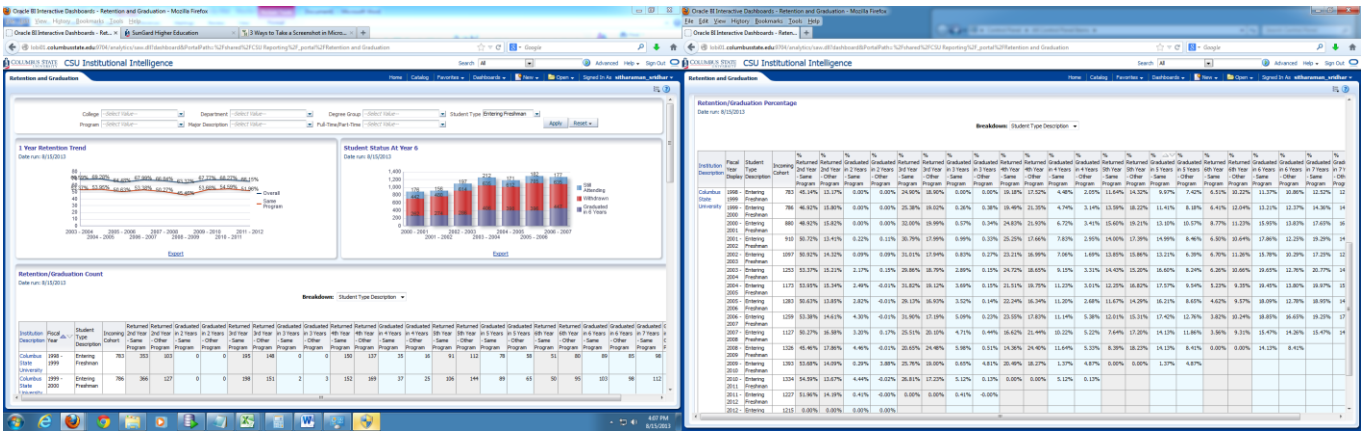
Progression
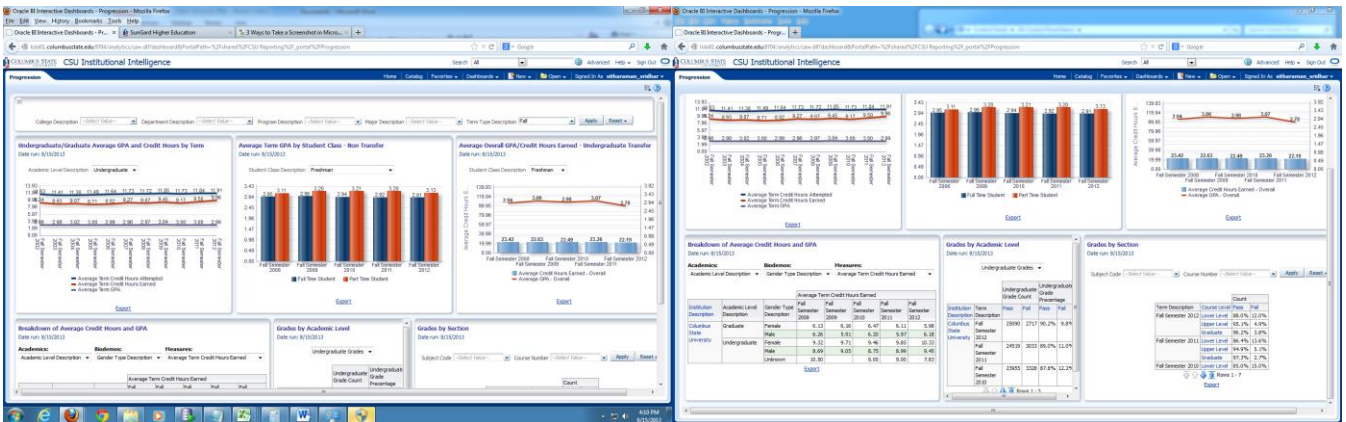
STRATEGIC FOCUS #1
Becoming a "First Choice" Institution

PRIORITY #1:
Attract a higher percentage of students with the motivation and preparation to complete a degree

Goal #1: Improve CSU's name recognition, academic reputation, and ranking

Recommended strategies:

- Market our value, location, creative instruction, and student engagement opportunities in the large population areas in Georgia and the Southeast
- Sustain a diverse student body
- Increase funding and support for faculty and student research and creative endeavors that bring regional, national, and international attention to CSU[B-3,16*]
- Ensure consistency in program admission and quality standards across all CSU degree programs[B-1,2]
- Raise entering test scores to match aspirant schools[B-2]

Goal #2: Increase the number of student scholars

Recommended strategies:

- Build on-campus Honors housing and increase Honors programming and scholarships[B-1,5]
- Recruit more students who can maintain Hope eligibility[B-1,4]
- Introduce more dual enrollment programs (high school, bachelor's/ master's dual enrollment, etc.)[B-1]
- Increase international student enrollment[B-6]
- Raise scholarship funding to achieve a distribution of scholarship funds based on program demand (% of students) and strategic plan emphasis (*see Exhibit A*)[B-1,2,3]

Goal #3: Continue to offer a "best value" educational experience

Recommended strategies:

- Continually evaluate competitiveness in our tuition and fee structure compared to peer institutions[B-1,3]
- Increase financial aid opportunities, especially on-campus work/study opportunities for undergraduate and graduate students (GTA's/GRA's)[B-3,4,7]
- Increase the value of degrees by adding resources and support for graduates leaving the university and entering the job market or applying to graduate schools[B-8]

Benchmark measures related to Strategic Focus #1, Priority #1:
Benchmarks #1-8, 16

PRIORITY #2:
Employ more creative instructional methods

Goal #1: Improve the quality of instruction through improvements in classrooms, labs, professional development, instructional quality and instructional technology

Recommended strategies:

- More funding for targeted instructional facility improvements throughout the main campus including labs (based on the Sasaki Plan)[B-9]
- Increase professional development in alternative pedagogical approaches that address the needs of millennial learners[CCG,B-1]
- Provide highly-trained supplemental instruction for remedial and core courses with high percentages of non-productive grades[CCG,B-1]
- Provide "best-in-class" technology and information-based services to meet the increased needs for RPG, instruction, research, and administrative services.[B-1,9]

Goal #2: Improve flexibility in course design and resources for *all* students

Recommended strategies:

- Improved "after-hours" and online services on the main campus for CSU's large number of nontraditional students[B-1,8,11]
- Employ more creative scheduling (such as an 8-week "half-mester" model) and innovative course delivery methods (such as hybrid courses)[CCG,B-1]
- Publish a two-year schedule of courses and review each major to identify scheduling barriers to degree completion[CCG,B-1]

Benchmark measures related to Strategic Focus #1, Priority #2:
Benchmarks #1, 8-9, 11

PRIORITY #3:
Increase student academic and social engagement and sense of belonging

Goal #1: Promote student participation in CSU's global, academic, and experiential learning programs

Recommended strategies:

- Increase the enrollment in study abroad programs and International Learning Communities[B-11,12]
- Increase student participation in internships, co-ops, research and creative endeavors, and service learning programs[B-7,11,14]
- Improve the integration and impact of the First Year Learning Experience by cultivating learning communities and creating seminars that target distinct sub-populations such as military, adult re-entry, honors, etc.[CCG,B-12,14]

Goal #2: Cultivate student participation in CSU's cultural and social activities

Recommended strategies:

- Increase the number of living/learning communities[B-9,11,12,13]
- In keeping with the Sasaki Plan, attain funding to enhance the functionality, usability, and the "coolness" factor of the main campus to attract and engage students in campus life[B-9,13]
- Increase student engagement through diverse cultural and social activities (Greek life, professional/social organizations, sports, etc.)[B-13]
- Encourage community investments that support and encourage student life immediately surrounding the main campus[B-11,13]
- Cultivate one cohesive community between CSU's two campuses[B-11,13]

Goal #3: Focus more on student satisfaction and well-being

Recommended strategies:

- Increase staff training in key service areas to cultivate a "culture of customer service"[B-8,11]
- Promote fitness activities and healthy lifestyles (e.g., healthy food options, student recreation center, intramural clubs, bike trails, etc.)[B-11]
- Increase the number/percentage of full-time faculty teaching in the core while decreasing reliance on adjuncts at all levels[B-1,10]
- Train and evaluate faculty on student advising methods[B-1,10]
- Maintain high quality of safety and security on CSU's campuses[B-1,8,11]

Benchmark measures related to Strategic Focus #1, Priority #3:
Benchmarks #1, 7-14

STRATEGIC FOCUS #2
Driving Sustainable Growth

Priority #1:
Sustain the University's growth by focusing resources in areas with strong potential based on emerging opportunities

Recommended strategies:
- Increase the relevance, efficiency, and value of degree programs through interdisciplinary collaboration and credentialing options (e.g., minors, certificates, endorsements)[B-1]
- Provide support to sustain innovative and grant-funded programs that prove successful[B-1,16]
- Explore programs that support growth areas:
    - Increase funding, resources, and support for graduate programs and for faculty who teach graduate courses[B-7,15]
    - Maximize faculty expertise and commitment through increased funding for new endowed positions in growth areas
    - Increase funding for student scholarships in growth areas[B-3]

Benchmark measures related to Strategic Focus #2, Priority #1:
Benchmarks #1, 3, 7, 15-16

Priority #2:
Improve faculty/staff retention, job satisfaction, and productivity

Recommended strategies:
- Embrace and expand opportunities for broad-based shared governance through implementation of the policy proposed by the Shared Governance Task Force[B-16]
- Achieve competitive salaries for faculty and staff to retain a strong, diverse and versatile workforce[B-8,11,16]
- Recognize faculty/staff performance and achievements, and develop a program to support faculty applications for state, regional and national awards[B-16,17]
- Develop a policy to return a share of indirect grant funds to faculty[B-17]
- Balance instructional, service, and research loads to enhance faculty productivity[B-1,11,16]

Benchmark measures related to Strategic Focus #2, Priority #2:
Benchmarks #1, 8, 11, 16-17

Priority #3:
Improve stewardship through leadership in sustainability programs, the efficient use of resources, and external partnerships

Recommended strategies:
- Develop an infrastructure to coordinate and implement a sustainability master plan[B-19]
- Encourage the use of mass transit or alternative commute options (for students, faculty, and staff)[B-18]
- Integrate sustainability in the curriculum
- Develop an incentive program to reward individuals for new ideas to increase resource efficiencies within the University[B-17]
- Promote faculty research and expertise that builds relationships within the University's local, regional, national and global communities[B-3,9,16]
- Expand alumni engagement
- Encourage public/private partnerships and outreach programs that focus on mutually beneficial exchanges[B-1,14,16]

Benchmark measures related to Strategic Focus #2, Priority #3:
Benchmarks #1, 3, 9, 14, 17-19

Midterm Grade	Percent	Final Grade
2012 Final Grades		
B	28%	A
C	42%	A or B
D	55%	A, B, or C
F	23%	A, B, or C
Spring 2013		
B	33%	A
C	47%	A or B
D	61%	A, B, or C
F	23%	A, B, or C

Strategies and Objectives	Responsible Individuals	Goals
Strategy 1: Strengthen partnerships with P-12		
Objective1.1: Retain dual (joint) enrollment students as regular freshmen.	Director of Undergraduate Recruitment	Increase matriculation rates of dual enrollment students to at least 50% in Fall 2013
Objective1.2: Provide intentional academic support for Early College students.	Director of the Academic Center for Excellence and Coordinator of the CSU Early College Program	Reduce the number of Early College students placed on probation and exclusion by 10%
Strategy 2: Increase college and career readiness		
Objective 2.1: Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM disciplines through the UTeach Columbus Program.	UTeach Project Co-Directors	Increase the number of students prepared to teach in the STEM disciplines
Objective 2.2: Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 freshmen learning communities each term.	Director of the First Year Experience	Provide specific sections of FYRS 1105 that target distinct sub-populations such as military students, online students, and/or adult learners
Strategy 3: Decrease Time to Degree		
Objective 3.1: Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU (e.g. CLEP, DANTES, etc.) to all adult students.	Coordinator of Adult Re-Entry	Develop new online and print advertising for prior learning assessment in Fall 2012
Objective 3.2: Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings).	Deans (Baxter, Buckner, Flynn, Hadley and Lanoue) with assistance from Department Chairs	Develop flexible course schedules for Spring 2013
Objective 3.3: Develop or revise articulation agreements with two-year and technical colleges.	Associate Provost for Undergraduate Education	Update all existing agreements in Fall 2012 and begin the development of new agreements in Spring 2013
Strategy 4: Restructure Instructional Delivery		
Objective 4.1: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses.	Director of the Academic Center for Excellence, Director of the Writing Center, and Director of the Math & Science Learning Center	Provide supplemental instruction in a minimum of 25% of the core and remedial courses with high non-productive grade rates beginning Fall 2012 and incrementally increase the percentage of students served by 15%-20% each year
Objective 4.2: Promote and support faculty development in alternative pedagogical approaches that address the needs of millennial learners.	Director of the Faculty Center for the Enhancement of Teaching and Learning (FCETL)	Organize and provide at least one on-campus training each month to address this topic
Objective 4.3: Review each major to identify scheduling barriers to degree completion.	Associate Provost for Undergraduate Education; Department Chairs; Deans; and Provost	Survey department chairs in Fall 2012 to gather data regarding transition points or courses that negatively impact student progress (i.e. too much student demand/not

			enough availability of courses). Collaborate with the Deans and the Provost to analyze the data to determine where resources are most needed to address the need for additional faculty, physical space, and/or course materials.
	Objective 4.4: Provide existing online programs resources which allow for expansion**.**	Director of Institutional Research and Effectiveness and Department Chairs	Determine if courses or services in existing online programs are currently staffed at a level to meet student demand
	Objective 4.5: Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success.	Provost	Organize the Council and schedule monthly meetings to ensure the implementation and progress of each strategy and objective
Strategy 5: Transform Remediation			
	Objective 5.1: Train at least 70% of faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support**.**	Director of the Academic Center for Excellence	Host monthly training sessions for all faculty members in Fall 2012
	Objective 5.2: Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.	Coordinator of Tutorial Services and the Director of Disability Services	Schedule initial training for tutors in Fall 2012
	Objective 5.3: Redesign remediation to feature modules that address specific student needs and provide "just-in-time" instruction to shorten the time needed to complete certificate or degree requirements.	Chair of the Department of Basic Studies	Commission the development of these modules (number of modules to be determined) in Fall 2012
Strategy 6: Identify and utilize appropriate analytics, metrics, and data			
	Objective 6.1: Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives.	Director of Institutional Research and Effectiveness and the Chief Information Officer	Complete the development of this product in Summer 2012
	Objective 6.2: Align CSU's short term and long term strategic plans with Complete College Georgia.	Provost and Vice President for Academic Affairs and the Vice President for Student Affairs and Enrollment Management	Facilitate the strategic planning process scheduled for completion in December 2012
	Objective 6.3: Investigate institutional membership in a research collaborative.	Provost and the Director of the Office of Institutional Research and Effectiveness	Review the costs and benefits of various research collaboratives to determine if membership would be productive for CSU.

COMPLETE COLLEGE GEORGIA PROGRESS REPORT—SEPTEMBER 2012 – SEPTEMBER 2013
DALTON STATE COLLEGE – Submitted by Sandra S. Stone, VPAA

Updates, Programs, Future Work
Strategy 1: Partnerships with P-12 Systems
Objective 1: Expand the communication & collaboration between DSC and local P-12 systems.

Fall 2012, we had a faculty workshop with a featured speaker on understanding current high school culture and thus our incoming freshmen. In spring 2013, we had a program on brain-based learning, focusing on ways to more fully engage students in the learning process. We invited local high school faculty to attend the last workshop, which five did. Our math faculty visited classrooms in some of the local schools, providing demonstrations of a college level class experience. DSC faculty are in on-going dialogue with local high school teachers about how to better align the high school curriculum with the knowledge and skills required to be successful in college level courses. In addition, our School of Education had a special workshop on the Common Core to better educate themselves about the changes in the high school curriculum, and each education faculty member "adopted" one of the local schools to work closely with and provide assistance as requested. The Education Dean personally visited all of the schools in Dalton, Whitfield County and Murray County, and established a local principal's council, which meets each semester to provide an opportunity for the local principals to discuss issues of common concern with our education faculty. We filled our Goizueta Foundation Endowed Chair position in the School of Education, and a large portion of his time will be devoted to working with the local schools on issues related to Hispanic student success. In addition, our local city and county school systems (Dalton and Whitfield) have joined together with the larger community as a part of our Archway Project to focus on literacy. Several of our faculty and staff have volunteered to participate in the local schools and with community events to encourage reading at all ages, but especially for younger children. We also allocated funds from our FY13 budget to create a model classroom on campus for our School of Education faculty to use in preparing students to be more effective teachers in the public schools, and we will also be inviting groups of students from the local schools to visit and engage in interactive activities in the space.

Objective 2: Collaborate with the P-12 systems to improve college enrollment, readiness, and success of high school graduates.

We doubled the enrollment from summer 2012 to summer 2013 in our Summer Academy program designed to assist ESL high school students in successfully completing high school. After seeing a significant number of applicants for admission to the college for fall 2013 who lacked the minimum standardized test scores, we added a COMPASS test prep course to our Summer Bridge program. We received a Workforce Investment Act grant worth $125,000 annually for three years to assist in the continuation and expansion of our Near Peer program, which pairs DSC students with high school seniors to provide tutoring and other support to encourage them to complete high school and enroll in college. The additional funding will enable us to expand our program into two additional school systems beginning fall 2013. Thus far, 42% of the graduates of the program have enrolled in college. We have also increased our dual enrollment participation from 102 in fall 2012 to 128 in fall 2013 by utilizing the strategy of on-site course delivery. In addition, the percent of high school graduates enrolling in DSC and needing at least one area of learning support decreased from 53% in fall 2011 to 45% in fall 2012; fall 2013 data are not yet available, as we are still registering for "C" session courses, but we expect there will be a continued drop.

Strategy 2: Improve Access and Completion for Traditionally Underserved Students
Objective 1: More thoroughly assess the needs of the identified student populations who appear to need additional targeted intervention/support services, determining areas where special assistance is warranted.

Results from our graduating student surveys, NSSE, the ALFI survey of adult students, ETS data from a pilot project in fall 2012, and other sources continue to document that some groups of students on our campus struggle more than others. In particular, part-time students, African-American students, older, non-traditional students with multiple job/home/school responsibilities have difficulty, as do first generation college students and students from families with low/very low incomes. For example, using a first-time cohort from 2008, we were able to determine that adult learners had withdrawn from an average of 6.25 courses, while the cohort average was 5.5. Adult learners also changed majors at a slightly higher rate than the cohort as a whole, 3 times versus 2.5 times. We are continuing to explore how we might better help these students succeed. All new students are now seen by a professional advisor and given a complete program of study with suggested courses to take each semester based on their declared major. Beginning in spring 2013, we are offering a free, online caregiver resource (locations, articles, "live chat" access to experts, webinars, etc.) to faculty, staff and students, and we are expanding our online offerings, including a collaborative eMajor program with Valdosta State University, beginning fall 2013. We continue to offer the University System's eCore program as well, with over

200 students enrolled. We also continue to participate in the Adult Learning Consortium that includes targeted marketing to adult students, two Quick Admit days each semester, and expansion of our prior learning assessment and alternative credit options. Beginning fall 2013, we have a Veterans' Resource Center, and we are in the process of organizing a veterans' group on campus. We also received funding in our FY14 budget to hire a Director of Hispanic and Latino Outreach, effective fall 2013, to work with our significant population of Hispanic and Latino students (18%), with the aim of increasing retention and graduation rates. The director, who has been hired and will begin work in September, will work with students to identify appropriate campus support offices and resources.

Although we still have much work to do, we are beginning to see some positive outcomes from our efforts. Our fall to fall retention rate increased from 65% in fall 2012 to a preliminary 68% in fall 2013. Our data indicate that in our high risk groups, those attending full-time are retained at a higher rate than those attending part-time. For example, for fall 2012, for our students ages 25+, the full-time retention rate was 48% vs. 44% for those attending part-time; for students enrolled in learning support, full-time retention was 57% vs. 42% for part-time; and for Pell recipients, full-time retention was 63% vs. 45% for part-time. Similarly, the average GPA for our students increased slightly from 2.11 in fall 2011 to 2.21 in fall 2012. The increase for our part-time students was from 2.37 to 2.44, for our students 25+ the increase was from 2.74 to 2.83, for our African-American students the increase was from 1.24 to 1.55, but there was a small decrease for our learning support students from 1.66 to 1.65. Our graduation rates for both 2-year and 4-year programs fell slightly from 2011 to 2012, from approximately 8% to 6% for 2-year programs and from 16% to 15% for 4-year programs. However, we are expecting to see an increase when data are available for 2013.

Objective 2: Review relevant policies/procedures that might serve as barriers to student success.

We are examining our data on course repeats and withdrawals as well as the number of major changes to determine if there is something we can do to reduce the "swirl." In fall 2011 we had 1,278 course withdrawals. In fall 2012 we changed our withdrawal procedure to require the student to meet with the faculty member and get his/her signature on the withdrawal form. Withdrawals for fall 2012 were 932, a 27% reduction. In addition, complete withdrawals from the institution decreased from 606 in fall 2011 to 426 in fall 2012, or approximately 30%. We will continue working on withdrawal reductions as well as explore possible interventions to decrease course repeats and major changes.

Since over 2/3 of our students receive need based financial aid, we provide assistance with completing the FAFSA, including going into the local schools on designated days to assist high school students.   In addition, beginning fall 2013, we have a private donor who has pledged to give $300,000 a year for 10 years in scholarship money to help support student athletes.

We are exploring some alternative scheduling options and examining possible ways to revise and improve our early alert system. We will be purchasing and implementing new analytics software during the 2013-14 school year, which will help in that effort. Our First Year Experience Director has revised the FYE course based on his feedback and experience last year, which was his first year as director and the first year we had brought the FYE program back under academic affairs.   He is also developing an online option so we can make the course available to a larger number of students. Our professional advisors are working closely with program faculty to try and redirect students into more appropriate majors when they are not accepted for their first choice, such as redirecting pre-nursing students who are not accepted into the nursing program into social work.   We have examined the National Student Loan Clearinghouse data and the findings do not indicate that a large number of students are leaving Dalton State to attend elsewhere. In fall 2012, Academic Resources staff spoke to 138 students initiating complete withdrawal, and the majority (79%) said they would return. Their reasons for leaving mostly included unanticipated life events such as financial difficulties, health issues, and work demands. During the 2013-14 academic year, we will administer the Cooperative Institutional Research Program (CIRP) Freshman Survey at the beginning of the academic year and the Your First College Year survey at the end of the academic year. These data will enable us to gain insights into what expectations our incoming student population have about college, and then what actually occurred so we can target interventions to address the areas of disconnect to help incoming students be more successful.

Objective 3: Engage in targeted marketing efforts to reach traditionally underserved student populations.

Through our participation in the USG's Adult Learning Consortium, radio, TV and billboard ads were purchased in the NW GA area to encourage adult learners to attend college. We also sponsored two Quick Admit days each semester and these were advertised in the local newspapers. During the upcoming year, we are allocating funds in our ALC budget to prepare brochures for distribution to local businesses, Veterans' posts and National Guard Armories in our area. Reflecting our drop in enrollment generally, our population of students 25+ decreased from 2,068 in fall 2011 to 1,667 in fall 2012. That may partially be a result of our no longer being a designated TCSG institution as of July 2011 and the subsequent de-activation/termination of a number of technical programs and certificates over the past couple of years, as well as the fact that economic conditions are beginning to improve and many

unemployed adults are beginning to return to work.   As mentioned above, this year we will have a dedicated Director of Hispanic Outreach and our Goizueta Chair in Education who will both be engaged in work targeting the large Hispanic population in our area.

Strategy 3: Shorten Time to Degree
Objective 1: DSC faculty and staff will provide better advising services to ensure consistency and continuity.

As of the end of spring semester 2013, all professional and faculty advisors had been trained in the use of DegreeWorks, and all are using it for advising. The Registrar has developed DegreeWorks tutorials for students that are covered in new student orientation and are accessible online at http://www.daltonstate.edu/registrar/degreeworks-tutorials.html. All new students are given a complete guide to their program of study with suggestions for what to take in each semester to complete the program in a timely manner, along with a two-year posting of course schedules to help them plan ahead. The two-year course schedule is accessible online at http://www.daltonstate.edu/class-schedules/index.html.

Objective 2: DSC will consider alternative course credit allocation, alternative scheduling, and alternative delivery formats to better accommodate working adults.

We have expanded our Prior Learning Assessment options, and we are encouraging faculty/chairs/deans to develop more alternative schedule and delivery formats as they plan future schedules. For example, in 2011-12 we had 76 students taking CLEP tests for credit, increasing to 107 students in 2012-13. We also had one student complete two different portfolios to earn PLA credit in 2012-13, as well as 51 students completing department challenge exams and 87 students receiving credits through the American Council on Education approved courses. We are also encouraging faculty to develop more hybrid/online courses and providing training and technical support for them through our Educational Technology Center.   Although we had a decrease in the number of hybrid courses from 2011-12 to 2012-13 from 50 to 41, we had an increase in online courses from 11 to 14. We were recently approved to offer a collaborative online bachelor's program with Valdosta State as part of the USG's eMajor initiative, which will be our first completely online program option.

Objective 3: DSC administration will consider policy revisions that will encourage students to complete their programs in a timely manner.

As mentioned above, we are also exploring possible policy changes related to the number of repeats, withdrawals and major changes allowed without penalty.   We do not yet have data on repeats, but we have shown a decrease in course (27%) and complete (30%) withdrawals by requiring students to speak with their professors and obtain signatures before being able to drop a course(s), and by requiring students to participate in a face-to-face exit interview with the Director of Academic Resources before being able to completely withdraw. We saw an increase in the number of major changes from 2011-12 to 2012-13 from 787 to 871, but we believe that may have been, in part, because of our reduction in program offerings and students needing to change majors to remain enrolled. Over the past three years, we have de-activated and/or terminated over 60 degree programs as we have eliminated the TCSG component of our institution and eliminated programs with low productivity and/or decreased job opportunities. We have also seen a decrease in the number of students graduating with both 2- and 4-year degrees who have exceeded the requisite number of hours for their programs. From 2011-12 to 2012-13, those numbers went from 19 to 14 for 2-year programs, and from 12 to 7 for 4-year degrees. The average number of credit hours taken by students each semester has remained stable, however, ranging from 10.5 to 10.8.

Strategy 4: Restructure Instructional Delivery
Objective 1: Implement an annual individualized instructional assessment for faculty to identify areas for improvement and develop a plan for addressing those areas.

We are revising our promotion and tenure policies, and the new policies will include a more individualized assessment for faculty that will help better identify things they are doing well as well as those areas where they may need improvement. The target date for completion of this plan is fall 2013, to be implemented spring 2014.

Objective 2: Improve D/F/W rates in all courses that consistently exceed 30%.

The number of courses with D/F/W rates in excess of 30% decreased from 255, or 28% of all courses in 2011-12 to 188, or 22% of all courses in 2012-13. We are planning to conduct more in-depth analysis of those courses that still remain very high, with the intention of identifying more targeted interventions and course revisions to be implemented across sections.

Objective 3: Increase faculty development opportunities and expectations for involvement with an emphasis on implementation of evidence-based pedagogy and effective instructional practices.

In 2012-13 we redesigned our faculty development program and established a Center for Academic Excellence. The center sponsors many different types of faculty development opportunities, including individualized technical support, book groups, workshops, speakers, and a teaching and learning conference on campus each spring. In 2011-12 there were approximately 12 events and a conference we hosted which had 76 attendees. In 2012-13, there were 35 events, plus the conference, which had 95 attendees. The CAE also initiated a newsletter and a "Caught in the Act of Great Teaching" award in 2012-13. In addition, in 2011-12 we engaged about a third of our faculty (66) in a course redesign initiative, and in 2012-13 those who participated were to implement some of the things they learned and committed to do differently. A qualitative assessment of those efforts during spring semester 2013 revealed that 100% of the faculty remaining at DSC (12 left and 3 were administrators) reported notable changes in their course design and teaching methods, with several indicating improvement in student engagement and learning outcomes. We will continue to pursue this assessment to determine what seems to be working best to obtain improved results. We also conducted a competition to award a number of faculty members iPads at the beginning of the 2012-13 year and they provided demonstrations of the kinds of things they were doing in their classes during our teaching and learning conference.

Objective 4: Expand hybrid and online course offerings, including quality control measures and training.

We are encouraging faculty to develop more hybrid and online courses, and we have just been approved to participate in the eMajor program for the system. As noted previously, the number of hybrid courses decreased from 2011-12 to 2012-13 from 50 to 41, but the number of online courses increased from 11 to 14. One factor may be that the Distance Learning Committee has put in place an approval process for faculty to be able to teach hybrid/online courses, and we have removed some faculty from teaching them because of consistently low student success in those courses. Further, the schools have focused their online and hybrid offerings on courses that better lend themselves to the online environment and have greater student success rates.

Objective 5: Improve first year students' retention and success rates through a redesign of the FYE course and overall program.

This past year was the first year of our newly designed First Year Experience program, and the director is assessing the student outcomes and faculty feedback to guide further revisions. However, there was an increase in fall to spring retention for first-time students from 76.9% in 2011-12 to 78.9% in 2012-13. We are now engaging in discussions about the establishment of a First Year Learning Initiative and possible credentialing for first year courses.

Strategy 5: Transforming Remediation
Objective 1: Improve student first time pass rates and ensure content of 0090 classes prepares students to successfully complete required English and math courses in their respective programs.

The percent of students enrolled in English and math 0090 courses who successfully exit on their first attempt increased from 6*2.5%* in English and 44% in math in 2011-12 to 75% in English and 67% in math in 2012-13.

Objective 2: Improve student first time pass rates in 0098 courses through implementation of alternative instructional design and ensure students are prepared to successfully complete English 101 and their selected math course to satisfy requirements for Area A in the core curriculum.

Improving outcomes in our English learning support courses is our QEP, and we kicked it off this academic year.   Many changes were made to the course as a part of our QEP, and these supported student success.   Among the changes were a drop in class size from 28 to 20, the requiring of at least five visits to the Writing Lab of students enrolled in the course, the integration of responsive writing technology (known as automated writing evaluation) as a part of the coursework, and the creation of learning communities that paired each section of English 0098 with a linked section of FYES 1000, the First-Year Experience Seminar. Our first-time pass rate increased from 28% in English in 2011-12 to 64.8% in 2012-13. In addition, the math faculty have developed a couple of new

approaches to math learning support that were approved through our internal approval process this year and will be implemented in fall 2013. One involves combining the two levels of learning support math into one 6-hour course, with the first level being taught the first half of the semester and the second level the second half. Another involved offering learning support as a co-curricular element of the first college math course (not college algebra). However, even without these changes, the first time pass rate increased from 39.7% in 2011-12 to 41.4% in 2012-13. Some of the improvement in our learning support first time pass rates might be related to the USG policy change barring students who need all three areas of learning support from admission.

Changing Campus Culture

Although initially added on to our CCG plan as a special campus project, we have since moved this initiative to a stand-alone goal in our new institutional strategic plan.

Partnerships

Following the spring CCG summit, we have begun meeting with our partners from GA Highlands College and GA Northwestern Technical College to determine areas where we might share resources and/or engage in joint activities that will benefit all of our students. Currently, each campus is working on an inventory of activities in the CCG areas, and we will then get back together and see where we have common interests that we can work from. One immediate change we made to the benefit of students was that partner institutions would work together to place student applicants at the most appropriate educational institution. That decision has resulted in an increased sharing of information and helping facilitate student transfers among institutions. We will continue our work with the P-12 schools in our area through our School of Education, through our faculty who teach in areas of the Common Core, our dual enrollment program, and college readiness programs to encourage more students to complete high school, enroll in college, and complete a certificate or degree.

In addition to partnerships with other educational agencies, we are also actively engaged with other local business and community partners to improve educational programs and services to the residents of NW Georgia. For example, our Bandy Heritage Center is working with the NW GA Community Foundation to conduct an oral history project; we are working with The Emery Center, a local African-American museum, on several joint program ventures to promote diversity; we are participating in the Thrive 2055 economic development initiative, involving a 16-county area in GA, TN and AL to improve both higher education and economic development opportunities; we are actively involved in the local Archway Project to improve education, the economy and the environment in Dalton/Whitfield County, with a special emphasis on the Literacy Collaborative and developing a small business incubator; and we have excellent relationships with many local businesses/industries to provide internship opportunities for our students in areas such as chemistry, computer science, criminal justice, social work, business and psychology.

Key Observations and Evidence

Overall, we believe we are making progress, as seen in our improvements in retention, average GPA, the number of students earning credit through alternative options, and first-time pass rates in learning support, and decreases in the number of new students needing learning support, the number of course and institutional withdrawals, and the number of courses with D/F/W rates exceeding 30%. We still have many indicators that are not moving, however, or that are going in the wrong direction, and some we still have not been able to adequately measure. We have been slower than we anticipated getting some of our data tracking/analytics efforts operational. We requested and received funding in our FY13 budget to purchase and implement the iDashboard program, but because of budget cuts, layoffs, technical glitches and other problems, it just became operational in summer 2013. We purchased and began implementing the WEAVE assessment program during 2012-13, which will assist us in assessing progress in meeting course, program and institutional goals. By linking the three CIRP surveys we will be administering this year, we hope to gain valuable insight into how and why our students changed over time, and we will be able measure the effectiveness of our campus programs and policies. We also continue to have our traditional collection/monitoring systems, such as Banner and data available from the USG, IPEDS, the National Clearinghouse, etc. We are in the process of hiring a new data analyst with more sophisticated skills to assist us in better utilizing our data, deciding what data we still need and how best to collect it, and in analyzing what we have in ways that will assist us in better using it for decision-making purposes. In addition, we received funds in our FY14 budget to purchase additional analytics software, and we are planning to obtain the D2L analytics module when we upgrade in spring 2013, as well as join the Student Success Collaborative with the Educational Advisory Board, which will include access to an analytics program that will help us better guide students in selecting courses and majors to optimize their chances for success. Please see the attached matrix for the indicators we are monitoring.

<u>Sharing Lessons Learned</u>

Because of the lag time and difficulties we have had in collecting and analyzing much of the data we are interested in, it has been difficult to be able to use it to inform decisions and budget requests in a timely manner.

Many of the things we want to do and have committed to do require longer than a year or two to implement, such as revising the faculty promotion and tenure policies, revising other academic policies that need to involve a lot of different people's input, creating new programs/processes, obtaining funding for projects/programs/special initiatives. Also, once implemented, there needs to be another year or two before we begin to get reliable data, for example outcome data for a revised FYE program, outcome data for instructional innovations, etc. In addition, full impacts on retention and graduation take time to play out, so it is difficult to know how successful these activities ultimately are until at least a couple of years of implementation, and in the case of 4-yr degrees, a full 6 years.

People initially resist change but can be convinced to get involved if they see a benefit to themselves or for the students. Thus, we believe as we are increasingly able to document positive impacts from many of the changes we are making and new programs/policies/interventions we are implementing, we will begin to build a supportive momentum on campus that will further enhance our success.

COMPLETE COLLEGE GEORGIA METRICS

Metric	Baseline (usually 2011-12)	2012-13	2013-14	2014-15	2015-16
Increased involvement of DSC faculty/staff with local P-12 schools	See narrative				
Improved alignment of high school math and English with MATH 1111 and ENGL 1101	____ students tested into LS ENGL; _____students tested into LS MATH	____ students tested into LS ENGL; _____students tested into LS MATH	____ students tested into LS ENGL; _____students tested into LS MATH	____ students tested into LS ENGL; _____students tested into LS MATH	____ students tested into LS ENGL; _____students tested into LS MATH
Increase % HS students graduating from feeder schools who choose DSC to 37% in 2015	_____% fall 2011	33% fall 2012	_____% fall 2013	_____% fall 2014	_____% fall 2015
Decrease % of HS graduates entering DSC needing at least one area of LS by 5% by fall 2013 and another 3% by fall 2015	53% Students entering from high school needing at least one area of LS	45% Students entering from high school needing at least one area of LS	_____Students entering from high school needing at least one area of LS	_____Students entering from high school needing at least one area of LS	_____Students entering from high school needing at least one area of LS
Increase number of HS students participating in dual enrollment to 100 by fall 2015	74 students in fall 2011	102 fall 2012	128 fall 2013	_____fall 2014	_____fall 2015
Increase number of HS students entering DSC as STEM majors and	144 HS students entering DSC as STEM majors; 44 HS students entering DSC as RETP	133 HS students entering DSC as STEM majors; 24 HS students entering DSC as RETP	_____HS students entering DSC as STEM majors; _____HS students entering DSC as RETP participants	_____HS students entering DSC as STEM majors; _____HS students	_____HS students entering DSC as STEM majors; _____HS students

RETP participants by 10% by fall 2015	participants	participants		entering DSC as RETP participants	entering DSC as RETP participants
Policy changes and impact related to retention and graduation	1,278 Number of course withdrawals for fall 2011; 606 Number of complete withdrawals from DSC	Required faculty signature on course withdrawal form, along with reason- 932 withdrawals -- decreased 27% from fall 2011; 426 Complete withdrawals -- decreased 30% from fall 2011			
Increase number of Quick Admit days to 4 during 2012-13 and 6 after that	2 Quick Admit days	4 Quick Admit days	_____ Quick Admit days	_____Quick Admit days	___Quick Admit days
Develop brochures targeted to adult learners and distribute to local businesses and military sites			In Adult Learning Consortium budget for this year		
Participate in at least 2 job fairs or other public events per year to distribute materials about DSC		4			
Increase retention of all students, and especially those in high risk groups – part-time, older adult,	59% retention of all students; 47% part-time; _____% 25+; 41% African-American; _____% learning support; _____% low	65% retention of all students; 44.2% part-time; _____% 25+; 46% 25+ (48% f-t, 44% p-t); _____% African-American; 49% learning	68% retention of all students; _____% part-time; _____% 25+; _____% African-American; _____% learning support; _____% low income;	_____% retention of all students; _____% part-time; _____% 25+; _____% African-American; _____% learning	_____% retention of all students; _____% part-time; _____% 25+; _____% African-American; _____% learning

African-American, learning support, low income – by 8% by fall 2015	income _____% first generation	support (57% f-t, 42% p-t); 55% low income (63% f-t, 45% p-t); _____% first generation	_____% first generation	support; _____% low income; _____% first generation	support; _____% low income; _____% first generation
Increase number of students receiving academic and student support services by 8% by fall 2014 with high satisfaction	_____ Students receiving support through academic resources; 146 Students receiving Counseling services (_____% of total students); 127 Students receiving Disability services (_____% of total students); _____% reporting satisfaction with services	_____ Students receiving support through academic resources; 109 Students receiving Counseling services (_____% of total students); 106 Students receiving Disability services (_____% of total students); _____% reporting satisfaction with services	_____ Students receiving support through academic resources; _____ Students receiving Counseling services; _____ Students receiving Disability services; _____% reporting satisfaction with services	_____ Students receiving support through academic resources; _____ Students receiving Counseling services; _____ Students receiving Disability services; _____% reporting satisfaction with services	_____ Students receiving support through academic resources; _____ Students receiving Counseling services; _____ Students receiving Disability services; _____% reporting satisfaction with services
Hire one additional professional counselor					
Increase GPAs of students in high risk groups by a full point from fall 2011 to fall 2015	2.11 GPA of all students; 2.37 GPA part-time; 2.74 GPA 25+; 1.24 GPA African-American; 1.66 GPA learning support; _____GPA low income	2.21 GPA of all students; 2.44 GPA part-time; 2.83 GPA 25+; 1.55 GPA African-American; 1.65 GPA learning support; _____GPA low income	_____GPA of all students; _____ GPA part-time; _____ GPA 25+; _____GPA African-American; _____GPA learning support; _____GPA low income	_____GPA of all students; _____ GPA part-time; _____ GPA 25+; _____GPA African-American; _____GPA learning support; _____GPA low income	_____GPA of all students; _____ GPA part-time; _____ GPA 25+; _____GPA African-American; _____GPA learning support; _____GPA low income
Increase graduation rates of all students, especially those in high	6.18% graduation rate for all students for 2-yr degrees; 14.93%	_____% graduation rate for all students for 2-yr degrees; _____% graduation rate	_____% graduation rate for all students for 2-yr degrees; _____% graduation rate for all students for 4-yr degrees;	_____% graduation rate for all students for 2-yr degrees; _____% graduation rate	_____% graduation rate for all students for 2-yr degrees; _____% graduation rate

risk groups by 8% from spring 2012 to spring 2016	graduation rate for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____% African-American; _____% learning support; _____% low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____% African-American; _____% learning support; _____% low income	_____ % part-time; _____ % 25+; _____% African-American; _____% learning support; _____% low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____% African-American; _____% learning support; _____% low income	for all students for 4-yr degrees; _____ % part-time; _____ % 25+; _____% African-American; _____% learning support; _____% low income
All faculty and professional advisors trained in DegreeWorks by end of spring 2013		All faculty and professional advisors received DegreeWorks training during 2012-13	Training for new faculty and refresher training for continuing faculty		
All students trained in DegreeWorks during orientation, FYE and advising		New students trained in DegreeWorks during advising and FYE	New students trained in DegreeWorks during orientation, advising and FYE		
All students provided with program of study for major by end of spring 2013		Advisors ensured all majors have program of study defined and these were provided to new and continuing students during advising	ongoing		
Post 2yr course schedule for each academic program		Most programs have 2 yr course schedule posted	Deans/Chairs/Program Directors updating and completing		
Increase alternative credit options and number of students taking advantage of	76 Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	107 Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	_____Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB credit; _____Students bringing in DANTES	_____Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB	_____Students taking CLEP tests; _____ Students bringing in AP credit; _____ Students bringing in IB

them	credit; 0 Students bringing in DANTES credit; 0 Students earning PLA portfolio credit; _____Maymester courses; _____ C session courses	credit; 0 Students bringing in DANTES credit; 1 Student earning PLA portfolio credit; 51 dept. challenge exams; 87 students awarded ACE credit; _____Maymester courses; _____ C session courses	credit; _____Students earning PLA credit; _____Maymester courses; _____ C session courses	credit; _____Students bringing in DANTES credit; _____Students earning PLA credit; _____Maymester courses; _____ C session courses	credit; _____Students bringing in DANTES credit; _____Students earning PLA credit; _____Maymester courses; _____ C session courses
Increase number of hybrid courses by 10% from 2011-12 to 2014-15	50 Hybrid courses	41 Hybrid courses	_____Hybrid courses	_____Hybrid courses	_____Hybrid courses
Increase number of online courses by 10% from 2011-12 to 2014-15	11 Online courses	14 Online courses	_____ Online courses	_____ Online courses	_____ Online courses
Decrease number of students repeating courses, withdrawing from courses and changing majors – need to establish baseline	_____ students repeating a course; 1,278 students withdrawing from a course; 787 students changing majors	_____ students repeating a course; 932 students withdrawing from a course; 871 students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors	_____ students repeating a course; _____ students withdrawing from a course; _____ students changing majors
Decrease number of students exceeding requisite number of credit hours for a degree	19 students exceeding 60 hours for 2-yr degree; 85.6 avg. # hours for 2-yr degree; 12 students	14 students exceeding 60 hours for 2-yr degree; 87.8 avg. # hours for 2-yr degree; 7 students	_____students exceeding 60 hours for 2-yr degree; _____avg. # hours for 2-yr degree; _____students exceeding 120 hours for 4-yr degree;	_____students exceeding 60 hours for 2-yr degree; _____avg. # hours for 2-yr degree; _____students	_____students exceeding 60 hours for 2-yr degree; _____avg. # hours for 2-yr degree; _____students

by 6% from spring 2012 to spring 2016	exceeding 120 hours for 4-yr degree; 146.5 avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; 164.9 avg. # hours for 4-yr degree	_____avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; _____avg. # hours for 4-yr degree	exceeding 120 hours for 4-yr degree; _____avg. # hours for 4-yr degree
Increase summer school enrollment by 5% each year from 2012 to 2016	2,244 summer school enrollment	1,980 summer school enrollment	_____ summer school enrollment	_____ summer school enrollment	_____ summer school enrollment
Increase avg. number of hours taken by students each semester by 10% to 2015-16	10.8 avg. credit hours taken per student in fall 2011; 10.5 avg. credit hours taken per student in spring 2012	10.8 avg. credit hours taken per student in fall 2012; 10.6 avg. credit hours taken per student in spring 2013	_____ avg. credit hours taken per student in fall 2013; _____avg. credit hours taken per student in spring 2014	_____ avg. credit hours taken per student in fall 2014; _____avg. credit hours taken per student in spring 2015	_____ avg. credit hours taken per student in fall 2015; _____avg. credit hours taken per student in spring 2016
Revise annual faculty review process to document instructional assessments and improvement plans	Revision of faculty evaluation policies in process	Revision of faculty evaluation policies in process – some schools implementing assessment and improvement plans			
Decrease % of courses with > 30% D/F/W rates by 10% from fall 2011 to fall 2015	255 number of courses with >30% D/F/W rates in fall; 28% of total courses	188 number of courses with >30% D/F/W rates in fall; 22% of total courses	_____ number of courses with >30% D/F/W rates in fall; _____% of total courses	_____ number of courses with >30% D/F/W rates in fall; _____% of total courses	_____ number of courses with >30% D/F/W rates in fall; _____% of total courses
Document number of faculty development opportunities and number of faculty participating	12 + conference activities sponsored by CAE; _____ faculty participating	35 + conference activities sponsored by CAE; _____ faculty participating	_____activities sponsored by CAE; _____ faculty participating	_____activities sponsored by CAE; _____ faculty participating	_____activities sponsored by CAE; _____ faculty participating
Increase % of all faculty	40% of faculty participated in a	31% implemented			

implementing instructional design changes to 25% in 2012-13, 33% in 2013-14, and 50% in 2014-15	course re-design project during the year	course changes			
Analyze data on student outcomes from selected re-designed courses					
Increase fall to spring retention of year students by 5% from fall 2011 to spring 2012 to fall 2015 to spring 2016, and fall to fall retention by 8% from fall 2011 to fall 2015	76.9% fall to spring retention of new students	65% fall to fall retention; 78.9% fall to spring retention	68% fall to fall retention; _____% fall to spring retention	_____% fall to fall retention; _____% fall to spring retention	_____% fall to fall retention; _____% fall to spring retention
Increase number of students who successfully exit LS ENGL and MATH 0090 on first attempt by 10% from 2011-12 to 2015-16	62.5% exit on first attempt ENGL 0090; 44% exit on first attempt MATH 0090	75% exit on first attempt ENGL 0090; 67% exit on first attempt MATH 0090	_____% exit on first attempt ENGL 0090; _____% exit on first attempt MATH 0090	_____% exit on first attempt ENGL 0090; _____% exit on first attempt MATH 0090	_____% exit on first attempt ENGL 0090; _____% exit on first attempt MATH 0090
Increase number of students who successfully exit LS ENGL and MATH	28% exit on first attempt ENGL 0098; 39.7% exit on first attempt MATH 0098	64.8% exit on first attempt ENGL 0098; 41.4% exit on first attempt MATH 0098	_____% exit on first attempt ENGL 0098; _____% exit on first attempt MATH 0098	_____% exit on first attempt ENGL 0098; _____% exit on first attempt MATH 0098	_____% exit on first attempt ENGL 0098; _____% exit on first attempt MATH 0098

0098 on first attempt by 10% from 2011-12 to 2015-16					

Darton State College
Complete College Georgia 2013 Update

Part I: Updates, Progress, and Future Work

CCG Goal: Shorten time to degree
Initiative: Increase student use of our Credit by Exam option

- **Update/Progress:** The Business/Social Science Division has created a database of credit by exam (CBE) courses. This database and explanation of the CBE process will become part of the adult learner page on the Darton State College website beginning Fall 2013. We are still in the process of working on our database that contains a list of all available CBE options for the campus. However, by working with deans and individual instructors, students are able to discuss their CBE options. We have learned that our science courses pose the largest hindrance, as the lab portion of the course is difficult to replicate through a CBE option. This is also true for our communications courses, as students must show oral competency. Nevertheless, through consistent advertising, we have seen success in our increased CBE efforts. For example, we have seen a large increase our foreign language CBE numbers due to increased advertising. From August 2012 to April 2013, over fifty students took advantage of our foreign language testing program.
- **Future Work:** Using the foreign language program and the Business/Social Science Division as our guides, we plan to continue to advertise the CBE option in the hopes of increasing the number of students who use this option. By working with the Testing Center, Advising Center, Center for Teaching and Learning, Registrar's Office, and individual academic advisors, we hope that more students will be made aware of ways to prepare for and test out of courses for which they hold prior knowledge.

CCG Goal: Shorten time to degree
Initiative: Award Prior Learning Assessment (PLA) Credit to students

- **Update/Progress:** Darton State College now has two faculty members who have completed training through the Council for Adult and Experiential Learning (CAEL) and are certified PLA assessors. We also have a number of faculty and staff members who are ACE and SOCMAR trained.
- **Future Work:** Beginning Fall 2013, Darton State College will implement policies and procedures and begin informing faculty and staff regarding the PLA process. Information about PLA will be available on the Darton State College website. PLA allows adult learners to earn college credit for what the already know, thereby decreasing time to graduation and tuition costs. This serves as an incentive for adults, especially those who have earned some college credit, to return to college and complete a degree. Additionally, research from the Council of Adult and Experiential Learning illustrates that students that receive some form of PLA credit are more likely to complete a degree than non-PLA students (Research Brief, April 2011). We intend to institute a prior learning documentation course (PLA 2000). This course will be taught by the prior learning coordinator and will assist students in preparing a portfolio that is eligible for credit assessment. It is intended that the documentation preparation course will be a 2 credit hour course that could be used for general elective hours for the major. In addition to assisting students in the preparation of a portfolio, the course will review the nature of learning and will be a good course to ease non-traditional students back into higher education. A workshop will also be developed for Faculty to understand the Ten Standards of Assessing Learning (Fiddler et. al. 2006). The workshop will be offered at all

faculty and staff development days and will be a prerequisite for faculty members to serve as portfolio assessors.

CCG Goal: Increase partnerships with K-12

Initiative: Increase participation in our ACCEL and Move on When Ready (MOWR) program

- **Update/Progress:** In Fall 2012, we began offering courses on the campus of Albany High School. This program allowed us to offer the ACCEL program to students who were academically prepared but did not have the financial resources to travel to campus. After the success of this program, we were approached by a number of different schools and home school associations who were interested in a similar outreach program.
- **Future Work:** Though ACCEL/MOWR students do not have problems with access to education in the traditional sense, they often have trouble with actually getting to campus, especially in our area. Some of our best and brightest students cannot afford to travel from as far away as Worth County High School to our campus. By bringing our instructors to them, we eliminate the problem of transportation, so low-income students can take advantage of this program.

CCG Goal: Improving access and completion for traditionally underserved students

Initiative: Improve access to information and increase recruitment, retention, and graduation rates for part-time, adult, and working students

- **Update/Progress:** Darton State College implemented an adult recruiting event in Summer 2013. The event was primarily designed for adult learners who had previously attended Darton, but it was also open to any adult in Darton's service region. In response to the success of the adult recruiting event, we will now host this orientation annually but will also host an adult-only registration day. We have also established a free online math preparation course available to prospective students. 344 prospective students have registered for the course in the past month. Many adults do not return to college for fear that they will not be able to handle the academic rigor. This course provides a means for them to build confidence as well as math skills. Prospective students can take advantage of this course prior to taking the COMPASS placement test. Our hope is that this course will enable these students to obtain higher scores on the placement exam, possibly even exempting learning support math. We have made a proposal in the Title III grant for Smartthinking.com. Smartthinking.com is an online tutoring service available 24/7 in most subjects and is accessible from any internet-connected computer. Smarthinking.com tutors are seasoned educators - 90% have an advanced degree in their fields, and they average over nine years of teaching or tutoring experience.
- **Future Work:** We are currently constructing a new career center computer lab to help with group assessments and career exploration to assist a larger number of underserved and non-traditional students and individuals prior to entering Darton State. We believe this will encourage more adult and working Georgians, especially those who already have some college credits, to complete a college degree. We have also opened up our Writing and Reading Labs to be open to all students who need assistance in these areas for any subject, not just those who are enrolled in learning support classes. These labs are open until 9:00 p.m., making them more accessible for working students.

CCG Goal: Improving access and completion for traditionally underserved students

Initiative: Improve access to information and increase recruitment, retention, and graduation rates for military students

- **Update/Progress:** Darton State College has a fully functional Military Resource Center and a newly designed website that is accessible from Darton's homepage. This website has

access to all of the resources that a potential student would need, including specific information about financial aid, admissions, and services for our military students and their spouses. We also offer a nursing bridge program at Fort Benning, Georgia, so that students will not have to travel off base to obtain their education. Finally, we offer a fully online music program for military musicians, and last August, we hired a former military musician and educator as a member of our music faculty to help assist these students. For more information about our military resources, please visit www.dcmrc.com.

- **Future Work:** We are constantly working closely with military personnel from the Marine Corps Logistics Base to inform them of the educational opportunities available to their personnel. We hope that our continued efforts to serve and market toward our military students will continue to yield positive results.

CCG Goal: Restructuring instructional delivery

Initiative: Increase the number of students who successfully exit ENGL 1101 and 1102 by their second attempt

- **Update/Progress:** The Intensive Composition and Reading Review (ICRR) workshop has made strides towards improving the performance of students taking ENGL 1101 and ENGL 1102. Data is tracked each semester to assess the need for tweaking the ICRR program; student success in these classes is tracked via reports generated each year to determine the percentage of students who have succeeded and not succeeded in these classes. In the Fall 2012 semester, students who had failed ENGL 1101 and 1102 previously were required to enroll in the ICRR workshop. 38 percent of the 1101 ICRR students went on to successfully complete ENGL 1101 that semester; 59 percent of students enrolled in the 1102 ICRR workshop went on to pass the ENGL 1102 course. This effort - along with the availability of the Writing Center in on-campus and online formats, as well as free weekly tutorial sessions available to all students – helped to bring an overall success rate of 78.10 percent of ENGL 1101 students and 79.45 percent of ENGL 1102 successfully completing the courses in two or fewer attempts since the start of the ICRR program in Fall 2011, just shy of the 80 percent pass rate that we had set as our goal.

- **Future Work:** While this success is encouraging, the major lesson we have learned is that while students may be required to enroll in the workshop, unless there is some consequence for not actually participating in the workshop, many students elect not to get the remedial assistance needed to succeed. In the 1101 ICRR, only 45 percent of the students actively participated; in the 1102 ICRR, 52 percent of the students actively participated. To that end, we are working on more closely integrating the ICRR workshop with the ENGL 1101/1102 classes, making participation in the workshop linked to the actual grade received in the classes themselves. We believe that putting some force behind the requirement of the workshop will increase the number of students who ultimately succeed in ENGL 1101/1102. We have also worked to standardize our curriculum in ENGL 1101 and 1102 more fully by creating a writing guide that students will use from ENGL 0099 to ENGL 1102 and throughout their college career. By making students aware of what the next steps are to success, we hope to increase the number of students who pass the English gateway courses by their first attempt to 80 percent in the coming semesters.

CCG Goal: Restructuring instructional delivery

Initiative: Provide support for students who have failed a gateway Math course (currently MATH 1111 or MATH 1001) in a previous semester.

- **Update/Progress:** Our efforts have not yielded a positive change in our gateway math courses. During the course of our work related to college completion, we have been working

through a process that involves our math faculty, LS math faculty, deans from the other divisions on campus, and Dr. Teresa Betkowski from the system office. Through this process, we have developed a plan that I will detail in the next section, Future Work.

- **Future Work:** Through our collaborative effort in evaluating this problem, we see that the problem should be addressed from multiple angles.
  - o Placing students in the correct gateway course
    - ▪ Each division looked at each of their majors and placed them into one of three categories: already allows MATH 1001 as an option in Area A, does not currently allow MATH 1001 as an option in Area A but should, and should not offer MATH 1001 as an option in Area A. They are in the process of updating those majors that need to be updated through the proper committees. Once this is complete, we will have advisor training sessions where we educate the advisors, so they can advise students into the correct gateway math course.
  - o Creating MATH 1111 and MATH 1001 courses that include Just in Time Remediation (JiTR)
    - ▪ We have a group of students who, while being qualified to take college level math based on their COMPASS scores, are not actually ready to take the course as it currently stands. In order to help these students succeed in passing their gateway math courses, the math faculty are working to create JiTR support for Math 1111 and Math 1001. We will also establish criteria that will determine when a student should be enrolled in the JiTR portion for one of these courses. A student who qualifies for the JiTR would meet with the rest of the class at the normal times. He or she would then attend two to three hours (to be determined after consultation with the system office) of JiTR. These JiTR sessions would focus on the same material that was covered in class that week and serve to reinforce the topics and answer any questions the students might have. This would provide the structured support that these students need in order to successfully navigate a college level math course.

CCG Goal: Transforming Remediation

Initiative: Full Integration of the National Center for Academic Transformation's Emporium Model for Learning Support Math

- **Update/Progress:** Our Emporium Model for Learning Support Math has been running full time since Fall 2011. During this time, we have seen our MATH 0097 pass rates increase from 40.6% to 51.9%. Our MATH 0099 pass rates have increased from 42.9% to 76.3%. During this same time, we have seen the number of students enrolled in LS Math increase from 2350 (fall, spring, summer) prior to the new program to 2949 this year due to increases in overall enrollment. All of the research we have viewed and the program leaders at other schools we have spoken to say the same thing--that a long-term commitment is necessary for this model to succeed. So while we have seen some successes, we are not satisfied with our results, and we constantly work to improve what we are doing. This has included the implementation of progress tracking reports for each student, designating a part-time employee to call all students who are not reporting for class each semester, and developing new ways for our support lab to improve student success.
- **Future Work:** We plan to use the Math 1111 and Math 1001 courses with Just in Time Remediation (JiTR) that we discussed in the previous section as alternative pathways for some Learning Support math students. We will develop a process to determine which

students should be eligible for this alternative pathway. When these students pass either Math 1111 or Math 1001 with JiTR, they will be updated as having satisfied their Learning Support Math requirements as well.

CCG Goal: Transforming Remediation

Initiative: Accelerate the amount of time it takes for students to exit Learning Support reading and English.

- **Update/Progress:** Students who were enrolled in the Learning Support English and /or Reading classes during the Fall 2012 and Spring 2013 semesters were afforded opportunities to take the COMPASS Reading and/or Writing Exit Test(s) after eight weeks of instruction. The early exit pass rates for students who were referred to test were 83% and 70% for students who were enrolled in READ 0099 and ENGL 0099 respectively. In addition, 63% of referred students exited READ 0099 and 85% of referred students exited ENGL 0099 by the mid-term week of the Spring 2013 semester. Students who successfully exited the LS classes through early exit were presented with the option to enroll in B Term gateway courses. Students who did not meet the requirements for the Early Exit Initiative or who failed to successfully pass the COMPASS Test remained in their respective LS classes. These students were then able to benefit from working with their instructors in smaller classes while completing personalized remediation plans. We have also created a Summer Bridge Initiative to provide remediation opportunities for students who fail to pass the COMPASS Placement Tests in math, writing, and/or reading. Presently, students who fail one or more of the tests are presented with the dates to retest and can sign up to take the tests again without any remediation. Through the Bridge Initiative, students who fail the COMPASS Placement Tests will now have the option to remediate skills and complete practice tests in the support labs on campus, through online assignments, and through the use of My Foundations Learning Paths.
- **Future Work:** While the pass rates for the Early Exit Tests have been promising, many students are primarily concerned with preparing for and passing the COMPASS Exit Tests. To this end, our plan is to begin pairing the LS courses with gateway courses through a proposal we call the Authentic Learning Community (ALC) Initiative. The ALC affords opportunities for specific student cohorts to be dual enrolled in ENGL 0099 and ENGL 1101. Students who score within the range of 45-59 on the COMPASS Writing Placement Test are eligible to participate in the initiative. Students in the cohort will have the opportunity to exit ENGL 0099 at mid-term or remain in the course until the end of the semester. Similarly, any student who is required to take READ 0099 can enroll in an ALC READ 0099 and an ALC U.S. History course.

Part II: Partnerships

Over the course of the past year, Darton State College has worked to increase partnerships with the business community, different K-12 providers, and our alumni. To begin with, by creating a more active Alumni Association, we have been able to work with alumni who represent all areas of business, industry, service, and education fields. These alumni provide valuable support, resources, and guidance for our academic programs and job placement. Secondly, by reaching out to the different K-12 institutions in our service area, we have been able to strengthen partnerships with these groups. This includes initiatives such as Lunch with a Leader Day and Read Across America Day at area elementary schools; offering courses on high school campuses; attending career fairs at elementary, middle, and high schools throughout the area; sending faculty members to assist high school faculty in their classrooms; sending faculty and staff members to assist high school counselors

with financial aid and admissions questions; and hosting science labs for home-school students. Additionally, the Health Sciences Division partners with Lilly Cooper Primary School in Dawson to provide free cleanings, oral health education, fluoride, and sealants as appropriate to approximately 75 second graders annually. The Humanities Division also hosts the Albany Chorale, the Dougherty County Youth Symphony, and several high school regional and state literary competitions. Finally, the Health Sciences, Nursing, Business, and Social Science divisions have active advisory committees. These advisory committees consist of individuals from the community, student body, or alumni who advise faculty within the division and certain programs regarding course offerings, trends in the market, current practices in the respective fields, and workforce needs. Advisory committee members provide feedback to the divisions on the quality of programs as well as recommendations for improvement. The division uses the survey data to inform change within courses and programs.

Part III: Key Observations and Evidence

Our Complete College Georgia committee at Darton State is continually monitoring and assessing progress and meeting with key personnel to ensure progress is being made and data is being collected. We are closely monitoring utilization of student support services, credit accumulation of both part-time and full-time students, learning support and gateway course success rates, and overall retention rates. We have created reports and dashboards in Oracle BI Publisher to have easy access to real-time data. The following is a screen shot of a report we utilize regarding gateway course success from BI Publisher.
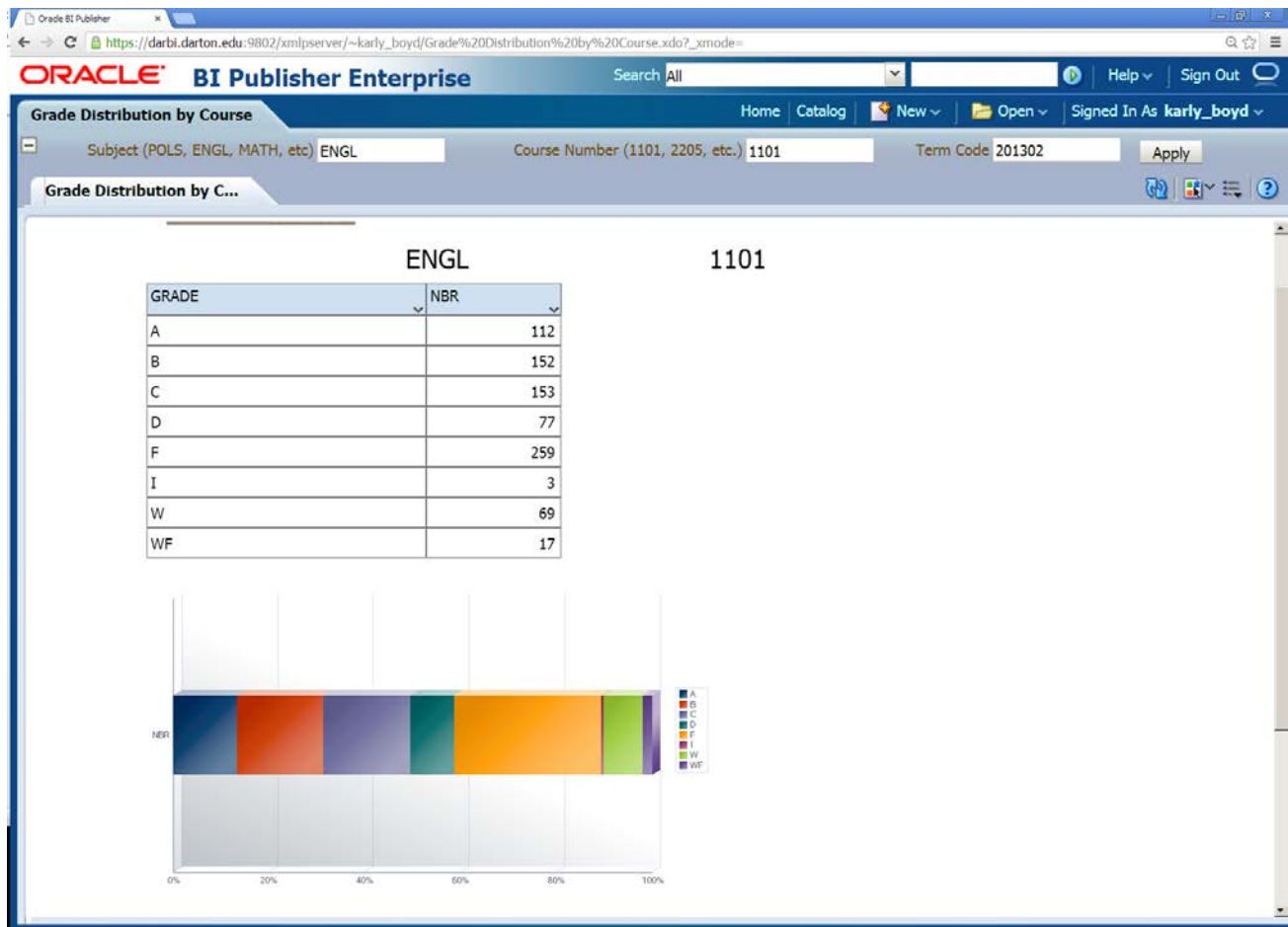
Part IV: Sharing Lessons Learned

What we have learned through completing our campus plans at Darton State College is three-fold. To begin with, it is important to start collecting data right away, as some of the initiatives that are put in place may not be working. It is important to continuously find ways to improve initiatives and not follow a "set it and forget it" model. Secondly, after examining our data, we found that we were, in fact, quite successful with some of our initiatives—earlier than we thought we would be. By celebrating the successes, we have been able to create a campus culture that creates more buy-in to the mission of CCG. This extends to our third lesson. The CCG plan cannot exist in a vacuum. It is important to inform the entire campus of the plan, have faculty and staff representation from the entire campus—including students and potential new hires—and keep them updated as data is collected and the initiatives are adapted or changed. Our campus has all of the CCG documents available for faculty viewing on our Sharepoint website, and our committee provides updates during executive council meetings, staff meetings, faculty assembly, and college development days.

We have learned several tangible lessons during the course of implementing our CCG plan. In regard to ACCEL, we have learned that is imperative to partner with parents and counselors. High school counselors like for us to schedule visits with their school, so the students can be introduced to opportunities available to them through ACCEL. Even though the students are receptive to the presentation, students seldom remember to pass the information along to parents, and when they do, it is usually only partially accurate. When we set up a visit with the high school, we immediately set up a parents' informational meeting to occur on a separate date. Parents are more responsible in adhering to deadlines and initiating procedures to be followed as outlined on a Procedures Checklist form that we provide. We see increases in high school participation when we hold information meetings with parents.

As evidenced by our campus plan we feel very strongly that mathematics, both learning support and gateway courses, plays a key role in determining the success of our students. The key lesson we learned regarding mathematics is that we did not go far enough in our initial attempt to improve our results in these areas. Because mathematics impacts the path of every student who walks through our doors, we realized that we needed to look deeper into both our learning support and gateway courses. We also determined that we needed to further explore the relationship between the two and our students' continuing success through their path to graduation. We detailed our plan to address these issues in the future work section of our goal to Restructure Instructional Delivery of gateway math courses and in both the update/progress and future work sections of our goal to transform remediation of learning support math. In the former we have recognized the different needs of our students and will be better addressing those needs through the creation of these augmented delivery methods. We will also be better addressing the learning support math student's need to complete that next step of the gateway math course. The latter is being addressed by better utilizing data to make changes and add supplemental help as needed so that we continue to increase the success rates of our students in learning support mathematics.

East Georgia State College
Complete College Georgia
2013 Status Report
September 3, 2013

Introduction

As one of the newly designated state colleges in the USG, East Georgia State College is committed to offering an evolving set of targeted undergraduate credentials that best match the needs of a service area that was framed with distinct focus by the NCHEMS maps presented at the 2013 Complete College Georgia Summit. These maps illustrate "Highest Need" for the College's home county, Emanuel, and four counties contiguous to it on the *Overall Educational Needs Index – 2010* and the *Education Needs Index – Economic Factors – 2010*. To address the needs of the College's service area, several proposed academic programs are introduced in this update, along with the Fall Semester 2013 launchings of the College's new access initiative in Augusta and the College's new *African American Male Leadership Initiative*.

Updates, Progress, and Future Work

Progress toward goals

Establish a high school partnership program: In Spring 2013, the College implemented *COMPASS Test Week* on campus to provide a free COMPASS testing session to high school students. The conversion rate of early-testing applicants to registered students, along with ACCEL and Early and Dual enrollment, will be tracked to determine if early testing is affecting the rates of high school graduate college attendance. The goals are to increase the College's conversion rate from 53% to 60% by Fall Semester 2015 and the number of ACCEL and Dual Enrollment students by 50% by Fall Semester 2014. Workshops for high school counselors are planned during the fall and spring semesters. Funding will be designated to continue free COMPASS testing and expand the offering to include more schools in our service area.

Create new programs: East Georgia State College was granted a provisional exemption to the Learning Support limitations for admission purposes in order to admit students into a summer Jump Start Academy. The College accepted, on a provisional basis, students who either placed into all 3 areas of Learning Support or did not meet the minimum score for any area. These students are limited to Learning Support coursework and are provided intensive academic support through our Academic Center for Excellence, become part of English and mathematics learning communities, and become active participants in a mentoring program in an effort to assist them in rapidly raising their academic capability to the level necessary to complete college coursework. In Summer Semester 2013, 15 students were enrolled in Jump Start Academy with expectations of growth to 200 students by the Summer Semester 2017. Of this group, 8 would have been ineligible for admissions based on their COMPASS scores. After participating, only 2 remained ineligible. (See Appendix I below)

A cornerstone of the College's CCP is the Academic Centers for Excellence (ACE). These centers, first opened in Fall 2012, provide free tutoring, diagnostic testing, Intensive Academic Preparations (IAPs), and house our Academic Advisement Centers. A two level Intensive Academic Preparation (IAP) plan to address students needing COMPASS test assistance has been implemented. Level one is for students who have not been admitted into EGSC and want to review the material that they need to pass the COMPASS entrance exam. Level two is for students who are currently enrolled in a learning support course, and have not achieved the minimum score for exiting on their first attempt at the COMPASS. A third level is being developed for students on learning support dismissal who want to get back into school without serving the year-long suspension. For Fall 2012/Spring 2013, 81 of 86 students receiving IAP level-one remediation were able to meet the entrance requirements for a success rate of 94%. Eighty (80) of 123 students received IAP level-two remediation and were able to pass the COMPASS for a 65% success rate.

Restructure learning support delivery to facilitate early exit: In Fall Semester 2010, the College recognized that having two learning support (LS) courses for each area might substantially delay student academic progress. As a

result, the number of LS courses was reduced to one in each LS area. In Fall Semester 2011, the number of students exiting the LS Math successfully increased by 143%. EGSC is also participating in the Quantway Math Program, supported by a grant from the Carnegie Foundation, in which students take a non-traditional route through LS math. Math Literacy for College Students (MLCS 0099) replaces the traditional LS course (MATH 0099) and prepares students to first take Quantitative Skills –Reasoning (MATH 1001) and then statistics, which has greater value in certain disciplines. The success rate of students in the MLCS 0099 course was 74% this past year compared with 46% with the traditional Math 0099. Beginning Fall Semester 2013, students whose score was within 5 points of the passing on the COMPASS will be allowed to take sections of ENGL 1101 and MATH 1111 that include an extra component to support them.

Provide supplemental instruction and support for key gateway courses: The College tracks student overall success rates and success rates for the key gateway courses (English Composition - ENGL 1101, College Algebra - Math 1111, and American History - HIST 2111/2112). For AY 2012-13, success rates increased for English 1101 and History 2111/2112, as the overall success rates increased.

Residence hall learning/living communities: EGSC opened Bobcat Villas, its first on-campus residential hall, in Swainsboro in Fall Semester 2011. During Fall Semester 2012, three faculty members began faculty-led study sessions for their students housed in the residence halls. Students who took advantage of these opportunities were more successful than those who did not. Starting in Fall Semester 2013, living/learning student communities will be organized with members taking a student success/public speaking course combination in Fall Semester 2013, followed by a critical thinking/American government combination in Spring Semester 2014. Each course combination will have a single instructor. Community learning experiences will be enriched through group projects and field trips. All participants will be required to sign a Behavior/Academic contract that reinforces the College's student code of conduct and commits the student to maintaining academic success with a full-time load.

Incorporate emerging technology to enhance delivery of face-to-face and online courses: The College is using emerging technology and other innovative techniques to improve online instruction. A new Director of Distance Education, a position created in 2013, will oversee online classes. The College also is making use of instructional material that is available anywhere, anytime, using tablet PCs and video productions, including a pilot "Flip the Classroom" program to provide students access to short video modules of lectures.

The Math/Science Division has produced over 700 short to medium instructional videos in Math, Biology, and Chemistry. The videos were well received by students. In Spring Semester 2013, testing of new technology was begun with compact and very powerful touch tablets having the capability of producing HD videos very quickly and efficiently.

Classroom clicker technology was introduced in Chemistry and Biology courses in Fall Semester 2012 and will be expanded into additional Fall Semester 2013 classes, including some social science classes. The College also plans to explore emerging communications technology that will enhance communication between online instructors and students who need live supplemental instruction, particularly in math.

Promote improved student decision making through critical thinking: CRIT 1101, Introduction to Critical Thinking, was introduced as a one credit hour core curriculum Area B course in Fall Semester 2012. In addition, critical thinking is the focus of the College's Quality Enhancement Plan (QEP). The College's QEP outlines how critical thinking will be integrated into selected core curriculum courses over five academic years. Critical thinking is also being promoted through conferences and a variety of student activities. The assessment of student critical thinking skills is being conducted by faculty and through Tennessee Tech University's Critical Thinking Assessment Test (CAT) throughout the QEP's implementation period.

Deepen student engagement through expanded service opportunities (service seal of distinction): Designated clubs will implement a formal, service project at the beginning of each fall and spring semester beginning Fall Semester 2013. Students successfully completing the goals and objectives of the service plan will be eligible for a Service Seal of Distinction.

Provide Associate of Arts degrees to Statesboro students: In August 2012, the USG approved the awarding of the associate of arts degree by EGSC to its Statesboro students. The Statesboro AA Degree Prospectus was approved by the SACSCOC Board of Trustees in August 2013. EGSC will offer AA degrees in the General Studies, Psychology, and Sociology.

Create new educational opportunities for military students: In Spring 2012, the EGSC Military Friendly Task Force was created and is charged with developing a strategic recruitment plan for military students. A new Military Resource Center has been located on our Swainsboro campus to provide military students a centralized location for advisement, information on VA benefits, and study space. A faculty member will be appointed to direct the center. This recruitment plan will target military personnel and retired military personnel in the Augusta area, consistent with the agreement reached with Georgia Regents University to extend EGSC's access mission to Augusta. The average number of VA students in the last 3 academic years has been 97. The goal for the 2013-14 academic year is 135-150 VA students.

Refine EGSC's early warning system and integrate that system into ACE: By Fall Semester 2013, the goal is for 100% of all learning support students to participate in the early warning grade system. In addition, the program will target students who are at risk of failing for the term or who are low-achievers. ACE advisors will work with learning-support faculty to have at-risk students complete the new Early Warning Grade Follow-Up Form to assure that students are aware of their academic performance and that they seek tutoring and diagnostic testing help from ACE.

Establish new programs of study to inspire student interest and meet workforce needs: Each academic division is investigating additional programs in fields that will be attractive to our students. The Math/Science Division inaugurated the BS in Biology in fall 2012. The USG has approved the College's preliminary prospectus for a BA in Fire and Emergency Services Management. A full prospectus will now be submitted for consideration. A proposal for a Middle Grades BSED in Math and Science has been locally approved and a preliminary prospectus will soon be submitted to the USG. In addition, the College is exploring the possibility of adding new certificate programs including Biotechnology, Information Technology, Digital Photography, Early Childhood/Elementary Education, and Sociology/Social Work.

Further enhance collaborative relationships with other higher education institutions, particularly sister institutions in the USG and TCSG: EGSC continues to have strong partnerships other USG units, including Darton State College, Georgia Southern University, and Georgia Southwestern State University and has recently formed a strong new collaborative relationship with Georgia Regents University as detailed in the Partnerships section below.

The College is building partnerships with TCSG units, also. EGSC and Southeastern Technical College (STC) have partnered in a program to expand the higher educational opportunities in this region. If an applicant cannot meet the minimum admission requirements of EGSC, the applicant is referred to STC. Upon meeting EGSC academic requirements, the student is encouraged to return to EGSC for admission and completion of the associate of art degree. In addition, as the Fire Science and Emergency Services Management program is developed, EGSC will seek to establish 2+2 relationships with TCSG units offering the associate degree in fire science.

Significant Changes

Soon after the plan's preparation, it became apparent that the College's Campus Completion Plan (CCP) was comprehensive and needed an implementation structure. A Project Management Plan (PMP) was developed as a means to divide assignments and responsibilities and to track and communicate our progress for the various CCP activities. The PMP promotes a sense of ownership for the activities and a framework for collecting assessment data and monitoring activity status. Divided into a number of Tactics within five Strategies, the PMP assigns ownership to each tactic within the broader strategy. In developing the PMP, it became apparent that the CCP needed to be fully integrated into the College's strategic planning process. The College's strategic plan has been updated to incorporate all of the goals and metrics of the CCP.

During AY 2012-13, tutoring activities have increased dramatically with the introduction of ACE. In previous semesters, 100-120 students used the tutoring center for 2,000 tutoring hours. In Fall Semester 2012, the new ACE generated approximately 7,900 hours of tutoring time. In Spring Semester 2013, over 6,900 hours of tutoring was recorded. For the 695 students who used ACE in Spring Semester 2013, 80% were successful in the courses they were tutored. About 20 faculty members devote a portion of their office hours in ACE to assist students in their courses and with academic advisement.

EGSC will initiate a USG approved *African-American Male Leadership Initiative* starting in Fall Semester 2013. This initiative will include activities that will motivate African American male (AAM) students to succeed and improve their academic skills. Participants also will receive guidance from peer and faculty mentors. CCP AAM retention and graduation rates will be the metrics used to gauge the success of the initiative. A staff member and a faculty member have been appointed as directors of the program.

East Georgia State College opened a Center for Teaching and Learning (CTL) on its home campus in Swainsboro in Fall Semester 2013 to assist faculty in their efforts to meet emerging student learning needs. The faculty member who received the 2005 Regents' Distinguished Faculty Award for Two-Year Colleges has been appointed director of the CTL. Also, the Director of Distance Education will assist faculty in online course design. (See Appendix II below)

Partnerships

East Georgia State College has entered into a collaborative agreement with Georgia Regents University (GRU) to extend the College's access mission to Augusta. In Fall Semester 2013, EGSC will offer courses on the Summerville Campus of GRU. Classes will be available in learning support English, reading, and mathematics; college level courses to remove any Regents High School Curriculum deficiencies; and up to 30 credit hours in Areas A, C, and E of the Core Curriculum to enable transfer to other USG institutions. A prospectus will be submitted in September 2013 to SACSCOC for an associate degree program to begin tentatively in Fall Semester 2015.

The College continues to collaborate with several other USG institutions. EGSC is working with Georgia Southern University (GaSou) to identify former EGSC students who could complete an AA degree through reverse transfer of credits earned at GaSou. Started in fall 2012, the program includes a direct outreach to the students who earned between 30-60 hours prior to transferring and notification to those who can complete an AA degree immediately or with a few additional hours.

Darton State College delivers nursing classes on the EGSC Swainsboro campus, enabling EGSC students to fulfill general education and nursing pre-requisites and transfer seamlessly into the Darton Nursing Program.

EGSC and Georgia Southwestern University (GSW) collaborate on a 2+2 program in business through which students first complete an AA with EGSC and then complete an online Bachelor in Business Administration degree with GSW. Over the last year, GSW has added two options to its online BBA program, one in accounting and the other in human resources management. EGSC students also may be able to participate in GSW's online Information Technology Certificate Program in the future. In Fall Semester 2013, EGSC and GSW will co-host a two-day College Readiness Conference, on October 17-18, called "East Meets West."

EGSC continues to reach out to local schools systems to provide Compass testing prior to graduation as noted in a previous section. SAT tutoring, summer camps and other activities are also provided through the Fulford Community Learning Center on campus.

As part of its efforts to recruit military personnel, the College has partnered with the local American Legion Post to provide information sessions about educational benefits and opportunities available to local veterans.

The College is currently developing a partnership with the local chamber of commerce, development authority, government and non-profit agencies to determine the workforce needs within the next three years. EGSC is also developing partnerships with area business leaders to determine job specific needs that may be met through existing or new college programs and to identify internship opportunities with local employers.

Key Observations and Evidence

Campus-Specific Metrics

A set of eight target tables based on the Complete College Georgia metrics were included as an appendix to the EGSC 2012 Campus Completion Plan. The first seven tables focus on the progress of the College's four largest first-time, full-time demographic cohorts: black females, black males, white females, and white males; an eighth table lists numerical targets of graduates by student cohort. Comparisons of the AY 2012-13 results with the three-year rolling targets for FY 2010-11 through AY 2012-13 are discussed in the Data Analysis section below.

Data Analysis

The eight target tables appended to the College's 2012 campus completion plan include (1) Percent Completion of First Math/English Gateway Courses in One Academic Year, (2) Percent Reaching Course Completion 15 Hour Benchmark, (3) Percent Reaching Course Completion 30 Hour Benchmark, (4) One-Year Retention Rate, (5) Average Total Hours Earned upon Graduation, (6) Ratio of Hours Successfully Completed to Hours Attempted, (7) Three-Year Graduation Rate, and (8) Number of Associate of Arts Degrees Awarded.

The results for AY 2012-13 are mixed. The College's female cohorts are completing the ENGL 1101 and MATH 1111 gateway courses in one year at target rates. Likewise, these two cohorts are graduating without accumulating college credits in excess of degree requirements. However, some results point to issues that need to be addressed, such as the low percentages of students who complete 30 credit hours in their first year. A new student organization, "**g**et **to g**raduation in **2**" **(g2)[2]**, is being launched to encourage student graduate in two years. (See Appendix III below)

The three-year graduation rates by cohort remain low for the College's entire student population because a degree did not become an option for the College's Statesboro students until AY 2013-14, which has been a major determinant of EGSC's low graduation rates. However, if the College's Swainsboro student population became the focus of analysis, a different profile emerges. For example, the Fall Semester 2010 black female three-year graduation rate overall is 3.8 percent, while the graduation rate for black females attending the Swainsboro campus is 16.7 percent.

For the number of students who earned associate degrees during AY 2012-13, all student cohorts, except white females, either met or exceeded the three-year rolling average targets for the period ending in 2013. The target of 105 white female graduates was ambitious, since no more than 76 white females graduated during a single academic year within the last three years. (See Appendix IV below)

Data Strategies

First, all complete college metric target tables will be reviewed each semester to identify academic issues that need immediate attention. Second, emerging cohorts, such as Hispanic students, will be added to the metrics tables as they are more intensively recruited from area high schools and represent increasing proportions of the student population. Third, since college completion is the ultimate student outcome of EGSC's access mission, the College's campus completion plan will continue to be integrated into its institutional strategic plan. Fourth, the College will adopt Desire2Learn Analytics to drive continuous academic improvement.

Sharing Lessons Learned

The primary lesson learned internally is the importance of realigning the College's limited resources to optimize student success. The integration of the College's CCP with its strategic plan will assure a continuous focus on achieving its CCG goals and metrics. The initiatives outlined in this report, along with the adoption of DegreeWorks and Desire2Learn Analytics, will transform the teaching and learning environment at EGSC. In addition, the College recognizes that it is just one piece in the student success puzzle and that to meaningfully contribute to the success of Complete College Georgia, it must seek even more program collaborations and streamlining initiatives with its sister institutions in the USG and TCSG, such as the annual College Readiness Conference being launched in October 2013 with co-sponsor Georgia Southwestern State University.

Appendix I

JUMP Start - Summer Semester 2013 Results

Cohort: 15 students

Learning Support

JS Students in LS Math: 12	JS Students in LS Reading: 5	JS Students in LS English : 9
Success	Success	Success
■ Did Exit ■ Did Not Exit	■ Did Exit ■ Did Not Exit	■ Did Exit ■ Did Not Exit
50% 50%	40% 60%	33% 67%
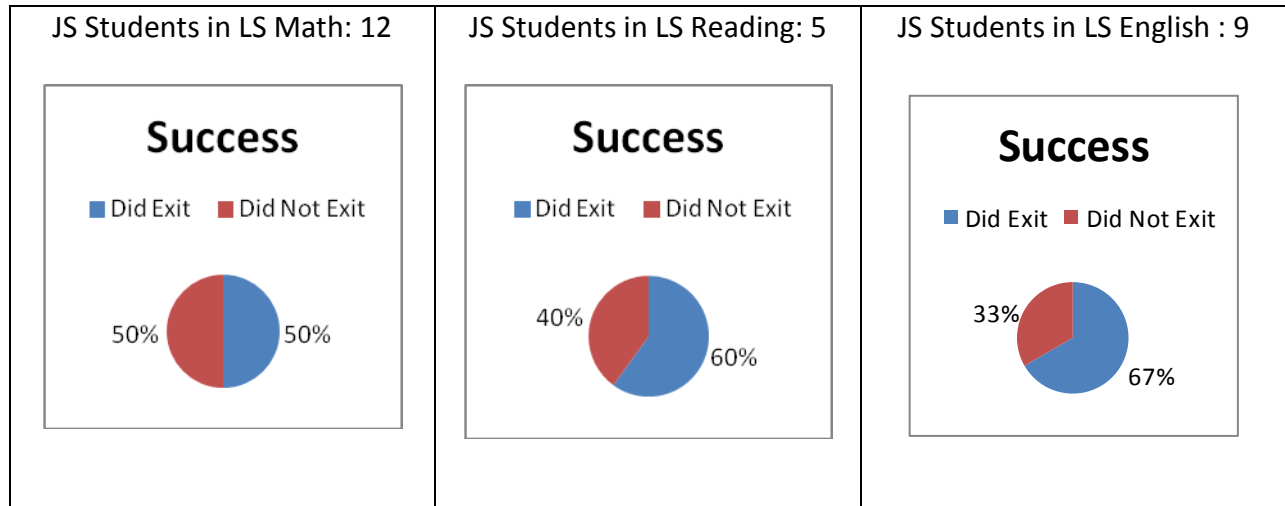
Other Course Work

JS students were able to take classes other than learning support that included: Student Success, College Algebra, Introduction to Art, Composition I, P.E., and Psychology. This totaled 22 sections taken by Jump Start students.

Success in non-LS courses

■ Pass ■ Fail ■ Withdraw

5%
18%
77%
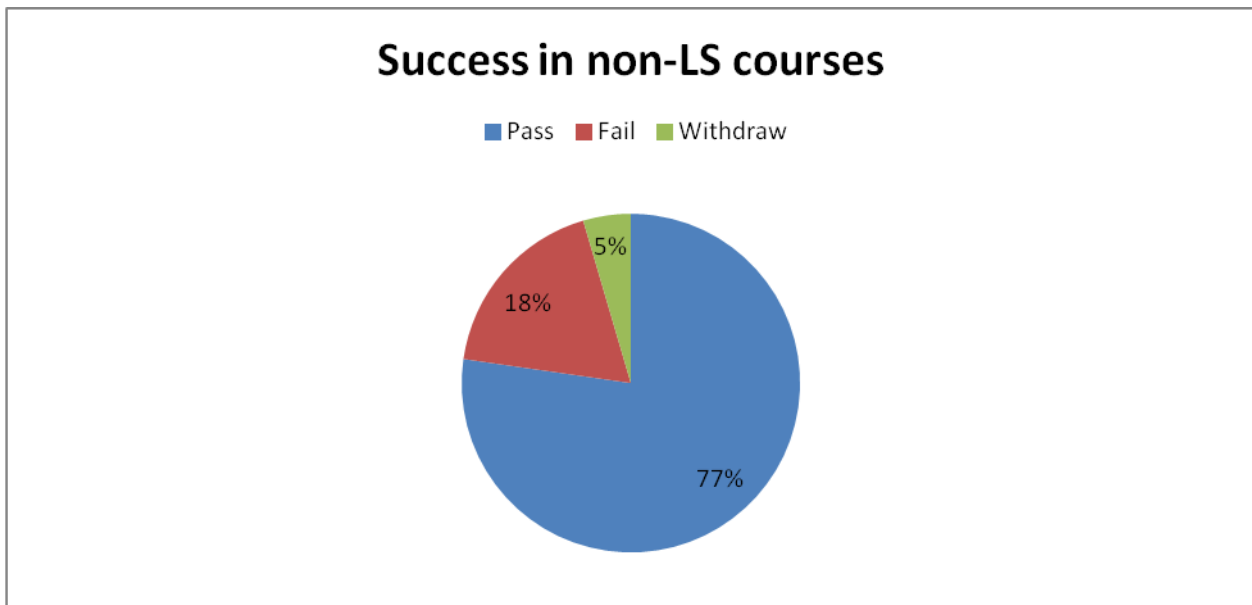
Appendix I

JUMP Start - Summer Semester 2013 Results (concluded)

Admission Requirements

8 of the 15 students in the Jump Start Academy did not meet entrance requirements, but were provisionally accepted.

Percentage of students who met admissions requirements before JS

■ Met ■ Did Not Meet

47%

53%
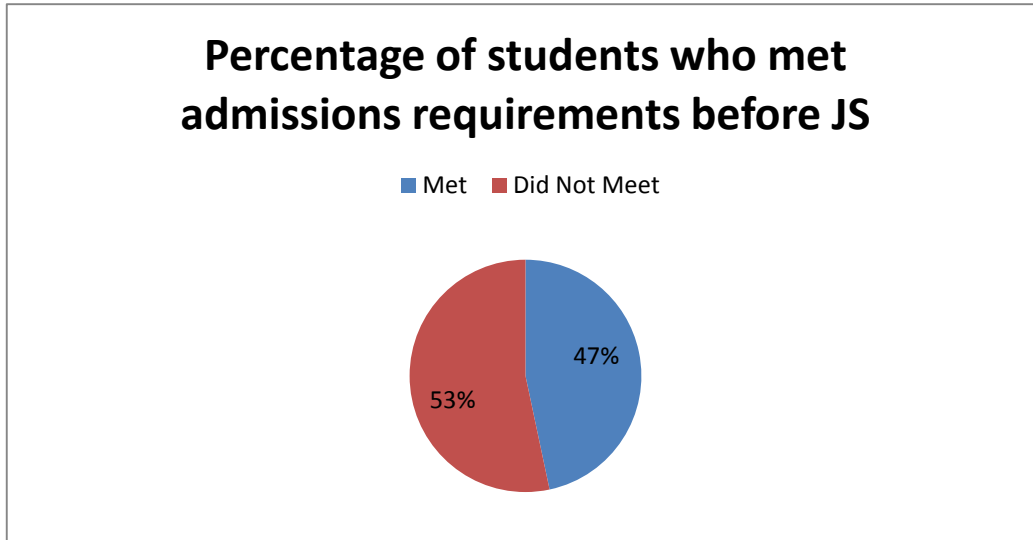
After participating in the Jump Start Academy, only 2 of the 15 students who participated in the Jump Start Academy did not meet entrance requirements.

Percentage of students who met admissions requirements after JS

■ Met ■ Did Not Meet

13%

87%
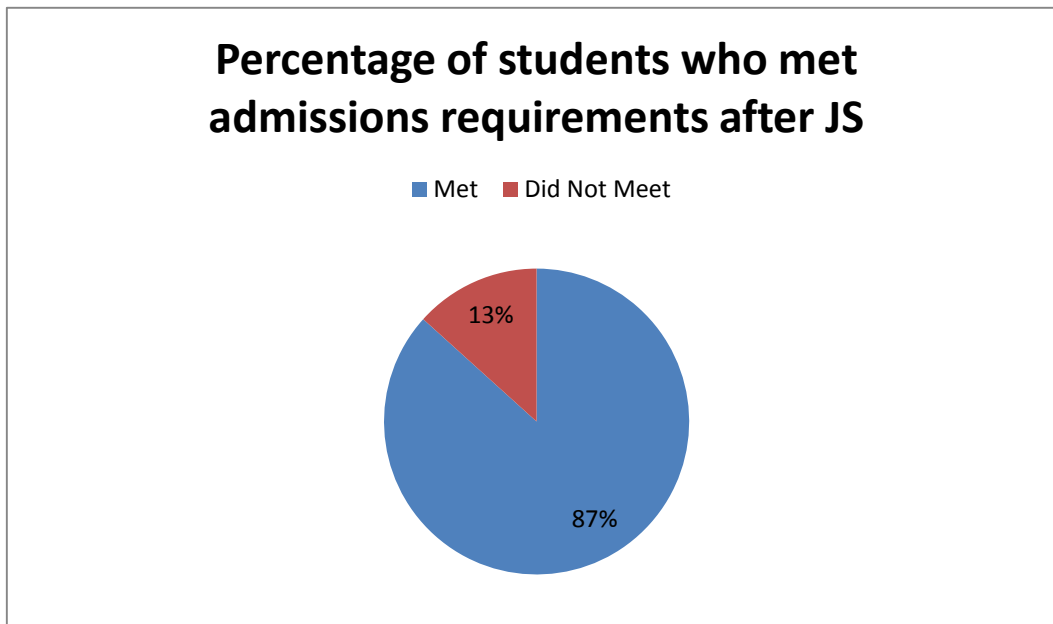
Appendix II

EGSC Center for Teaching and Learning

Mission

The Center for Teaching and Learning is a college-wide resource to promote innovative teaching, faculty development, and exemplary scholarship.

Goals

The Center for Teaching and Learning strives to promote programs, services, and resources that will facilitate the following:

- ➢ Develop and sustain a Faculty Mentoring program
- ➢ Coordinate with the Vice President for Academic Affairs to sponsor the annual Fall Faculty Workshop
- ➢ Support the academic mission of the college by leading, enhancing, and supporting best practices in pedagogy.
- ➢ Deepen the pedagogical knowledge and teaching effectiveness of the college teaching community.
- ➢ Support the college faculty by sponsoring informative presentations.
- ➢ Initiate and sustain partnerships between academic divisions and disciplines.
- ➢ Collect resources to facilitate the matriculation of new faculty members and the promotion and tenure of current faculty members.
- ➢ Support faculty efforts to promote diversity.
- ➢ Help faculty members to become aware of and use technology appropriate for their teaching style and goals.
- ➢ Act as a clearinghouse for practical materials relevant to effective teaching at EGSC.
- ➢ Encourage peer-based formation, application and dissemination, among faculty, of research and teaching practices and outcomes.
- ➢ Provide a forum for an interdisciplinary exchange of ideas and innovations.
- ➢ Support best practices in classroom management.
- ➢ Encourage, support, and collect resources relevant to the scholarship of teaching and learning.
- ➢ Adapt its goals to accommodate the demands of the ever changing field of college teaching.

Appendix III

(g2)^2

"get **to g**raduation in **2"**

Criteria for organization membership:

1. Complete an Associate degree in 2 years.
    a. Must be completed in a maximum of 6 successive terms (includes summer school).
    b. A student can reverse transfer up to 9 credit hours if they transfer to a four-year school before finishing an associate degree at East Georgia State College as long as they have taken at least 25 hours at EGSC.
    c. A student who has previous college credits must take at least 25 additional hours at East Georgia State College and follow a plan to complete an associate degree according to the following schedule:

Transfer Hours	Consecutive Terms to Completion
25-30	2 terms
19-24	3 terms
13-18	4 terms
7-12	5 terms

2. Commit to not withdraw from more than 2 courses (up to 7 hours).
3. Commit to complete all learning support requirements in one attempt.
4. Commit to utilize all academic services of the college.
5. Meet with mentor during all terms of enrollment.
6. Develop an academic plan to finish an associate degree in 2 years as outlined in part 1.
7. Complete a graduation application and be approved to graduate from East Georgia State College.
8. Meet periodically with the (g2)^2 cohort in the focused community.
9. Earn the service seal of distinction.

As a member of (g2)^2 organization I understand and agree to satisfy the criteria listed above.

_____   _____

Name   Date

Appendix IV

Metric Targets Update

Presented in this appendix are updates of the eight target tables that were included in the College's 2012 campus completion plan. Table A1 through Table A4 and Table A6 show targets and results for Fall Semester 2012 first-time, full-time (FTFT) freshmen. Table A5 and Table A7 show number of hours earned at graduation and three-year graduation rate targets and results for Fall Semester 2010 FTFT freshmen. Table A8 shows targets and results for the number of students graduating from Summer Semester 2012 through Spring Semester 2013 irrespective of the semester they began.

2012 Target Table A1 ENGL 1101 & MATH 1111 Gateway 1 Year Completion Rates by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	28.0%	29.9%
Black Male	20.5%	16.5%
White Female	55.0%	56.7%
White Male	41.5%	35.6%

2012 Target Tables A2 & A3 Percent Credit Hour Completion Benchmarks by Student Cohort	A2: 15 Credit Hours		A3: 30 Credit Hours	
	Three Year Rolling Targets Ending 2013	Fall 2012 through Summer 2013	Three Year Rolling Targets Ending 2013	Fall 2012 through Summer 2013
Black Female	64.0%	55.2%	44.0%	3.6%
Black Male	56.0%	40.7%	37.0%	4.4%
White Female	79.0%	75.0%	64.0%	10.6%
White Male	70.0%	61.2%	52.0%	8.2%

2012 Target Table A4 Percent Retention Rates by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	55.0%	62.2%
Black Male	50.0%	59.1%
White Female	56.0%	60.1%
White Male	52.0%	56.9%

2012 Target Table A5 Hours Earned at Graduation by Student Cohort	Three Year Rolling Targets Ending 2013	Fall 2010 First-Time Full-Time
Black Female	71.0	68.7
Black Male	65.5	76.5
White Female	67.5	67.1
White Male	65.0	69.0

Appendix IV

Metric Targets Update (concluded)

2012 Target Table A6 Hours Completed/Attempted Ratio by Student Cohorts	Three Year Rolling Targets Ending 2013	Fall 2012 to Fall 2013
Black Female	.56	.58
Black Male	.50	.57
White Female	.78	.74
White Male	.65	.74

2012 Target Table A7 Three-Year Graduation Rate by Student Cohorts	Three Year Rolling Targets Ending 2013	Fall 2010 FTFT	Fall 2010 FTFT (Swainsboro Only)
Black Female	4.5%	3.8%	16.7%
Black Male	4.5%	1.7%	-
White Female	14.0%	9.0%	18.5%
White Male	10.0%	8.8%	18.3%

2012 Target Table A8 Student Graduate Cohorts	Three Year Rolling Targets Ending 2013	Summer 2012 through Spring 2013
Black Female	33	41
Black Male	11	14
White Female	105	62
White Male	52	52

College Completion Plan

Fort Valley State University

September 09, 2013

MISSION

 The mission of Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

Our plan for Complete College Georgia uses a major tenet from our Mission at FVSU, which is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. The overall implementation of the plan will be managed by the new Leadership Council at FVSU, which consists of a diverse team of stakeholders to include Dr. Linda Noble, Dr. B. Donta Truss, Dr. Anna Holloway, Dr. Ian Toppin, and Ms. Rosie Petties. The overarching goal is consistent with the University System of Georgia's Goal to increase the number of graduates in the state of Georgia. The specific goals of FVSU's plan are as follows:

Goal 1:   Improve and increase access and graduation for all students to include part-time and working students, adults, the military, low-income students, students with disabilities, and students of racial and ethnic diversity.

Goal 2:   Improve collection and analysis of data to facilitate an introspective process to identify strengths, areas for improvement, and the needs of all FVSU students.

Goal 3:   To align and partner with K-12 for college readiness including, Common Core, dual enrollment, Early College, STEM partnerships, educator preparation and other FVSU pre-college programs.

Goal 4:   Increase collaborative engagement with campus and community stakeholders

Goal 5:   To reengineer instruction and learning including effective teaching and learning practices, a focus on gateway courses, online and hybrid learning, new business models, and learning analytics.

Goal 6:   To transform remediation to include cutting edge and research based initiatives.

2012 FORT VALLEY STATE UNIVERSITY COLLEGE COMPLETION PLAN

How data informed your strategy development?

In Fall 2011, the Retention Committee responded to President Larry E. Rivers' challenge to develop a comprehensive, strategic plan to increase retention, persistence, and graduation rates at Fort Valley State University. Figure 1-3 outline the low retention and graduation rates at Fort Valley State University.

This prospectus represents a culmination of efforts to develop strategies, initiatives, best practices and policies to help students overcome the apparent barriers to academic success, persistence, and graduation. In this vein, the committee reviewed data and compiled surveys of four cohorts of non-returning/stop-out students in order to identify factors that contribute to attrition. These factors will be addressed in the overall plan. The following section provides the goals, objectives, and strategies of FVSU's Complete College Plan:

Figure 1:

FVSU Retention Rates 2002 to 2012

Year	Rate
2002	72.7
2003	75.3
2004	77.8
2005	67.9
2006	74.8
2007	75.2
2008	74.5
2009	71.1
2010	63.5
2011	58.93
2012	58.4

Figure 2:

FVSU Four-Year Graduation Rates by Cohorts

Year	Rate
1997	15.1
1998	9.28
1999	9.3
2000	13.95
2001	14.7
2002	15.9
2003	13.1
2004	14.9
2005	15.53
2006	10.4
2007	7.6
2008	10.8

Figure 3:

Six-Year Graduation Rates by Cohort

Year	Rate
1997	30.2
1998	30.1
1999	25.6
2000	36
2001	32.3
2002	35.1
2003	33
2004	34.3
2005	33.6
2006	29.4

Goals, Objectives, and Strategies

Goal 1:   Improve and increase access and graduation for all students to include part-time and working students, adults, the military, low-income students, students with disabilities, and students of racial and ethnic diversity.

Objective 1: Increase the graduation rates at FVSU from 29% to 45% (16% increase) and reduce the number of courses students take that are not needed for graduation by 75% (Associate VP of Institutional Research/Center for Retention Services).

- **Strategy**: Examine data in FVSU's Banner system for students who are within 20 to 30 credit hours from completion and notify department chairs, advisors and students of courses needed for completion and actions to be completed for graduation.

- **Strategy:** Identify and implement means to address students' financial needs and prevent interruption or delay of instruction.

- Employ the Enrollment Management Working Group to develop a flow chart of the FVSU Financial Aid Process. The flow chart should identify and solve the issue of students not being "cashed out" one month into the semester.

- **Strategy:** Seek outside funding sources to increase the number of Scholarships and provide external funds for book grants, including e-book fees.

- **Strategy:** Reengineer the Advising process at FVSU to include professional advisors as well as faculty advisors.

- **Strategy:** Provide advisement tailored to specific student types and specific mediation points such as initial advisement, advisement when students are identified as at-risk, pre-registration advisement, and pre-graduation advisement.
  - Hire Professional Advisors to strengthen the advising process at FVSU.

  - Train faculty advisors.

- **Strategy:** Develop and implement precise career path to offer students in each academic program, with feedback and buy in from local businesses, non-profit organizations, and other entities through Councils consisting of local members as evidenced by qualitative data to include historical documents, contact sheets, and student notes.

- **Strategy:** Redesign course balance sheets to make progression through program of study and degree requirements clearer for students.

- **Strategy:** Develop, post and adhere to rotation schedule for courses, especially those not offered each semester to assist students in taking courses at the appropriate time.

- **Strategy:** Completely implement Degree Works, which will keep students on track and will better clarify which courses are required for each major.

- **Strategy:** Provide early career preference counseling.

- **Strategy:** Create a seamless approach to changing majors that allows for communication with all stakeholders to include Department Chairs, Retention Specialists, and advisors.

- **Strategy:** Fully implement use of GATRACS and JST/ACE military transcripts in the advisement process.

Objective 2: Increase first year to second year rates from 59% to 85% (16% increase) (Associate VP of Institutional Research/Center for Retention Services).

- **Strategy:** Make full use of the D2L course management system to identify at-risk students early in the term. After faculty identify these students, Center for Retention Services staff will contact students, answer questions, and make appropriate referrals designed to help the students persist to second year.

- **Strategy:** Provide Supplemental Instruction (SI) and expand peer tutoring for traditionally difficult courses with high D, F, W rates.

- **Strategy:** Develop an aggressive campaign by the Center for Retention Services for providing needed intrusive services to all incoming freshmen students to include increased participation in retention sessions and participation in tutoring and supplemental instruction.

- **Strategy:** Provide customized academic support services to students on academic probation and academic warning, as well as those on warning for violating Standard Academic Performance (SAP) requirements. FVSU will develop proactive and intrusive intervention strategies.

Objective 3: Increase access to non-traditional students at FVSU, which will be evidenced by a 10% increase in attendance by part time students, adult students (students 25 and older) military personnel, students with disabilities, and international students (Dean of Graduate Studies and Extended Education).

- **Strategy**: Expand efforts to identify needs and increase access to FVSU programs and degree completion for active military and current student veterans to include creating additional assessment, planning, and intentional programs and services as needed.

  o Create a virtual one-stop-shop for military students, including online students, to include admissions, registration, advisement, graduation applications, and financial aid counseling.

- **Strategy:** Identify and implement initiatives to address financial needs of students from these populations in a timely fashion.

  o Proposed efforts will include seeking outside funds, changing policies on campus, and providing financial literacy education.

- **Strategy:** Identify and address barriers that prevent traditionally underserved students from progression and completion. Assess additional support service needs of these students.

- **Strategy:** Expand student engagement and involvement opportunities, and identify the most important nonacademic factors that contribute to degree completion among the aforementioned student groups.

  o Support the initiation of ANTSHE (Adult and Non-Traditional Students in Higher Education Organization) and Student Veterans of American organization.

- **Strategy:** Develop respite centers for these populations through the Center for Retention Services to include areas to study and to engage with similar populations.

  o Provide computers, monitors, furniture and convenience items for the Veterans Lounge; open an equipped Adult Students Lounge; improve access and convenience for students with disabilities.

Objective 4: Increase the percentage of graduates at FVSU, at the four -year point, from 10% to 26 % (16% increase) (Provost and VPPA).

- **Strategy:** Increase usage of prior learning assessments with non-traditional students by mandating that all non-traditional students are assessed for possible PLA credits. Pursue this strategy as a way to recruit non-traditional students.

- **Strategy:** Increase the official transfer and articulation agreements with two year colleges and market aggressively the seamless approach to degree completion for these transfers, including 2+2 programs.

- **Strategy:** Identify all active duty military and veterans, and apply credit based on ACE transfer recommendations when possible.

- **Strategy:** Decrease changes of majors by students at FVSU by providing pre-admissions career and interest assessments. These services will be provided online and assist the student with identifying a major based on interest prior to being enrolled.

- **Strategy:** Pursue the possibility of offering Associate Degrees to further support work force development and provide additional opportunities for degree completion.

- **Strategy:** Develop Bachelor's to Master's programs, e.g. in Animal Science, Plant Science/Biotechnology, Psychology/ Counseling and History as a way to incentivize

students in these majors to complete and move forward, thus increasing the number of graduates and the number of students interested in receiving college degrees.

Goal 2:   Improve collection and analysis of data to facilitate an introspective process to identify strengths, areas for improvement, and the needs of all FVSU students.

Objective 1: A learning analytics plan will be developed through collaboration between the Office of Institutional Research, Planning and Effectiveness, the Office of Information Systems and the Georgia Board of Regents. 85% of FVSU administrators will state on the Data Analysis Survey that this learning analytic system has improved decision making at FVSU. 75% of classes will make use of early interventions made possible by some form of learning analytics (Associate Director of Institutional Research Planning and Effectiveness).

- **Strategy:** Purchase or develop a learning analytic system.

- **Strategy:** Coordinate meetings with the Office of Institutional Research, Planning and Effectiveness and the Office of Technology at FVSU in order to strengthen data analysis processes and data security.

- **Strategy:** The Office of Institutional Research, Planning and Effectiveness will also conduct more detailed data analysis and data mining in order to identify institutional benefits that may not be immediately identifiable by units and committees. The new learning analytic system and the FVSU Compliance Assist software will be utilized to support this process.

- **Strategy:** Use the intelligent agent function in D2L to track engagement and performance of students in online, hybrid and a gradually increasing number of face-to-face classes.

Objective 2: 85% of students at FVSU will complete the Student Satisfaction Survey, so that FVSU administrators can gauge areas of improvement at FVSU. Processes and/or communication strategies will be adjusted in 90% of areas (units or departments) indicated as in

need of improvement according to survey results (Associate Director of Institutional Research, Planning and Effectiveness).

- **Strategy:** Disseminate the Student Satisfaction Survey to all students electronically and encourage them to complete survey in order to strengthen areas at FVSU.

- **Strategy:** Offer incentives in order to increase completion rate on this survey.

- **Strategy:** Utilize targeted task forces to adjust processes and/or communication strategies in all areas (units or departments) indicated as in need of improvement according to survey results.

Objective 3: At least five data sharing forums will be provided to the FVSU community. During these meetings, 90% of attendees will state that the data provided was beneficial in making decisions in their respective areas. 85% of units and departments on campus will implement changes based on use of data, and these changes will enhance recruitment, retention and/or graduation according to exit polls (Associate Director of Institutional Research, Planning and Effectiveness and Center for Retention Services).

- **Strategy:** The Center for Retention Services will conduct data sharing forums at specific dates throughout the academic year in order to share data in reference to retention, graduation, and or persistence.

- **Strategy:** Feedback from student dropout surveys will be presented in order to immediately address concerns of students.

- **Strategy:** Units and departments will modify procedures and or communication strategies based on analysis of feedback.

Goal 3: To align and partner with K-12 for college readiness utilizing Common Core, dual enrollment classes, Early College, STEM partnerships, educator preparation and FVSU pre college programs.

Objective 1: Develop and implement at least five supplemental instruction volunteer tutorial services to K-12 students in Peach County and/or region in order to assist them master the Common Core and be better prepared for college entry. This effort will increase the number of high school graduates in the county by 10% (Director of Tutoring and Dean of College of Education).

- **Strategy:** Expand and enhance the relationship with local high school and middle school counselors and early-grades principles who will assist with developing tutoring program.

- **Strategy:** Tutors and leaders will conduct enrichment programs with these schools to increase academic and social preparation.

- **Strategy:** Deploy a marketing plan to highlight to children and parents how this program can increase college readiness.

Objective 2: Increase by 25% the number of local K-12 students who participate in dual enrollment at FVSU and go on to enter college (Director of Public Service Center).

- **Strategy**: Recruit Upward Bound and Educational Talent Search students to participate in dual enrollment.

- **Strategy:** Provide intentional support for dual enrolled students.

- **Strategy:** FVSU, through our College of Education, will work with the Georgia Department of Education and school systems to determine if any college mathematics courses could count as both high school and college level courses in order to make this program more appealing.

- **Strategy**: Provide well-trained advisor for dual-enrolled students.

- **Strategy**: Survey parents and students to determine the best locations and times for dual enrollment classes; pilot dual enrollment class offerings based on the results.

Objective 3: Through a partnership with Fort Valley State University and the local school system, pre-college internships will be developed with local businesses with a focus on companies that require STEM backgrounds. The number of Peach County graduates who enter STEM majors at FVSU will increase by 20% (Director of Career Services and Director of Public Service Center).

- **Strategy**: Bring together Middle Georgia Regional Economic Development, local Chambers of Commerce, FVSU representatives and representatives of Peach County School System to discuss feasibility of and of supervision of pre-college students with internships.
- **Strategy:** Partner or collaborate with internship programs already in existence, including those sponsored by Central Georgia Technical College.

Goal 4:   Increase collaborative engagement with campus and community stakeholders.

Objective 1: FVSU will increase relationships by 10% with businesses and/or organizations who are willing to partner to create career paths. 45% of majors will be able to identify the career paths they intend to follow (Director of Career Services and Academic Department Heads).

- **Strategy 1:** Expand and develop new partnerships by implementing at least five community based programs with the focus of further engaging the five county region in discussions and planning to increase educational attainment and identifying needed career paths.

- **Strategy 2:** Peach County, as the county in which FVSU resides, will be the main focal point of at least five new initiatives designed to enhance community awareness of FVSU in order to increase the educational attainment level of the area. Currently, 17% of Peach County residents twenty-five and older have at least a Bachelor's degree, which is 10% lower than the state of Georgia where 27.5% of this population has at least a Bachelor's degree.

- **Strategy 3:** The new FVSU Office of Strategic Initiatives, assisted by the Director of Development, will collect points of contact with external groups and organizations and begin a systematic outreach effort via prospect management system to monitor educational partnerships and joint collaborations, increasing institutional recognition as a destination college.

- **Strategy 4:** Academic programs will develop and implement precise career paths with feedback and buy in from local businesses, non-profit organizations, and other entities through Councils consisting of local members as evidenced by qualitative data to include historical documents, contact sheets, and student notes.

Goal 5: To reengineer instruction and learning including effective teaching and learning practices, a focus on gateway courses, online and hybrid learning, and new business models (Director of Center for Teacher and Learning).

Objective 1: At least 85% of faculty will be trained in course redesign models in their respective disciplines, and the passing rate in their classes will be increased by 20%.

- **Strategy:** Faculty development workshops will be provided to all Faculty members in order to provide access to and maximize use of online resources that are proven to be effective, increase hands-on activities during class times, and monitor engagement and progress towards learning outcomes of the students.

- **Strategy:** Initiate an incentive-based approach to increase the number of faculty members utilizing online course content and technology and hybrid formats to provide greater access and flexibility.

- **Strategy:** Through a new initiative that has been spearheaded by the President, FVSU will build a four-year Undergraduate Research Experience for all students. This effort contributes to student success in all courses by reconfiguring traditional laboratory experiences into challenging, engaging research investigations. The experiences designed for courses will be appropriate for the learning outcomes of the course and will enable students not only to master course content but also to develop transferable and desirable skills in critical thinking and communication.

Objective 2: Develop alternative entry points and instructional sites for all students with an emphasis on ease of entrance for adult students and increase mini semesters enrollment by 25%. The number of adult students being retained to graduation will increase by 20% (Dean of Graduate Studies and Extended Education and Registrar)

- **Strategy:** Increased compressed sessions (6-8 week) and multiple start-stop dates for online and traditional programs.
    - Provide a sufficient number of weeks for enrollment, financial aid processes, and advisement for students who make use of compressed sessions, especially new students.

- **Strategy:** Increased use of eCore and development of majors and career paths to complement eCore; and increased use of Prior Learning Assessment.

- **Strategy:** Offer classes on site at businesses and organizations such as Blue Bird, Proctor and Gamble, Frito-Lay.

Objective 3: Identify courses for each major that are known to predict success in the major. The number of students who are retained in their first or second choice of major will increase by 25% (Director of Tutoring).

- **Strategy**: Study courses that predict success in specific majors at other institutions and analyze FVSU data to determine whether the pattern holds true here.

- **Strategy**: Move "predictor courses" closer to the beginning of programs of study, and advise students regarding their majors based on their success in these courses.

Goal 6: To transform remediation to include cutting edge and research based initiatives.

Objective 1: Modularize remediation in writing, reading and math and offer instruction in the modules students need. This modularization will increase persistence rate by 20% (Director of Learning Support, Provost and VPAA, and Academic Deans).

- **Strategy:** Offer instruction in writing, reading and math modules that assessments indicate are needed by prospective students, by means of summer bridge courses or continuing education.

Objective 2: Initiate co-requisite versions of Learning Support mathematics and English to allow students to enroll in a credit-level mathematics course concurrently with a Learning Support mathematics course (and the same for writing/reading and English). This will allow FVSU to address the issue of moving Learning Support Students in the Academic pipeline more quickly and increase their opportunities to graduate. Retention of remedial students will increase by 30% (Director of Learning Support and Director of Center for Teaching and Learning).

- **Strategy:** Pilot co-requisites for students who need varying levels of remediation to determine which students will benefit most from main-streaming.

- **Strategy:** Research methods of instruction and tutoring strategies for mainstreaming and apply these methods in pilot classes, along with the tutors, to determine the most effective approaches.

Objective 3: Determine and put in place course selections for remedial students and students exiting remediation that will increase their chances of success according to research in the field. Retention of remedial students will increase by 30% (Director of Learning Support and Center for Retention Services).

- **Strategy**: Avoid placing remedial students in both English and math in the same semester.

- **Strategy:** Allow remedial students and students exiting remedial requirements to take one class in their major each semester.

GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

Submitted by: President Steve Dorman

June 14, 2013 (Original Version)

Updated August 15, 2013

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

as organized in the following sections:

Updates, Progress, and Future Work

Partnerships

Key Observations and Evidence

Sharing Lessons Learned

Complete College Georgia Status Report for Georgia College & State University

Updates, Progress, and Future Work

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

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

Table within Objective 1.1:

	Total GCEC Enrollment	Graduating High School	% of Original Class of 55	Continuing @ IHE	Dual Enrollment Range of College Credits Earned by GCEC graduates
2011-12	168	10	18.2%	10	15-29
2012-13	194	11	20%	11	13-26

Objective 1.3: Prepare more African-American men as elementary school teachers by enrolling five students into the Call Me Mister Program at GC in 2013.	**Goal Not Met** Funding for a full-time Project Director was delayed in FY13 but is now approved for FY14 and the search is proceeding. Because of the delay, the first cohort of Call Me Mister students is anticipated to begin in Summer 2014. A subcommittee of the College of Education Diversity committee has developed a project implementation plan and timeline for project components. Three graduate assistantships are available to support enrollment of MAT candidates beginning July 2013.
Objective 1.4: Increase the number of K-12 teachers in STEM-related disciplines who participate in GC-sponsored STEM Learning Communities (LCs) by 10% annually.	**Goal Not Met:** STEM Learning Communities (LCs) are funded through GC's competitive, peer-reviewed STEM mini-grant program. In FY13, only four LCs were approved for funding, down from five LCs in the benchmark year FY12. Consequently, the key metric of number of K-12 teachers collaborating dropped from 16 in FY12 to 12 in FY13, thus failing to meet the goal of a 10% increase. Worth noting is that other related metrics actually increased during the same time period: GC faculty participants increased from 12 to 13, GC college student collaborators/helpers from 60 to 97, and K-12 students impacted from ~1,200 to ~1,450. We anticipate successfully achieving the objective in FY14.

Objective 1.5: In 2013 the number of Dual Enrolled students taking GC classes and earning college credit prior to high school graduation will increase by 9% (48 students total)	**Goal Met**

	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Dual Enrolled	45	45	49	49

Objective 2.1: Increase the number of online programs by 10% between 2011-12 and 2012-13.	**Goal Met:** Effective Spring 2013 GC began offering the M.S. in Nursing: Family Nurse Practitioner and the M.Ed. Kinesiology: Health Promotion as 100% online delivery platform rather than 50% online. The new, online Doctorate in Nursing Practice program was implemented in summer 2012. This yields an increase from three (2011-12) to six (2012-13) online programs.
Objective 2.2: Enhance articulation agreements to increase access for students currently attending institutions with high transfer rates into GC	**Goal Met:** GC's transfer agreement with Georgia Military College (GMC) was renewed on May 2, 2012 and its agreement with Georgia Perimeter College (GPC) on October 4, 2012. The GMC agreement resulted in 61 students enrolling during the academic year, while the GPC agreement resulted in 3 students enrolling. In addition, GC is working with Gwinnett Technical College to develop a transfer articulation agreement for students in their Associate of Science in Nursing program to transfer to GC and complete their Bachelor of Science in Nursing degree through our RN-BSN program.
Objective 2.3: Develop a minimum of two undergraduate courses tailored to the needs of military personnel and deliver 120 credit hours of course work.	**Goal Not Met:** During registration for the spring 2013 term, all students completed a required online form to assess their military status. While the overwhelming majority was "non-military affiliated", 212 students (4.26%) indicated an affiliation with the military. Given the very low incidence of active/current military affiliation among GC students, this objective has been determined to be unattainable, not in line with the university's mission and dropped from the GC CCG plan. Advisors of students on active military service or in the National Guard and Reserves have been contacted and asked to ensure these students are provided assistance in resolving any difficulties resulting from their military affiliation.
Objective 3.1: In order to shorten time to degree increase the number of students who attempt CLEP by 5% annually and decrease time to degree by 10% in five years.	**Goal Not Met; however, overall prior learning assessment credit increased due to Advanced Placement (AP) and International Baccalaureate (IB) credit.** The Center for Testing, the Registrar's Office, the Center for Student Success, and the Admissions Office increased outreach efforts to help students understand how CLEP testing could be used to decrease time toward degree completion. Information on CLEP testing was provided to all parents during Summer 2012 freshmen orientation. CLEP options were shared with incoming freshmen in freshmen seminar courses.

Term	Courses Earned through AP	Courses Earned though IB	Credits Earned through CLEP
Fall 2011	1043	33	143
Fall 2012	1533	45	128

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

MATH 1111	**AB**	**DFW**	**W**
FY12 (n=511)	55%	24%	13%
FY13 (n=535)	67%	20%	9%

	The results for FY13 suggest that the College Algebra Emporium appears to be having a very positive effect on student success in freshman-level math. These results are extremely encouraging as measured by two key metrics: DFW-rate and AB-rate. Furthermore, the increase from 76% to 80% slightly outpaced the target set of 79.8% = (1.05)x(0.76), and the increase of students achieving A or B grades made a dramatic increase of 55% to 67%.
Objective 4.3: Expand the highly successful Bridge Scholars Program by 25% (24 students).	**Goal Met:** Enrollment in the Bridge Scholars Program has grown by 24 students since Summer 2010: | *2009*	*2010*	*2011*	*2012*
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76	*98*	*106*	*122*	 Future plans are to increase enrollment in this effective and successful program.
Objective 4.4: Early Alert MapWorks Transition Survey results for all freshmen students will be used to identify students who have the greatest risk of leaving the institution and provide intervention strategies to help these students remain at the university and be academically successful.	**Goal Partially Met; Decision made to discontinue Mapworks** Analysis of MAPWorks responses between the benchmark term, fall 2010, and the fall 2012 term, indicate: 1. A 5.1% increase in the number of first-time freshmen (FTF) who are committed to completing their degree at GC (however only 74.3% of the FTF entering in fall 2012 are so committed); 2. An increase of 0.9% in the number of FTF who intend to return the following term; and, 3. An increase of 1.4% in the number of FTF who intend to return the following year. These results, along with the actual and projected increases in the first year retention rate, indicate that the personal and organizational interventions developed at GC, some based on previous MAPWorks results, had the desired impact, increasing short-term retention. However, long-term retention, into the junior and senior year (currently 67.6% and 64.4% respectively) is cause for concern. Because one-year retention rates are on track to meet goals, a decision was made to focus more resources on increasing retention into the junior and senior years. GC will no longer use MAPWorks and is currently implementing the Student Success Collaborative (SSC), which has had great success at Georgia State University. GC anticipates increasing retention into the junior and senior classes by 2% and 1%, respectively, by FY15.

Partnerships

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

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

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

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

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

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

Key Observations and Evidence

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

Sharing Lessons Learned

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

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

Increased Efficiencies

A   **Graduation and Retention Rates***

        a   **FTFTFR (Entering First-time Freshman)****

	Entering Cohort Year								
Graduation Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
3Yr Avg of 4Yr Rate	NA	NA	22.3	22.7	26.7	31	34.6	35.6	37.8
3Yr Avg of 6Yr Rate	NA	NA	43	45.4	49.8	54.8	57.4		
3Yr Avg of 8Yr Rate	NA	NA	45.9	47.4	52.6				

	Entering Cohort Year											
One Year Retention Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
3Yr Avg of 1Yr Rate	NA	NA	74.4	76.5	79.3	82.3	83.3	83.4	83.4	84.6	84.2	84.7

Increased Efficiencies

Graduation and Retention Rates

FTPTFR (Entering Part-time Freshman)*

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

Increased Efficiencies

Graduation and Retention Rates

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

FTFTFR Students Receiving Federal Aid

Graduation Rate	Entering Cohort Year							
	2000	2001	2002	2003	2004	2005	2006	2007
3Yr Avg of 4Yr Rate	NA	NA	19.4	20.1	23.6	26.2	30.6	32.8
3Yr Avg of 6Yr Rate	NA	NA	36.7	39.1	41.4	44.6		
3Yr Avg of 8Yr Rate	NA	NA	39.2	40.9				

One Year Retention Rate	Entering Cohort Year										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
3Yr Avg of 1Yr Rate	NA	NA	73.5	74.7	78.7	81.3	83.4	82.7	83.5	84.3	84

FTFTFR Students NOT Receiving Federal Aid

Graduation Rate	Entering Cohort Year							
	2000	2001	2002	2003	2004	2005	2006	2007
3Yr Avg of 4Yr Rate	NA	NA	23.9	24.4	28.7	34.2	37.4	37.5
3Yr Avg of 6Yr Rate	NA	NA	47.1	49.9	55.3	61.6		
3Yr Avg of 8Yr Rate	NA	NA	50.2	52.1				

One Year Retention Rate	Entering Cohort Year										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
3Yr Avg of 1Yr Rate	NA	NA	75	77.8	79.9	83.1	83.4	83.9	83.1	85.2	84.7

Increased Efficiencies

Credit hours at time of completion

		Academic year of Graduation									
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
New Freshman	121.9	122.9	122.8	123.7	124.2	124.5	124.9	126.5	126.1	125.8	126.5
Transfer	135.4	134.4	136.7	136.0	135.5	137.2	136.8	136.7	136.7	137.6	136.9
Total	131.5	128.9	129.5	129.2	129.0	129.5	129.1	129.8	129.7	129.3	129.8

					3 Yr Avg						
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
New Freshman			122.5	123.1	123.6	124.1	124.5	125.3	125.8	126.1	126.1
Transfer			135.5	135.7	136.1	136.2	136.5	136.9	136.7	137.0	137.1
Total			130.0	129.2	129.2	129.2	129.2	129.5	129.5	129.6	129.6

Increased Efficiencies

Course completion Ratio

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

Increased Numbers

Degrees conferred annually

					USG Academic year of Graduation								
2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
705	713	651	673	792	768	785	850	911	982	998	1108	1180

3 Yr Avg

		689.7	679.0	705.3	744.3	781.7	801.0	848.7	914.3	963.7	1029.3	1095.3

Increased Numbers

Increased access

First-generation

No Data to report at this time

Increased numbers

Increased access

Pell eligible

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

Increased numbers

Increased access

Adult learners

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

Georgia Gwinnett
COLLEGE

Campus Completion Plan for the University System of Georgia
Complete College Georgia Initiative
2013 Campus Plan Status Report

Submitted by: Dr. Stanley (Stas) Preczewski, Interim President

September 3, 2013

This document contains the 2013 Campus Plan Status Report for the Georgia Gwinnett College Campus Completion Plan as required for the University System of Georgia's Complete College Georgia initiative.

This report is organized as follows:

I.   Updates, Progress and Future Work
II.   Partnerships
III.   Key Observations and Evidence
IV.   Lessons Learned

Updates, Progress, and Future Work

As noted in the initial plan, GGC's Completion Plan is focused on continuing, and expanding, existing campus efforts to enroll, support, retain, and graduate students. During the first year of this plan, all efforts have continued and the early data and feedback are strongly indicative of positive impacts on student performance. This section reviews each major area of effort and provides a short summary of actions during the year. Table 1 provides detailed data on each area of effort including specific outcomes, actual results, and targets for the next year.

Partnerships with P-12 to improve college readiness

GGC continues to *partner strategically with Gwinnett County P-12 schools to enhance instruction, provide enrichment opportunities, provide accessible role models, and provide accurate information regarding college opportunities* by deepening existing relationships and establishing new avenues. GGC's relationships with the Gwinnett County Public Schools have grown and deepened over the past year. In the specific areas of focus, both the number of active collaborative initiatives and the number of GGC faculty and students working with the Gwinnett County Schools have grown.

- ❖ *The strong relationship between the GGC School of Education (SOE) and the GCPS has continued to grow*, with both the existing partnership in training future educators and additional outreach by Education students to local schools.
    - ▪ In AY 2012-13, over 240 teacher candidates were placed in county schools during Fall 2012 and 265 in Spring 2013. As the number of teacher candidates at GGC increases, we expect to see this relationship grow accordingly and for graduates to return to the GCPS as employed teachers and role models. As of August 2013, 70 of the 148 graduates from the GGC Education programs were employed with Gwinnett County Public Schools. Alumni are also employed in several other school districts in the metro Atlanta region.
    - ▪ In addition, the Education honor society has established a relationship with Lawrenceville Elementary School providing tutoring to their students. While this effort is not expected to yield measurable benefits for several years, the opportunity for GGC students to serve as teachers and role models in the local community is expected to contribute to both interest in and readiness for higher education. Further, this student-led effort exemplifies GGC's commitment to robust, meaningful partnerships with the community.
- ❖ *The working relationship between the GGC School of Science and Technology (SST) at the GCPS has also continued to develop during the past year*. The two specific efforts initiated during AY 2012-13 have shown early success and are expected to involve more students in the coming years.
    - ▪ A service learning course, which is a component of the STEM education grant held by SST, was offered with limited enrollments in AY2012-13 through the Biology internship program. For Fall 2013, the class is fully enrolled and continuing. This course engages STEM students with GCPS elementary teachers to develop active and engaging science classroom lessons. The initial interactions have been very positively received and enrollments will be allowed to expand in the next academic year. For a sample of the types of interactions and experiences, see the service learning video at **http://bcove.me/71wt0ovs** .
    - ▪ In a second effort, SST and SOE have formalized a Memorandum of Understanding (MOU) with Gwinnett Math & Science magnet school to support internship experiences for high school students at GGC. In Spring 2013, three students engaged in research experiences on campus. For Fall 2013, ten students have applied for internships and are being interviewed.
- ❖ *The well-established relationship between the GGC Office of Recruitment and the Gwinnett County high school and dual enrollment counselors has also continued to expand* and to generate continued levels of high interest, application, and enrollment.

- GGC has engaged continuously with the Gwinnett County HS counselors, conducting 36 visits in Fall semester and 28 in Spring semester, for a total of 64 visits in the academic year.
- GGC has held its regular Counselor appreciation events, hosting the county HS guidance counselors on campus once each semester.
- GGC has expanded its collaboration with Middle and High School teachers by hosting a workshop for teachers in computational thinking during March 2013, which was attended by 35 teachers.

Improve access and completion for underserved students

GGC has continued its strong emphasis on providing access to and supporting success in post-secondary education. In particular, GGC has invested strategically in the three areas identified in its Completion Plan: Orientation, Mentoring, and Tutoring.

- ❖ GGC has substantially *expanded and enhanced its new student orientation program*. For students new to GGC in AY2012-13, GGC provided a full-day orientation experience in which they spend the bulk of their time in groups with similar admission profiles (i.e., traditional first-year, student success, non-traditional, transfer). This format has allowed us to design experiences that provide students with appropriately targeted information. Initial evaluation data indicates that students complete orientation with an awareness of where to go for specific types of support (Table 2). For AY 2013-14, GGC will continue to enhance the orientation program by providing more clearly differentiated experiences for first-time students and transfer students to better meet the specific needs of each population.
- ❖ GGC has continued to invest in *building faculty competence and capacity in mentoring and in providing meaningful support to students*. Mentoring remains a hallmark of the GGC experience and an essential element in the College's commitment to individual students. During AY2012-13, GGC has maintained its process of assigning all students a faculty mentor, has continued to develop professional development programs to support faculty in building their own skills, and has conducted an analysis of key challenges this model faces in the context of GGC's rapid growth and specific population. This analysis has resulted in several suggested strategies that are under review or development.
- ❖ GGC has continued its commitment to *providing comprehensive tutoring services* for all students. The College has maintained its investment in face-to-face tutoring in the Academic Enhancement Center (AEC). In addition, the College's innovative effort to move access to tutoring services beyond the Academic Enhancement Center through Tutoring in the Classroom (TIC), Tutoring Around Campus (TAC), and Tutoring Online Everywhere (TOE) known as (TIC-TAC-TOE) has continued to develop. Retention data demonstrate the impact of GGC's commitment to tutoring on students. Student Success students who take advantage of tutoring services retain at a higher rate than those who do not from first to second semester (78.0% versus 66.5%) and first to second year (61.4% versus 47.7%). A similar pattern holds for student in regular classes for first to second semester retention (84.8% for tutored students versus 75.2% for non-tutored students) and first to second year retention (75.4% for tutored students versus 62.9% for non-tutored students).

Shorten Time to Degree

GGC's efforts in this area have focused on steps to ensure that all students receive clear and correct guidance on course selection while at GGC and that transfer students receive all legitimate transfer credit that they have earned. Work during the past academic year has focused on three primary projects.

- ❖ GGC has, like other institutions, completed the technical work needed to *launch DegreeWorks within Banner for all students and faculty.* As of June 1, 2013, all GGC faculty and staff began using

DegreeWorks to plan, monitor, and verify completion of degree requirements. All students admitted as of Fall 2012 and later are able to view their academic records using DegreeWorks.

❖ GGC has made strong use of the broader articulation agreement with the **Technical College System of Georgia (TCSG) and with Gwinnett Technical College in particular**. For students entering in Fall 2012, GGC awarded credit for 67 courses from Gwinnett Technical College. While this is not an increase from prior years, it shows GGC's continuing commitment to making maximum use of appropriate transfer credits to support students and to avoid unnecessary barriers to completion.

❖ Building on the recommendations of faculty mentors mentioned above, GGC has **completed the planning for a Mentoring and Advising Center to support high-need, at-risk students**. The Director and Associate Director have been hired and hiring is underway for the remaining start-up staff.

Restructuring Instructional Delivery

As stated in the College's Completion Plan, GGC's focus in restructuring instructional delivery has been on both developing and delivering active, engaging courses and on providing courses in alternate formats.

❖ The College's most expansive effort in building more active, engaging courses has been in the STEM disciplines with the **expansion of the Undergraduate Research Experience** across all STEM disciplines.
  ➢ As of spring 2013, 29 courses have been redesigned to include embedded research or active learning techniques. We anticipate that the number of courses impacted will continue to increase in AY2013-14.
  ➢ In AY2011-12, 2001 students were directly impacted through these courses. In AY2012-13, approximately 4000 students were directly impacted through these courses.
  ➢ 64 SST faculty have already modified or redesigned their courses to embed research skills and/or research experiences, or are currently engaged in that effort.
  ➢ Enrollment in STEC 4500 (Undergraduate Research) continues to increase (35 students in fall 12 and 56 students in spring 13)

❖ In addition, the College has maintained its efforts to support student engagement through **block schedules for first-time students**. Block schedules are provided for students enrolling for the first time in Fall semester. Each block provides enrollment of 12-17 semester hours, depending on the specific courses included. In both Fall 2011 and Fall 2012, GGC offered over 40 block schedules to students. For Fall 2012, 28% of entering first-time students enrolled in block schedules. Table 3 provides data comparing the GPAs and Fall to Spring retention of students in block schedules and in other schedules.

❖ GGC has also invested strongly in **alternate instructional models** making use of technology. In both AY 2011-12 and AY 2012-13, the college offered over 120 **hybrid course sections** for students. During AY 2012-13, GGC began developing its **first fully online course** which will be taught during Spring 2014.

Transforming Remediation

GGC has continued to invest heavily in developing and offering remediation through a concurrent delivery model to qualified students. Developed by faculty, the model is based on successful models such as the Accelerated Learning Program used by Baltimore Community College.

In AY 2012-13, GGC increased its investment in the concurrent delivery model, offering 19 sections in English ("Segue English") and 12 sections in mathematics ("ACCESS Math"). A total of 113 students were enrolled in the Segue English sections and 138 students were enrolled in the ACCESS Math sections. In

the Segue English program, 87.61% of students exited compared with 63.06% in the regular ENGL 0099 model. In the ACCESS Math model, 86.96% of students exited compared with 42.59% in the regular MATH 0099 model. Figures 1 and 2 show the grade distributions between the two different models of English and Mathematics.

Partnerships

GGC's Completion Plan has a strong focus on building and enriching our relationships with the local P-12 school system and this has been the core of partnership efforts for the past year. As discussed above, these relationships continue to deepen and GGC, along with our partners, have identified several avenues for extending those relationships. Among the more important are those efforts that take GGC students into the elementary, middle, and high schools where they serve as both educators and role models for younger students as well as gaining early experience in pedagogy and instructional delivery. These efforts are serving the goals of promoting access and readiness in the P-12 students while simultaneously supporting success for GGC students through active learning and new models of instructional delivery. These efforts include the tutoring services offered by Education students and the collaborations of STEM students with elementary teachers, in addition to the placement of teacher candidates into Gwinnett County schools.

Key Observations and Evidence

Initial data on the core metrics GGC has elected to track are mixed for this first year. The College met its AY 13 targets for most metrics. In fact, the improvements in some metrics are substantial enough that one early task for this project in the next academic year will be to establish new targets for performance. While first-year retention has shown a decline, as shown in Figure 3, first-semester retention has remained strong even as the College has undergone dramatic growth. Early data on graduation rates are encouraging, as can be seen in Table 4. Since early success, which is known to predict progress and persistence, is a primary focus of several of GGC's efforts in the Completion Plan, GGC will continue to monitor this closely.

Metric	Baseline	AY 13 Target	AY 13 Actual	AY 14 Target*
One year retention (at GGC)	68%	71%	61.7 (3 yr mean 66.6%)	73%
Degrees conferred	196 (Sp 12)	230 (Sp 13)	281 (Sp 13)	290 (Sp14)
% First Generation students enrolled (neither parent earned postsecondary credential)	44%	44%	48%	44%
% Pell Grant eligible students enrolled	50%	50%	52%	50%
First semester exit rate: Learning Support English	71%	74%	77%	77%
First semester exit rate: Learning Support Math	38%	41%	52%	44%
First semester exit rate: Learning Support Reading	69%	72%	81%	75%
First attempt completion rate: College Algebra	62.8%	65%	66.5%	67%
First attempt completion rate: Intro to Computing	73.1%	75%	81.2%	77%

*Targets are being revised upward for AY 14 as appropriate

The data on first generation and Pell Grant eligible students provides evidence that GGC is maintaining its strong focus on providing access to underserved student populations. The increases in first semester exit rates for Learning Support students, and particularly the rates for students in the concurrent remediation classes (Segue English and ACCESS Math), provide evidence that GGC's efforts to strengthen and transform remediation are having the intended effects.

Nevertheless, the continuing economic climate has had noticeable impacts on the educational environment at GGC. Due to budget constraints, the percentage of sections taught by part-time faculty has increased to 30%, well above our goal of 20%. Average class sizes have also increased from 20 to 21 due to insufficient funds to hire faculty lines.

Lessons Learned

Building on existing efforts has had its benefits and drawbacks. One advantage of this approach is that it supports careful and strategic use of resources in areas already known to support student access and success. The biggest disadvantage is that the distributed nature of effort impacts the processes for tracking efforts and gathering the critical data on impact. We have found that the College's development of a clear system for data requests has supported ability to gather critical data and evidence from across campus and to maintain consistency in data definitions. An additional staff member for Institutional Research has been authorized to support these efforts.

Our early successes and results demonstrate that this multi-pronged approach is appropriate for GGC's needs and population. The complementary efforts in promoting access (partnership with P-12, orientation) and in supporting success (tutoring, mentoring, instructional delivery) have enabled GGC to maintain strong retention rates through continuing high rates of growth and change (see Figure 3); to see students succeed in early gateway courses, including Learning Support courses as well as introductory English, Math, and Computing courses, and to see early data suggesting improving six-year graduation rates (See Table 4 for four-year and five-year graduation rates).

In addition, the results of our efforts in this year have supported clarification and refinement of the mission, structure and role of the newly established School of Transitional Studies within GGC and have highlighted the value of and need for some of GGC's core commitments and structures.

One of the most successful efforts in student success for the AY 2012-13 has been the concurrent delivery model used in Learning Support English and mathematics. These efforts, while still small in size, are growing and showing great success due to intensive and deliberate instruction targeted at small classes of students. The increased interaction between an instructor, or an instructor with a tutor, and a small class size of ten to fifteen students shows success far beyond what we as an institution expected.

A second clear success has been the expanded and differentiated model for orientation. As the data in Table 2 demonstrates, this model has shown early evidence of preparing students for their initial enrollment at GGC and supporting early success.

In addition, the data emerging from the various efforts across campus to support students in planning both their immediate course enrollment needs and their longer-term educational aspirations have served to highlight the need for and overall role of the newly-established Mentoring and Advising Center (MAC). Based on the past year's ongoing review of advising needs and concerns, the general mission of the MAC has become more clear. This center will open for operation in Fall 2013 and will initially serve Learning Support students, although its scope is expected to grow in future years.

Appendix: Data Tables

Table 1: Year One Expectations and Results and Year Two Expectations

Activity	AY13 Tasks	AY13 Outcomes and Benchmarks Expected	June 2013 Status	AY 14 Tasks, Outcomes and Benchmarks Expected
Establish Management Structure	Establish organizational structure and processes	Necessary organizational framework is in place Essential information is available on time	Committee and Leadership identified Meeting schedule established	N/A
Fill data gaps identified in development of Completion Plan	Identify data gaps, review existing data and develop framework for metrics	New instruments and reports for all metrics, baseline data for all metrics in place.	Dataset for initial analysis is complete; analysis and baseline data expected 2013	Complete analysis of historical metrics. Establish projected targets for all metrics for all Completion Plan activities.
Partner strategically with Gwinnett County P-12 schools				
Develop STEM service learning course	First offered F12	Course offered	Course offered Fall 12 and Spring 13.	Expand to course cap
Provide enrichment opportunities for HS students on GGC campus	Establish MOU		SST and SOE have an MOU with Gwinnett Math & Science magnet school	Grow program
Place teacher candidates from the School of Education in GCPS schools	Continue placements	Increase number of GGC student placements in GCPS to 500.	Spring semester have 265 placements; had 240ish in Fall (duplicated head count)	Increase number of GGC student placements in GCPS to 625.
Maintain relationship with Gwinnett County high school counselors.	Continue existing efforts	Conduct 51 HS recruitment visits.	Total of 64 HS visits conducted.	Conduct 51 HS recruitment visits.
ADDED Effort: Host workshop for middle and high school teachers			GGC is hosting workshops for teachers.	Expand efforts
ADDED Effort: Provide tutors for local schools			SOE partnership with Lawrenceville Elem providing tutoring	Expand efforts
Improve access and completion for underserved students				
Expand and enhance new student orientation program.	Expand to full day program with differentiated sessions for some target populations	Students have a solid sense of connection to GGC: Assessment under development.	All sessions were full day with small groups differentiated by population Initial assessment indicates: that students complete orientation with an awareness of where to go for specific types of support.	Continue differentiated orientation sessions

Continue and refine initiatives that support high-quality mentoring for students.	Continue existing activities		Continuing with "GGC Model" Analyzed key challenges and provided suggested strategies	Develop 2 new workshops addressing the needs of adult learners and part-time students.
Provide comprehensive tutoring services	Secure needed funding	Fund 20 PT tutors and online service.	Tutoring services continue New fee will sustain those programs, possible support expansion	Fund 30 PT tutors and online service. Institutionalize funding
Shorten time to degree				
Implement a broader, strong articulation agreement with the Technical College System of Georgia	Award credit for more courses	Mean # of transferred hours per student to increase to 21 semester hours.	Mean hours transferred not available; number of courses eligible for transfer has expanded	Mean # of transferred hours per student to increase to 24 semester hours.
Provide more accurate and more accessible information for course selection and sequencing.	Make DW available to SoB and SoE faculty; professional dev for Registrar's staff on reporting	DW used by 40 faculty in advising. 100% of Registrar's staff attends prof dev.	Will go live Fall 13 for everyone. All students admitted since Fall 2012 can few their records using Degree Works.	Provide training as needed so that Degree Works in used effectively across campus
Establish Advising Programs	Begin staffing Advising Center	Minimum of 4 advisors on staff.	Design for Mentoring and Advising Center completed; Director, Assoc. Director, and advisors hired or in search	Begin operations of Mentoring and Advising Center; Minimum of 5 advisors on staff
Restructuring Instructional Delivery				
Develop engaging authentic research experiences in undergraduate STEM courses	Continue developing curriculum for additional classes	2500 students in classes with research experiences.		3000 students in classes with research experiences.
Expand the number of hybrid courses offered	Increase the number of options offered per semester	73 sections in 10 disciplines	120 sections offered	80 sections in 11 disciplines
Expand the number of block class schedules offered	Increase the number of options offered per semester	52 block schedules offered	40 block schedules offered	57 block schedules offered
Transforming Remediation				
Expand offerings within the concurrent instruction model	Increase the number of options offered per semester	12 ENGL sections 8 MATH sections	19 ENGL sections 12 MATH sections	14 ENGL sections 9 math sections
Develop guidelines and recommendations for advising students into either concurrent instruction courses or into stand-alone remedial courses	Conduct analysis of incoming scores and course success	Develop initial set of guidelines.	Work in progress	Complete analysis and pilot use in advising for Spring 2014 cohort.

Table 2: Student responses to "Who would you contact?" for various problem scenarios from Bear Essentials evaluation (Bold indicates best answer(s) for scenario)

Scenario ———— Office	Aid Not Posted	Cash on ID Used Up	Disrespectful Peer in Class	Failed Multiple Tests	Play Intramural Sport	Failed Assignment	Friend in Distress
St Accounts	61.3	**71.4**	0.8	0.4	3.3	1.1	0.6
Financial Aid	**80.7**	5.1	0	0	0.1	0.1	0
Registrar	9.7	4	0.7	0.3	6.1	0.6	0.1
AEC	0.8	2.2	4.3	**64.1**	5.2	12	12.3
Counseling Center	3.5	0.3	34.9	16.2	5	9.3	**72.8**
Wellness Suite	0.3	1.1	1	0.7	39.2	0.1	10.8
Mentor	8.6	2.1	**28**	33.3	14.9	23.3	27.2
Professor	1.1	0.4	**43.1**	**47**	3.9	**71.7**	18.5
Dean	0.7	0.3	12.3	0.4	0.7	8.8	1
Vice President	0.1	0	2.9	0	0.4	1.1	0.4
President	0.7	0.3	3.9	0.3	0.7	1.8	0.8
Don't Know	5.1	15.2	20.6	6.4	**30.5**	11.9	9.1
None	3.2	7.7	5.4	3.6	**12.4**	3.2	5.1

Table 3: GPA and retention for students in block schedules compared to students not in blocks

	Fall 12 N	Fall 12 GPA	Spring 13 N	Fall-Spring Retention Rate	Spring 13 GPA
Block	630	2.51	562	89%	2.63
No Block	1632	2.20	1334	82%	2.38

Table 4: Four-year and five-year graduation rates for GGC students

Cohort Year	# FTFR Cohort	4 Years				5 Years			
		Institution		System		Institution		System	
		N	Rate	N	Rate	N	Rate	N	Rate
Fall 2007 * Full-time	295	16	5.4%	25	8.5%	54	18.3	77	26.1
Part-time	40	2	5%	2	5%	5	12.5	7	17.5
Fall 2007 Total	335	18	5.4%	27	8.1%	59	17.6	84	25.1
Fall 2008 Full-time	361	21	5.8%	33	9.1%	NA	NA	NA	NA
Part-time	104	2	1.9%	4	3.9%	NA	NA	NA	NA
Fall 2008 Total	465	23	4.9%	37	8.0%	NA	NA	NA	NA

Figure 1: Grade distributions for Segue and traditional English learning support

Segue English AY 2012 - 13
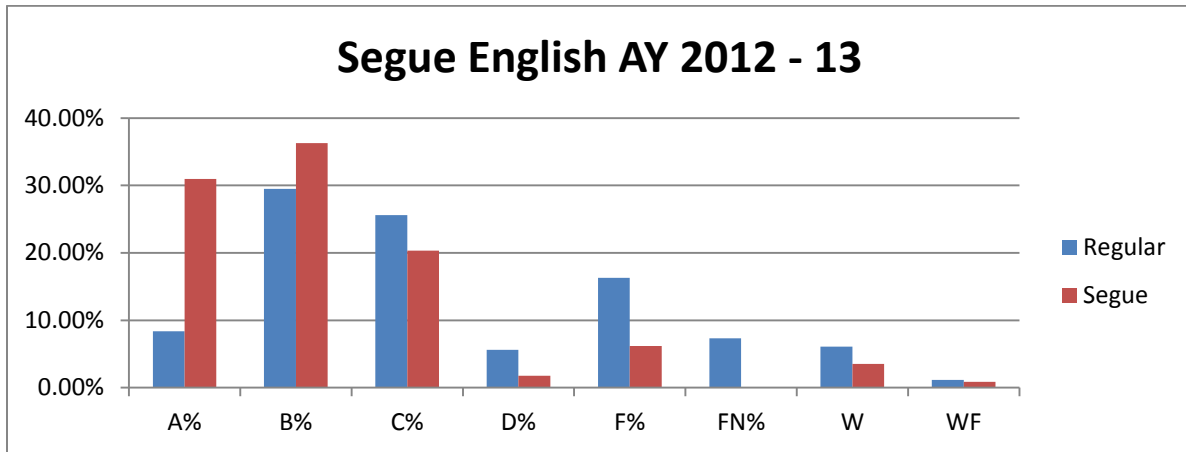
Figure 2: Grade distributions for Access and traditional Math learning support

ACCESS Math AY 2012-13
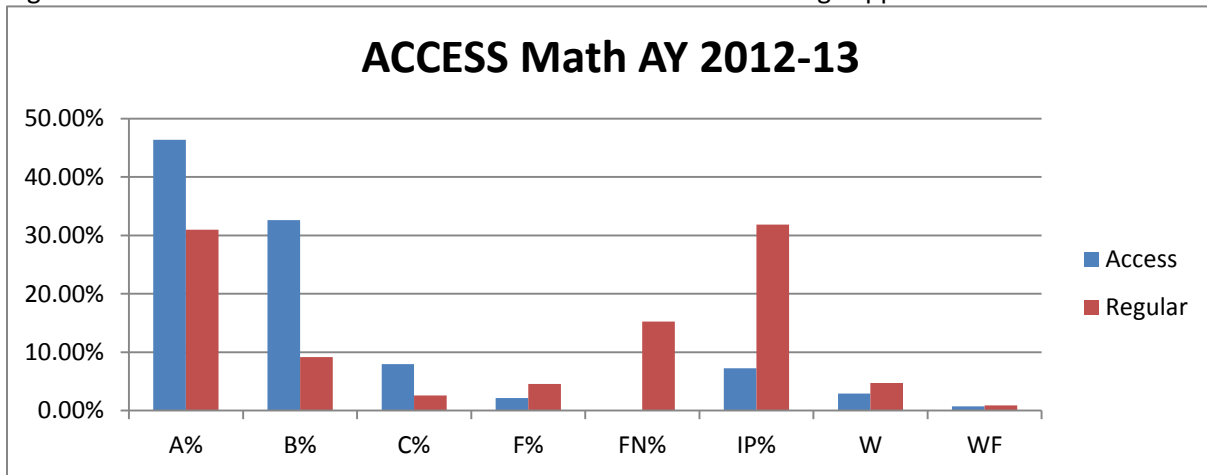
Figure 3: First Semester and First Year Retention by Student Cohort (First-time, Full-time)

Retention by Cohort
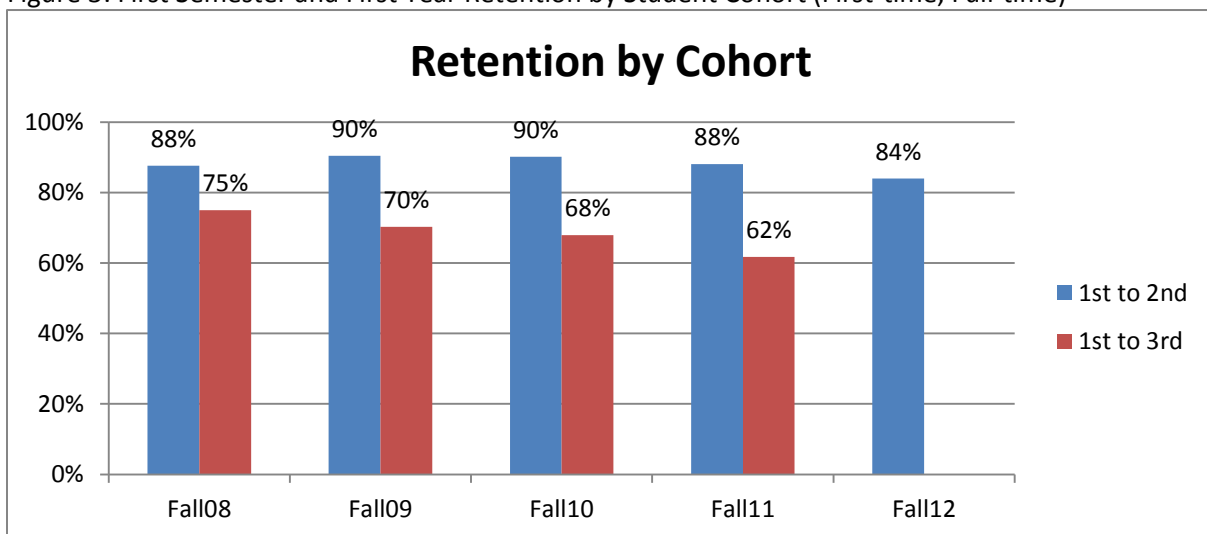
Georgia Highlands College
Complete College Georgia Status Report
September 2013

Part One: Updates, Progress, and Future Work

Since the initial Complete College Georgia (CCG) report, Georgia Highlands College (GHC) has expanded existing completion strategies and initiated new strategies. Several of these strategies are highlighted in this status update. The three main completion goals of the college included in the initial CCG report involved retention, graduation and degree production. GHC set as a goal a 10% increase in each of these areas. Although the college saw increases in all areas, we only met one of those target goals, in degree production:

1) Retention – for full-time students, the Fall to Fall retention rate used in last year's CCG as a baseline was 60.23%. This year, the Fall to Fall retention rate for full-time students was 62.58% for a 4% increase, which is short of the 10% increase goal.

2) Graduation – for full-time students, the four-year graduation rate used in last year's CCG as a baseline was 12.01%. This year, the four-year graduation rate for full-time students was 12.81%, for a 7% increase, which is closer to our 10% increase goal, but still slightly short.

3) Degree Production – the college conferred 500 degrees last year as a baseline in the CCG report. This year, the college conferred 600 degrees, for a 20% increase, which is double our 10% increase goal.

The higher success for degree production is attributed in large part to the college's new strategy of reaching out to students who have acquired the appropriate credits for a degree, but who have not applied for graduation. The college has done away with a graduation fee to facilitate the process, and the Registrar's Office has worked with students personally to have degrees conferred.

While GHC did not meet the 10% increase goal for retention and graduation, the college believes in the efficacy of the strategies that have been put into place and will continue to pursue them. Some of the higher-impact practices include the following:

- In terms of remediation, GHC has piloted both the flipped classroom model and the co-requisite classroom model in all three curricular areas of reading, English and mathematics. The co-requisite model presents exciting possibilities in accelerating students through their remedial courses, as this model allows students to participate in the credit-level course while receiving tutoring and support in a co-requisite course taken simultaneously. Over the course of the next two academic years, the college will make the transition away from a traditional remedial model (stand-alone remedial courses) to the co-requisite model. During the pilot phase, the co-requisite classes showed no decline in student success rates. (In fact, no student in a co-requisite class made below a grade of C.)
- GHC is also making great strides forward with a non-algebraic pathway through learning support mathematics. The college has created a classroom model based on statistics and a practical application of mathematics, as opposed to the traditional base of algebra. While STEM majors will still need the traditional pathway, non-STEM majors will benefit from this alternate curriculum.
- As part of the college's expansion of eLearning (distance education), during the 2012-2013 academic year, the college has created Collaborate classrooms. The college purchased Blackboard Collaborate, which provides students with webinar-style access to classes. This access allows the college to run a course at a home campus while having other students at other campus locations join in via Collaborate, which expands the course offerings at the smaller campuses thus accelerating students through a program of study at their home location.
- As mentioned above, GHC has long been aware that some students who transfer to a four-year institution are eligible to graduate with an associate's degree, yet do not apply to graduate and do not have a degree conferred. The college has developed a protocol to identify such students who may be eligible for a degree and work with these students towards conferral of that degree. There is double benefit to this situation, as it obviously benefits college completion rates and also provides an additional credential to these eligible students.

Part Two: Partnerships

Since the last CCG Summit, GHC has engaged with its educational partners in the effort to find meaningful ways to improve student success. Two areas illustrate these efforts:

- Regional Team – following up on the regional sessions that were held at the most recent CCG Summit, the colleges of Region 1 (GHC, Dalton State College, and Georgia Northwestern Technical College) decided to continue the discussion with additional work sessions. We have found this continued conversation to be extremely informative and beneficial, as we learn best practices from each other. Determining ways to share resources is one of our goals. The ongoing discussions focus on working as a team within our communities to educate high school students about their post-secondary options as well as looking for ways to share information such as transcripts across institutions to facilitate students navigating through both higher education systems.
- P-12 Work – One of the most promising P-12 programs at GHC is Fabulous Fridays, an opportunity for sixth grade students to visit campus and interact with faculty members in a classroom setting. In order to strengthen this program, the insight of school superintendents from across GHC's service area has been gathered. Because of this insight, the college has shifted the focus of the program to the ninth grade, a time when students must choose an initial career pathway, in part to help students identify their interest. Since GHC has strong Nursing and Dental Hygiene programs, STEM and Health Care are large components of this re-designed Fabulous Fridays program. Additionally the college is working with the Blue Ridge AHEC (Area Health Education Center) to hold a Spring health care workshop with our faculty for older high school students who have already committed to a health care pathway.

Part Three: Key Observations and Evidence

Key evidence on course success is gathered and analyzed in several areas of the college. The Office of Strategic Planning, Assessment and Accreditation carries out grade distribution analyses each semester for all courses, and passes that information to the academic divisions. Higher-level USG data, such as graduation and retention reports, are gathered through this office. Comparison reports on these metrics are compiled using local Banner

data system information. This local data allows the college to break out data by race, gender, campus location, and other pertinent demographic markers, which aids in targeting certain strategies to certain groups. The college's Brother 2 Brother program, for example, utilizes data broken out by race to create mentoring and tutoring opportunities in the needed academic areas for their membership, a traditionally underserved group.

Another area for data analysis is the Academic Success and eLearning Division. Because many of the completion strategies relate to remedial courses, the academic dean of this division charts the success of any new strategy (as well as of the overall remedial program) at multiple points during the semester. One creation of this division two years ago was the Early Warning Program, whereby all faculty members in all courses now mark the progress of their students at two times during the semester (week two and week six). This intervention strategy is designed to provide time for the faculty member and the student to assess success (or lack thereof) early on in the semester and make adjustments to improve the student's chance of being successful in the course. This office also regularly charts course pass rates for all remedial courses and exit rates for the three different remedial curricular areas, plus comparative studies of any new pilot. This tracking allows the college to make necessary tweaks to any new program in real time, to maximize student success.

The new Office of Community Outreach and Engagement (COE) focuses its data analysis on adult learners and veterans. Approximately 27% of GHC's enrollment is age twenty-four or older or a veteran. In light of this fact, the COE Office has created both new orientations geared towards adult learners and a cohort model of courses solely for adult learners. The students report that they appreciate learning with, and from, students of a similar age and life experience. The COE Office is also currently working on strategies related to the assessment of prior learning experience and CLEP testing, to help students take advantage of their existing skill and knowledge sets within the college setting.

Part Four: Sharing Lessons Learned
Because GHC has focused on retention, graduation and degree production, the CCG plan has become an extension of the college Retention, Progression and Graduation plan. Over the past three years, these two efforts have led the college to become more intentional about tracking student success, which in turn led to new student success initiatives. These

initiatives have been instrumental in helping the college achieve an increase in the graduation rate last year, both in three-year rates (from 6.8% to 9.7%) and four-year rates (from 12.01% to 12.81%, as mentioned earlier in this report). The CCG plan itself has generated many conversations about completion as a concept that have been useful to the college. Prior to this activity, we identified ourselves as a transfer institution. We encouraged graduation, but we did not see graduation as our mission – rather, it was a byproduct of our transfer mission. Over the past three years, the college has worked to create a culture of graduation and to emphasize the merits of the associate's degree as a final product as well as a step to the baccalaureate degree. To this end, the college now promotes graduation more fully as an expected part of the access mission at GHC.

As an access institution, GHC is always aware of its at-risk population, and as such, creates programming to assist these students in being successful in college through graduation and transfer. While the Community Outreach and Engagement Office works closely with the adult population, other underserved groups are tracked as well. One of the most successful programs at GHC is our Brother 2 Brother project, an arm of the African American Male Initiative. The college just received additional grant funding through a competitive USG process to continue and strengthen this program, which provides mentoring and tutoring for African American and Latino males at GHC. As a result of this program, the Brother 2 Brother group has a much higher graduation rate than the overall student population (38% this last Spring, as opposed to 12.8% for the overall population), illustrating the potential of student success initiatives that are clearly focused and targeted.

In addition, GHC has become more flexible, adaptable, and willing to experiment with pedagogy and student services. The faculty members are excited about new possibilities and have taken on additional responsibilities (such as organizing cohort learning communities or modifying the traditional methodology of the remedial classroom) in order to create new learning experiences for the students. We have also learned that every strategy may not produce the intended results, but each experiment adds to our knowledge base and gives the college the experience necessary to make quality judgments about what works and does not work for our student population.

Georgia Institute of Technology

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

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:

  o 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.

  o 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.

  o 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.

o   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:

o   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.

o   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.

  o 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 10th 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

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 or www.cetl.gatech.edu.

Key Observations and Evidence

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.

Status of the 2006 Entering Freshman Cohort
(N=2,837)

- Not Retained 18%
- Did Not Graduate, Still Enrolled 3%
- Graduated through Summer 2012 79%

Status of the 2006 Freshman Cohort
GPA Ranges of Students Not Retained
(N=515)

- 4.00 1%
- 3.00-3.99 11%
- 2.00-2.99 27%
- 1.99 and below 61%
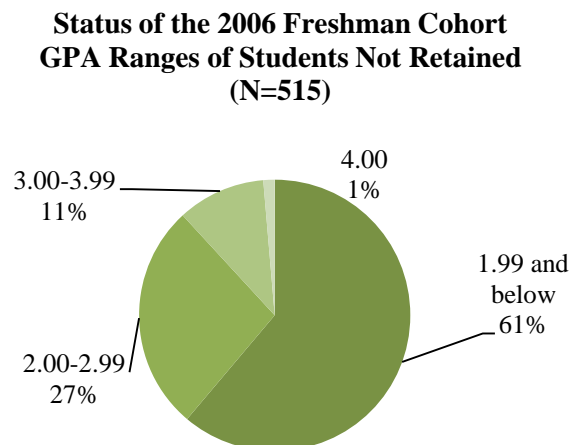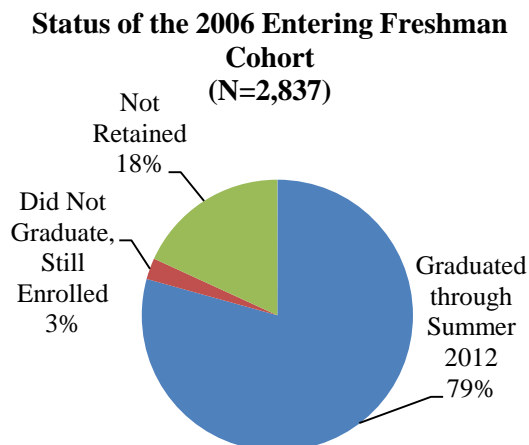
Finally, another strategy Tech is exploring is centralized early alert monitoring for students who are in good academic standing but may not be returning. We plan to pilot a web-based survey that will go out to any continuing undergraduate student who is not enrolled in classes for the subsequent semester 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 (2012-203 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-Reichart, 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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.
  - o 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 [1]	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 [2]	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)

[1] Other includes: American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, Unknown and Two or More Races.

[2] 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.
  - o Females graduated at significantly higher six-year rates for all cohorts studied.
  - o 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.
  - o College of entry was significant for only one (2004) out of the seven cohorts examined.
  - o 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

Academic Standing	Incoming	REBOOT Semester (Spring 2012)	At end of Spring 2013
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

UPDATES, PROGRESS AND FUTURE WORK

Georgia Perimeter College (GPC) is making satisfactory progress towards meeting its stated goals and metrics as outlined in the initial CCG Report and 3-Year Plan. As a result of the USG Peer Review process, this revised status report documents the streamlining of GPC's Plan from 14 Action Strategies to 8 Goals, with clearly articulated outcomes, designed to focus on "game-changing" strategies that will yield greater impact on student success.

CCG Goal: College Reach Out Program – Expand Early College Initiative/K-12 Partnerships

Original Action Strategy 1: Provide diagnostic COMPASS testing for selected feeder high school sophomores and retest these same students as seniors. The intent of this strategy was to decrease the percentage of students from Cross Keys and Social Circle High Schools who place into Learning Support when entering USG institutions. **Progress:** Diagnostic COMPASS testing was not implemented in the 2012-13 academic year due to budget constraints and staff reductions. This strategy has been re-conceptualized as part of new Goal #1 described below.

Original Action Strategy 2: Conduct pre-college institutes for targeted student populations (GEAP, DECA and Upward Bound). The intent of this strategy was that at least 55% of institute participants would place directly into collegiate-level classes upon entering college. **Progress:** Upward Bound conducted 6 pre-college sessions, with a total of 15 Upward Bound participants, 11 of whom (73%) successfully placed into collegiate-level classes.

Updated Goal 1: Create an Early College Option for DeKalb County high school students. 75% of 10th grade Early College students will pass all sections of the COMPASS, eliminating the need for Learning Support. 75% of Early College high school graduates will have earned at least 12 semester credit hours in college-level gateway courses, and will pursue post-secondary education. **Progress:** Beginning in Fall 2014, the program will be piloted at Druid Hills, Stone Mountain and Towers High Schools, with a target of 50 students from each school for a total 150 participants, growing to 300 by Year 3. By the fourth year, the program will add at least one new high school (approximately 100 students) annually.

Updated Goal 2: Implement the GPC COMPASS Academic Review and Enhancement (C.A.R.E) Program each academic semester. The intent of this strategy is to assist prospective students scoring below admissions standards by engaging them in a 4-6 week immersion program. Participants will have the opportunity to strengthen their academic skills, achieve higher scores on the COMPASS retest, develop a cohort support network and familiarize themselves with the college and its resources. In addition to instruction in English, mathematics and reading, the students also will participate in a required college success seminar. **Progress:** GPC's Advising, Counseling, and Retention Services (ACRS) department recently piloted a Summer Compass Academic Review and Enhancement (C.A.R.E.) Program for approximately 14 students. Instruction on writing, math, and reading was conducted in 90-minute blocks in which each subject area met two times per week. The students also attended a required success seminar that focused on topics such as test anxiety and effective study skills.   As a result, 13 participants who completed the program retook the Compass Test and 7 (53.8%) improved their test scores and were accepted to the College. Participants gained 1-9 points in math, 8-29 points in reading and 12-61 points in writing. The college plans to expand the program to 100 students in Summer 2014 on the Clarkston and Decatur campuses.

CCG Goal: Improve Access and Completion for Underrepresented Populations

Original Action Strategy 1: Establish Prior Learning Assessment (PLA) Program for military students and adult learners. The intent of this strategy was to reduce average time to degree for students who utilize PLA. While GPC has offered and continues to offer credit by examination, development of the PLA portfolio course was delayed due to budget constraints and staff reductions. In FY12, GPC enrolled 15,149 students over age 25, of whom 159 had CLEP credit. **Progress:** The Retention and Graduation Council has determined that this strategy does not have the potential

for large-scale impact. While the College will continue to participate in the Adult Learner Consortium and offer PLA options consistent with budget and faculty resources, this strategy has been *eliminated* from the revised Plan.

Original Action Strategy 2: **Increase participation in Work Study and tracking participants.** The intent of this strategy was to increase the number of eligible students participating in Work Study. Both national and GPC data show that participation in Work Study has a positive impact on retention and graduation. In FY12, a total of 261 GPC students participated in the College Work Study program. **Progress:** The Retention and Graduation Council has determined that this strategy does not have the potential for large-scale impact. While the GPC Financial Aid Office will continue to encourage eligible students to take advantage of Work Study opportunities, this strategy has been *eliminated* from the revised Plan.

Original Action Strategy 3: Increase student knowledge and understanding of financial responsibility in the context of retention, progression and graduation. The intent of this strategy was to increase the number of students meeting Satisfactory Academic Progress (SAP) and increase the retention rate of FTFT freshman students on financial aid. **Progress**: In Fall 2012, a Debt Wise Vendor Fair along with two Career and Money Management workshops were conducted on Dunwoody and Clarkston campuses. 159 students attended the workshops. An additional 257 students completed the online Buttonwood modules (Financial Literacy Counts Campaign). In Spring 2013, a FAFSA and Tax preparation workshop was held at each of the Clarkston, Decatur, Dunwoody and Newton campuses. 96 students took advantage of the assistance. Financial Literacy workshops were conducted on the Dunwoody, Decatur and Clarkston campuses, attended by 55 students. The Retention and Graduation Council has determined that this strategy does not have the potential for large-scale impact. While the GPC Financial Aid Office will continue to encourage eligible students to attend financial literacy workshops, this strategy has been *eliminated* from the revised Plan.

Original Action Strategy 4: Implement reverse articulation agreement with Georgia Piedmont Technical College (GPTC). The intent of this strategy was that students who transfer to GPC from GPTC will graduate with the minimum number of credit hours required for their awarded degree. This articulation agreement was first implemented in Fall 2012. **Progress:** Data on transfers in to GPC from GPTC have not yet been collected and analyzed. The Retention and Graduation Council has determined that this strategy does not have the potential for large-scale impact. While the reverse articulation agreement remains in effect, this strategy has been *eliminated* from the revised Plan.

There is no Updated Goal for this CCG Goal. Because GPC is an access institution, almost everything we do is aimed at achieving this goal. Rather than identify specific initiatives to address this important statewide goal, we believe that it is both implicit and explicit in GPC Goals #1-2 described above, and Goals #3-8 described below.

CCG Goal: Shorten Time (or Credits) to Degree Completion

Original Action Strategy 1: Increase student success through intrusive Academic Advising. The intent of this strategy was to increase graduation rates of FTFT freshman students and reduce excess credits earned at time of degree awarded. **Progress:** During Spring 2013, GPC fully implemented (1) DegreeWorks, a web-based academic advising and degree audit system that enables students and advisors to monitor academic progress toward degree completion, (2) A revised "advisement hold" for both cohort and non-cohort students, which requires them to meet with their academic advisor and discuss academic progress, and (3) A revised early "alert system" as an intervention and retention tool to identify factors early in the semester that may impact the overall performance of students. Impacts on graduation rates will not be visible until late in 2015 or whenever the 3-year graduation rates for the Fall 2012 entering cohort are published by the USG.

Updated Goal 3: Graduation Rates for FTFT freshman students will increase to 10% for the Fall 2012 entering cohort and an additional 2% annually for subsequent cohorts. Average credits earned at time of degree will decrease by 2 semester credit hours (SCH) annually, beginning with the Fall 2012 entering cohort.

Original Action Strategy 2: Award degrees to all students who meet degree requirements. The intent of this strategy was to increase the number of degrees awarded. **Progress:** DegreeWorks scribing necessary to achieve this strategy was completed in March 2013, and tested and verified by August 2013. Review of students with 62 SCH earned and awarding of degrees to eligible graduates will begin in FY14.

Updated Goal #4: GPC will ensure that all students who meet degree requirements are awarded a degree. Total degrees awarded will increase by 7% by FY15. Once the review of eligible graduates is current, the focus will move to students with 45 semester hours or more who have not applied for graduation in order to encourage them to apply for graduation and complete their degrees.

Updated Goal #5: GPC will develop a framework for USG institutions to promote "Fifteen to Finish" plans within the university system and at each institution during FY14. The intent of this initiative is to encourage students to take 15 credits per semester to graduate on time. **Progress:** GPC has completed a draft proposal which outlines needed personnel to develop an appropriate framework for the USG, recommended resources to provide detailed templates, web and hard-copy for the development of best practice information to share with various constituencies, recommendations on assessment and analytic methods to measure success of plans, and related budget for FY 14.

CCG Goal: Restructuring Instructional Delivery to Increase Student Success
Original Action Strategy 1: Implement plan to reduce high WDFs in gateway courses. This strategy is intended to increase success rates in ENGL 1101, ENGL 1102 and MATH 1111.
Progress: Success rates in ENGL 1101 did not improve from FY12 to FY13. In fact, the success rates declined slightly, from 68.6% in Fall 2011 to 65.8% in Fall 2012, and from 59.8% in Spring 2012 to 58.9% in Spring 2013. Similarly the success rate in ENGL 1102 remained constant from 65.3% in Fall 2011 to 64.6% in Fall 2012, but increased slightly from 67.5% in Spring 2012 to 70.2% in Spring 2013. ENGL 1101 is one of the first courses targeted for increased engagement strategies as part of GPC's QEP, beginning in Fall 2013. ENGL 1102 is scheduled to be implemented in the QEP for Fall 2014. Success rates in MATH 1111 have also declined from 53.3% in Fall 2011 to 48.0% in Fall 2012 and from 44.7% in Spring 2012 to 41.6% in Spring 2013. While MATH 1111 continues to be a target for improvement as an important gateway course for STEM majors, efforts are underway to provide appropriate advising to encourage non-STEM majors to select MATH 1001, with success rates well above 65%. Based on recommendations by the recent CCG taskforce, the MATH 1111 curriculum committee has been charged with creating a lab to accompany the course in FY13, for implementation in FY14.

Updated Goal #6: Increase success rates in ENGL 1101, ENGL 1102 and MATH 1111. College wide success rates for ENGL 1101 will increase to 70% in FY14 and by 2% annually in subsequent years. College wide success rates for ENGL 1102 will increase to 70% in FY14 and by 2% annually in subsequent years. College wide success rates for MATH 1111 will maintain at least 45% in FY14 and increase by 2-3% annually in subsequent years.

Original Action Strategy 2: Increase first-year student participation in Learning Communities. The intent of this strategy was to increase retention rates of FTFT freshman students participating in Learning Communities. **Progress:** Due to a combination of factors including a substantial decline in FTFT freshman students, limited student interest, and budget and staffing constraints, the Retention and Graduation Council has determined that this strategy does not have the potential for large-scale impact, and has *eliminated* it from the revised Plan.

Original Action Strategy 3: Implement Supplemental Instruction in CHEM 1211 courses. The intent of this strategy was to increase the success rate in this important gateway course for STEM majors. **Progress:** Supplemental Instruction (SI) was implemented in selected sections of CHEM 1211 in FY13 as part of an externally-funded initiative. Data on the impacts of SI on course success have not been thoroughly analyzed. However, an extensive body of literature exists in support of SI for at-risk college students. GPC has renewed its budget commitment to SI for FY14 and plans to implement a college-wide effort with potential for large-scale impact on student success.

Updated Goal #7: **Expand Supplemental Instruction (SI) to high WDF courses.** The first courses targeted for SI in FY14 are ENGL 1101, MATH 1111 and CHEM 1211. The success rates for students who participate in SI are expected to be 5% higher than for students who do not participate in SI. The SI Coordinator will be working closely with the staff in the Office of Institutional Effectiveness to explore statistical relationships between time spent in SI and course success, and to assess whether and how SI may be more effective in some disciplines than in others. Based on these findings, SI will be expanded to other gateway courses that may be barriers to timely progression.

CCG Goal: Transform Remediation Through Curriculum, FYE and Immersion Programs
Original Action Strategy 1: Learning Support course redesign. The intent of this strategy was to increase the number of students exiting Learning Support in one semester. **Progress:** Through college-wide implementation of course redesign, the percentage of students successfully existing LS-MATH in one-semester has dramatically increased from 7.5% in FY12 to 19.9% in FY13. Data for LS-ENGL and READ have not been thoroughly analyzed for FY13. A pilot project for LS-ENGL will be implemented in Spring 2014. Students will be eligible for the pilot if they have fulfilled all LS-READ requirements and scored between 50-63 on the COMPASS Placement Test for English. Qualified students will enroll in ENGL 1101, along with a mandatory lab that meets for 2 hours and 45 minutes per week, which will prepare students to meet ENGL 0099 exit requirements as well as reinforce the concepts and assignments in ENGL 1101.

Updated Goal #8: **Increase the number of students exiting all Learning Support courses in one semester.** Systematic reporting will be developed by the Office of Institutional Effectiveness to provide progression data in all 3 subjects on a consistent annual basis.

Original Action Strategy 2: Impact of FYE on LS Student Success. The intent of this strategy was to increase the LS exit rates of students enrolled in FYE courses. **Progress:** No data were analyzed in FY13 to assess the effectiveness of this strategy. Isolating the impact of the FYE sections on student success has been challenging because the FYE course (GPCS 1010) is mandatory for students enrolled in Learning Support. Rather than consider this a separate initiative, this strategy is now a component of Updated Goal #7. We will continue to seek appropriate assessment measures in order to better understand the direct relationship between the FYE course and student success in Learning Support.

Original Action Strategy 3: My FoundationsLab (MFL) Remediation Pilot for Incoming GPC Students. The intent of this strategy was to increase the number of students testing out of Learning Support and entering collegiate level courses. GPC implemented the MFL pilot in Summer 2012 for Fall 2012 applicants. **Progress:** Only 239 students participated in the pilot. Use of MFL produced very little demonstrable improvement in COMPASS test scores in comparison with simply retesting without MFL. There was a slight (but not statistically significant) advantage for MFL users in testing out of LS Reading and English, but no advantage for MFL users in testing out of LS Math, which is the largest population of Learning Support students. The Retention and Graduation Council determined that the 2-week study period that was employed in the MFL pilot study was not sufficient to produce the desired outcomes. This strategy, as part of the admissions/testing process, has been *eliminated* from the revised plan. However, other uses of MFL over longer periods of time have shown more promising results, as described in Updated Goals #1 and #2 above.

PARTNERSHIP UPDATE AND OVERVIEW

The K-12 Initiative is a public-private partnership between DeKalb County School System (DCSS), DeKalb Chamber of Commerce (DCC) and Georgia Perimeter College (GPC). Working in cooperation with the Chamber's Education Committee led by Diane McClearen of Oglethorpe Power, Georgia Perimeter and DeKalb County Schools are developing a **district-wide Early College Option** to exponentially increase the high school graduation and college completion rates in DeKalb County, especially among historically underrepresented populations (i.e., first-generation college-goers, low-income and minority students). Early College gives "average achieving" students the opportunity to earn transferrable college credits that count toward a diploma and post-secondary degree while still in high school. The initiative targets students from neighborhood schools who want to seriously pursue 4-year college credentials and a professional career pathway.

GPC and DCSS will develop and administer the program while the DeKalb Chamber will leverage its corporate membership in support of the Community Involvement component. Member employees will be asked to volunteer in schools as guest speakers, tutors, mentors and organizers of site-specific projects. The Chamber will work with its educational partners to build three-way communication channels between school, home and community that are effective, reliable and informative for all stakeholders. Additionally, the Chamber and its members will be asked to help identify monetary resources to off-set the educational expenses for those students who "opt" into Early College. Ultimately, this effort will not only increase the high school and college completion rates, it will assist in building the state's economic base and curtail the loss of new employers and new job creation in Georgia by creating a credentialed, skilled and enthusiastic workforce pool for 21st Century jobs.

LESSONS LEARNED SUMMARY

✓ GPC recognizes the need to develop and commit to project initiatives that are ambitious, yet more realistic in supporting the "game-changing" concept in order to yield the greatest impact on student success.

✓ GPC recognizes the importance of developing strategies to support data collection and evaluation of effectiveness for project initiatives during the planning and development phase. This will ensure that appropriate consideration is given to data analysis needs, collection/methodology and reporting.

✓ GPC recognizes the need to assist stakeholders within the college who manage the various project initiatives supporting the CCG Plan to clearly understand and align their related strategies and outcomes in the context of retention, progression, and graduation metrics. This fundamental concept is necessary in order to appropriately allocate and leverage resources from other closely related project initiatives.

✓ With the support of GPC leadership, the college is moving towards embracing intrusive advising as a college-wide responsibility, incorporating academics, support staff and student affairs units in addition to the professional advising staff. This helped to maximize the use of staffing resources and better ensure that more students were able to receive advising. Students experienced a greater range of support across the service units. The implementation of 18 and 36 credit hour holds ensured that students had touch-points with college advisors to discuss strategies to reduce time-to-degree, and graduation and transfer goals. Students better understand their own responsibility for successful completion of programs. Advisors are able to take advising out of the office and go where the students are: in the classrooms, hallways, computer labs, and in using technology.

✓ A lesson learned from the early alert process is that students do not respond to emailing. It is necessary to reach out in other ways: phone calls, visiting classrooms, and by using periodic holds placed on their accounts. Advisors need to cover multiple topics when students come for office appointments. Additionally, not all faculty members readily provide reports, so it is necessary to push or follow up with them as well.

Complete College Georgia Update

Georgia Regents University has worked diligently over the past year to critically evaluate, debate, and understand its roles and responsibilities to our local, state, and national communities. As a nascent university formed in the last eight months from the consolidation of Augusta State University and Georgia Health Sciences University, our roles and responsibilities are still in the process of being developed by Georgia Regents University's faculty, staff, and students. One responsibility we have immediately rallied behind is the improvement of the undergraduate education experience as it relates to the retention, progression, and graduation of our students.

To achieve this overall improvement in the undergraduate educational experience, Georgia Regents University endorsed four thematic goals:

1. **Maintain and improve access**,
2. **Transform remediation**,
3. **Restructure instructional delivery**, and
4. **Improve the time to degree completion**.

GRU has undertaken several initiatives that did not exist in our previous institutions to achieve these four thematic goals. Five pages are inadequate to explain the massive transformation that is taking place; the information presented in this document only briefly introduces the initiatives and our accomplishments in these areas to date. Committed to using data to measure accountability, for each tactic we have set threshold, target, and high performance metrics. Appendix A shows the goals and tactics with color indications on where we are in meeting these metrics.

High School Advisory Board (Goal 1)

GRU seeks to increase the number of dual and joint enrolled students with the formation of a High School Advisory Board, comprised of local area high school guidance counselors and the GRU Director of Academic Admissions. We began this initiative in 2012 and saw an increase from 56 students in the fall 2011 to 83 in fall 2012. For fall 2013, we maintained our increase from the prior year with a total of 82 dual and joint enrolled students. In addition to our work with local high schools, we are actively working with home school parents to increase the number of dual enrolled home-schooled students at GRU.

One of our representatives, Ms. Catherine Stapleton, was the High School Counselor of the Year for the Region. Ms. Stapleton participated in the CCG Summit and will continue to participate in our CCG activities to help GRU strengthen partnerships with our local area high schools.

Augusta Gateway Program (Goal 1)

Access for students in our local community remains a top priority. In fall 2013, the newly instituted Augusta Gateway Program enrolled 7 students who did not meet admission standards of USG research institutions but have a freshman index of at least 1940. The Augusta Gateway Program will provide these students with unique educational opportunities such as block scheduling and professional advisement to earn an associate's level degree before progressing to their third and fourth year.

East Georgia State College Partnership (Goal 1)

To further provide access, Georgia Regents University signed a formal memorandum of understanding with East Georgia State College for admission of less-prepared local students. An initial cohort of 95 students began taking classes as East Georgia students on the GRU Summerville campus this fall. Upon successful completion of 30 hours of college credit, these students will be able to transfer to Georgia Regents. This partnership provides two major benefits. The first is an opportunity to live at home, which saves money. The second is the ease of transition because students are already familiar with the GRU campus environment.

Military Resource Center and Outreach (Goal 1)

Many of our active duty military, veterans, and their families have specialized needs that must be met in order for them to successfully obtain a degree. With one of the largest military posts adjacent to our city, one of our largest potential student populations is active duty military, veterans, and their dependents. To help this population reach graduation, the Office of Military and Veterans Services formed a dedicated Military Resource Center. The facility will provide a one-stop service shop, which will include a lounge, group study room, and tutoring room designed to meet their special needs.

Additional administrative measures are being put in place to help target our military population. This includes a strategic communications plan currently in the works with the help of a marketing research analyst to provide targeted outreach to these individuals, a specialized recruitment initiatives at the Warriors Transition Battalion, Veteran's Transition Center, National Guard Armories, education fairs sponsored by Ft. Gordon, and various community events, and a VET 2 VET Peer Mentoring Program to be piloted and launched in fall 2013.

GRU still anticipates the expansion of its services to offer face-to-face courses at Ft. Gordon. We have received the results from the Ft. Gordon Educational Needs Assessment and are eagerly waiting to learn if we will be invited to open an office in the Education Services Division on the Fort.

Office of Faculty Development (Goals 2 and 3)

In July 2013, GRU created a new position, Director of Faculty Development. One major goal for this position is to work with representatives from departments that teach in the core curriculum to develop a plan for faculty training in course design and alternative delivery models that promote and lead to increased student success in these core courses. This initiative is under way.

One such example of new course design and alternative delivery models is a "stretched" model of mathematics instruction. During the 2012-2013 academic year, we piloted a stretched Math 1111 (College Algebra) class targeting learning support students who would have placed traditionally in MATH 0099 (Developmental Mathematics III). The three-hour course met five hours a week, integrating necessary remediation "just in time" as needed. Results showed that 67% of the students in the stretched course received a grade of "C" or better in comparison to 51.5% of students in the non-stretch class taught by the same professor. Further, when students' progress was tracked into the next progressively higher math class taken, both classes showed approximately equal rates of success. Based on the success of this course presentation model, GRU increased our offering of stretched MATH 1111 (College Algebra) classes to 3 sections in fall 2013 with additional sections in the spring 2014. Based on the success of the math pilot GRU has expanded the concept stretched model to include ENGL 1101 (College Composition I) in 2 sections this fall. MATH 1111 and ENGL 1101 were specifically targeted because of their low success rates. Other core courses will be added as we continue to study student success rates.

In addition to course design training and alternative model development, the Office of Faculty Development has created four facilitated faculty learning communities which address issues related to innovative teaching methods and ways of assessing student learning. The Office of Faculty Development will also develop a peer review of teaching effectiveness training program through the Center for Teaching and Learning. One goal this year is to create a proposal for the development and implementation of a peer review program by the 2015-2016 academic year. The Center for Teaching and Learning will also provide a catalog of development opportunities to part-time faculty to encourage them to improve their instructional delivery. We have focused on the needs of part-time faculty as they comprise many of the educators who engage with our first- and second-year undergraduate students. All of these initiatives are focused on the sole aim of refining instructional delivery that enhances student performance and progression to graduation.

4 Years 4 U and Professional Advising (Goal 4)

An analysis of first-time, full-time freshmen for the three years prior to consolidation revealed the vast majority of student course load centered on either 10 credit hours or less or 12 credit hours. To decrease the time to degree completion, we created the signature line "4 Years 4 U" and developed a broad scope marketing campaign promoting the values of less student debt and sooner employment, inclusive of encouraging each student to sign a pledge to complete their matriculation within four years (see Appendix B). Further, 2,131 undergraduate students enrolled in at least 15 hours for fall 2013 compared to 1,264 undergraduate students in fall 2012, representing a 69% increase.

The success of enrolled GRU first-time, full-time freshmen becomes a multidisciplinary academic and student affairs effort inclusive of a re-engineered intrusive advising program. This advising program will utilize Grades First, Degree Works, and the Student Success Collaborative from the Education Advisory Board to support a cadre of professional advisors to manage undeclared students and those declared up to 60 credit hours. At the 60 credit hour milestone, students will transition to the collective responsibility of the declared major department/program faculty and advising team. Prior to declaration of a major, the professional advisors coupled with the career services team will guide the student to the declaration as aligned with career interests and validated against predictive analyses of success measures for a particular degree pathway.

To further ensure successful completion within a six-year window, the Completion Promise Award, supported by a Presidential Fund allocation of $50,000, was established. These awards will offer students the ability to complete the critical last few courses or semesters should they become challenged financially and otherwise unable to finish their matriculation in a timely manner.

Withdrawal Limit Policy (Goal 4)

Realizing that frequent class withdrawals were part of the undergraduate culture at our former institution, GRU has instituted the Withdrawal Limit Policy, which caps withdrawals to five during a student's undergraduate career. Beginning in fall 2013, any withdrawals past these five will result in an automatic WF for undergraduate students. Coupled with the 4 Years 4 U campaign and the design of a graduation plan, the withdrawal limit policy will help students critically evaluate their course schedule and planned progression through courses before making the decision to withdraw from a course, thus keeping them on track to graduate in four years.

Office of First and Second Year Experiences (Goal 4)

For the first time, GRU has an Office of First- and Second-Year Experiences and a dedicated director to help develop programs that target the different needs of our various student populations. Programs will specifically target students in their first and second year of college,

where attrition is highest. GRU reached out to the University of South Carolina's National Resource Center on the First Year Experience and Students in Transition to conduct an all-day seminar on *Integrated, Intentional and Effective First Year Experience* programs and *Appreciative Advising*. As the foremost experts on first-year students, the Center provides an excellent resource moving forward to ensure we provide high caliber programs and appropriate level of advising to incoming students.

As part of inaugural first-year experiences, Convocation for first-year students was reinvigorated for fall 2013, with a follow-up "Freshman 101" the first week of classes. The convocation and its associated series of events are intended to start our students off on the firmest foundation possible by setting an academic tone and expectation for their college years. The intentional development of second-year experiences will form a continuum to help students successfully progress through their first two years at Georgia Regents University.

Academic Enrichment (Goals 1 and 4)

GRU is actively developing our academic enrichment areas – Honors Program, Study Abroad, and the Center for Undergraduate Research and Scholarship. While perhaps not traditionally seen as important to retention, progression, and graduation, our academic enrichment program is intended is to provide students with prospects that excite them about their college experience and help keep them enrolled. We have brought these diverse units under a single area to engender collaboration and provide more opportunities for our students who typically would not know to seek out such prospects. The Honors Program and the Center for Undergraduate Research and Scholarship (CURS) are now housed together in a prominent campus location to build synergies with the Study Abroad program housed in an adjacent building. Examples of collaboration include the fall 2012 Showcase of Student Success presented by students and representatives from each of these three areas with the intent of broadcasting past student achievement to students, faculty, and staff. CURS sponsored its inaugural Summer Scholars Program, which supports undergraduate research at both the Summerville and Health Sciences campuses. The program had 11 faculty and 21 students participate. As another collaborative example, working with the director of FYE, study abroad will provide a dedicated first-year experience in Costa Rica during spring break 2014 to help students acclimate and adjust to the rest of their collegiate career.

Data Initiatives

We realized very early in the development of the Complete College Georgia plan for Georgia Regents University that we needed to be very specific about the measures and metrics that would be used to monitor progress of achieving our initiatives. GRU has managed to gather and analyze data related to our retention, progression, and graduation initiatives, even with constraints placed on us during the consolidation process. These baseline metrics are listed in Appendix A. Over the next few months, our information systems will be further integrated to provide increased analytic capabilities. We anticipate a fully integrated and stabilized analytics environment no later than October 2013 in time for the USG Census 1 reporting deadline.

Understanding the importance of gathering student data to help us to continually define, evaluate, and modify the academic and co-curricular experiences we provide to improve retention, progression, and graduation, GRU also elected to participate in three of the Higher Education Research Institute's Consortium for Institutional Research Program surveys beginning in fall 2013 to identify needs of our changing student population to help engage them throughout their undergraduate education. The direct linkage between this survey and retention, progression, and

graduation is the ability to look at non-cognitive factors that affect student success for our incoming students and to help create or adjust programs that keep them engaged in college.

In all situations, the Office of Institutional Effectiveness provides leadership and support in creating the tools, both qualitative and quantitative, and reports necessary to help academic leaders make appropriate decisions.

Corporate Partnerships

Ms. Charlene Sizemore, a very active local businesswoman and previous member of the Georgia Chamber of Commerce, has partnered with GRU. Other existing partners are GoldMech, Savannah River National Laboratories, Plant Vogtle, and Phillips Healthcare. Stronger partnerships with employers are in the development stages for many of our local employers. Leadership for these partnerships will come from Shawn Vincent in the Office of Strategic Partnerships and Affiliations and Cedric Johnson in the Office of Community Affairs. We will continue to develop partnerships within our own Georgia Regents Health System and local health providers such as University Hospital, Doctors Hospital, and Walton Rehabilitation.

Lessons Learned

GRU firmly believes that all of the initiatives outlined above, plus our progress toward centralized data reporting, are game changers. To effectively achieve any of these game changers has required the involvement of a broad array of units and individuals. Because of the scope and scale of reimaging, changing, and building these initiatives, it is imperative that institutions allocate adequate time for planning an initiative such as CCG.

Georgia Regents will continue to engage more faculty and support services units as we continue to develop programs and processes necessary to achieve needed results. Additionally, understanding the longitudinal data and analyzing trends for the institution, state, and nation is crucial to gain a holistic perspective on the issues of retention, progression, and graduation. This comes at a time of mass disruption in higher education systems and an explosion of data on student success in college.

One of the greatest lessons learned is that rather than thinking in terms of percentages and cohorts we really need to examine and work with every student individually. Another lesson is that we should include students in any change that might affect their educational success. As an example of this, a student focus group concluded that block scheduling for core courses would be quite popular with students, when administrators thought students would want more flexibility. Thus, having a student perspective is integral to achieve success in initiatives like Complete College Georgia.

Finally, consolidation provided two major opportunities. The consolidation with Georgia Health Sciences brought a larger pool of committed thinkers to examine the problem in novel ways and create solutions to improve retention, progression, and graduation. Increased administrative support also allowed for an accelerated rate of change, allowing for faster development and implementation of the initiatives outlined above. Given our histories, the new initiatives that have come from the new consolidated culture are game changers for Georgia Regents University.

Goal 1: MAINTAIN AND IMPROVE ACCESS

			Year	Threshold	Target	High Performance	Overall Status
1.1	Expand partnership with K-12 by targeting high school students capable of success to increase the number of dual and joint enrolled students	# of students participating in dual enrollment	AY12-13	Baseline year (83 students)			✓
			AY13-14	8% Increase over AY12-13	10% Increase over AY12-13	12% Increase over AY12-13	
			AY14-15	+6%	+8%	+10%	
			AY15-16	+4%	+6%	+8%	
1.2	Create a two year program for identified freshman who do not qualify for regular admission	# of students in the Access Program who are making adequate (16 hrs/semester with 2.0 GPA or higher) academic progress year over year	AY13-14	Baseline year (Freshman Index >=1940 - 2040)			✓
				N/A	N/A	N/A	
			AY14-15	1st year (Freshman Index >=1940 - 2140)			
				+10%	+12%	+15%	
			AY15-16	2nd year (Freshman Index >=1940 - 2240)			
				+5%	+5%	+5%	
1.3	Initiate planning with East Georgia State College to provide August-based enrollment opportunities for students who do not qualify to be admitted as regular freshman to Georgia Regents University of the Augusta Gateway Program	Project Status Reports will track each deliverable necessary to acomplish admitting the first class by Fall '13	Jan '13	Memorandum of Agreement Completed; BOR & SACs Sub Change Submitted			**Complete**
			July '13	Implmentation Plan Completed; Marketing Plan Initiated			
			Fall '13	First class Admitted to East Georgia			
1.4	Increase access and success for active duty military, veterans, and their families by creating a support services unit	# of students who complete the application process, are accepted, and enroll who have or have had an affiliation with the military	AY12-13	Baseline year (505 receiving VA benefits)			!
			AY13-14	4% Increase over AY12-13	6% Increase over AY12-13	12% Increase over AY12-13	
			AY14-15	4%	6%	8%	
			AY15-16	+4%	+6%	+8%	
		Pass rate of courses taken by active duty military, veterans, and their families	AY12-13	Baseline year (76%)			
			AY13-14	4% Increase over AY12-13	6% Increase over AY12-13	8% Increase over AY12-13	
			AY14-15	+4%	+6%	+8%	
			AY15-16	+4%	+6%	+8%	
		Graduation Rate of active duty military, veterans, and their families		Baseline year (10% graduation rate, fall 2007 cohort)			
			AY13-14	Establish BANNER codes and identify appropriate cohorts			
			AY14-15	Establish baseline for cohorts and begin tracking			
			AY15-16	Measure and evaluate cohorts			
1.5	Increase new and pledged dollars for need-based undergraduate scholarships to attract and retain qualified underrepresented student populations, in addition to our commitment to matching the state's need-based scholarship, REACH(Realizing Education Achievement Can Happen)	Amount of new and pledged dollars for need based undergraduate scholarships	AY12-13	Baseline year ($10,301)			!
			AY13-14	+25% Increase over AY12-13	+45% Increase over AY12-13	+67% Increase over AY12-13	
			AY14-15	+35%	+45%	+55%	
			AY15-16	30%	+35%	+40%	

GOAL 2: TRANSFORM REMEDIATION

			Year	Threshold	Target	High Performance	Overall Status
2.1	**Create and implement "flipped" and "stretched" models of mathematics instruction**	# of "stretch" Math 1111 courses	AY13-14	1	3	5	✓
			AY14-15	3	5	7	
			AY15-16	5	7	9	
		Success rate of students in innovative Math 1111 courses	AY13-14	No Change	Change @ p < .10	Change @ p < .05	
			AY14-15	No Change	Change @ p < .10	Change @ p < .05	
			AY15-16	No Change	Change @ p < .10	Change @ p < .05	
		Success rate of students in higher level math courses	AY13-14	No Change	Change @ p < .10	Change @ p < .05	
			AY14-15	No Change	Change @ p < .10	Change @ p < .05	
			AY15-16	No Change	Change @ p < .10	Change @ p < .05	

GOAL 3: RESTRUCTURE INSTRUCTIONAL DELIVERY

			Year	Threshold	Target	High Performance	Overall Status
3.1	**Leverage the Center for Teaching and Learning to assist faculty in developing new instructional methods, including differentiated instruction**	# of learning communities or number of training opportunities	AY13-14	1	2	3	✓
			AY14-15	2	3	4	
			AY15-16	3	4	5	
3.2	**Provide grants to faculty for development opportunities to focus on new instructional methods, including differentiated instruction**	# of grants provided	AY13-14	3 grants/summer	4 grants/summer	5 grants/summer	✓
			AY14-15	3 grants/summer	4 grants/summer	5 grants/summer	
			AY15-16	3 grants/summer	4 grants/summer	5 grants/summer	
		# of presentations created from grants	AY13-14	3 presentations	4 presentations	5 presentations	
			AY14-15	3 presentations	4 presentations	5 presentations	
			AY15-16	3 presentations	4 presentations	5 presentations	
		Rate of students above DFW in gateway courses with faculty who received grants and participated in presentations	AY13-14	No Change	Change @ p < .10	Change @ p < .05	
			AY14-15	No Change	Change @ p < .10	Change @ p < .05	
			AY15-16	No Change	Change @ p < .10	Change @ p < .05	

GOAL 4: IMPROVE TIME TO DEGREE COMPLETION

			Year	Threshold	Target	High Performance	Overall Status
4.1	Update policies that are barriers to college completion	Policies updated	Sept. '12	Established committees to review all applicable new university policies			**Complete**
			Feb. '13	Recommended revisions and amendments to applicable policies to BOR			
			July '13	All applicable policies revised and published			
4.2	Increase students usage of academic student support services	Student participation	AY13-14	Baseline Year			✓
			AY14-15	+5%	+10%	+15%	
			AY15-16	+5%	+10%	+15%	
		Student performance	AY13-14	Baseline Year			
			AY14-15	No Change	Change @ p < .10	Change @ p < .05	
			AY15-16	No Change	Change @ p < .10	Change @ p < .05	
4.3	Expand on First Year Experiences (FYE) opportunities	# of opportunities for first-year students	AY13-14	Baseline Year			✓
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		Student participation	AY13-14	Baseline Year			
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
4.4	Increase advance instruction opportunities (e.g. study abroad, undergraduate research and honor program)	# of students involved in undergraduate research	AY12-13	Baseline year (142 undergraduate students)			✓
			AY13-14	8%	10%	12%	
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		# of students involved in study abroad and study away	AY12-13	Baseline year (174 undergraduate students)			
			AY13-14	8%	10%	12%	
			AY14-15	6%	8%	10%	
			AY15-16	4%	6%	8%	
		# of students involved in honors program	AY12-13	Baseline year (116 undergraduate students)			
			AY13-14	1%	3%	5%	
			AY14-15	1%	3%	5%	
			AY15-16	1%	3%	5%	
4.5	Incent undergraduate students to enroll in a greater number of credit hours per semester	% of new undergraduate students enrolled in at least 15 credit hours at the end of the drop/add period	AY12-13	Baseline year (79 undergraduate students)			✓
			AY13-14	20%	25%	30%	
			AY14-15	25%	30%	35%	
			AY15-16	30%	35%	40%	
4.6	Incrementally increase Freshman Index for regular freshman admissions each year to achieve R1 standards by Fall 2018	Criterion: Freshman Index	AY13-14	2040			✓
			AY14-15	2140			
			AY15-16	2240			

GRU
GEORGIA REGENTS UNIVERSITY
A U G U S T A

4 YEARS U Pledge Form

Student Information (please print or type)

Name

Student ID#

Best Phone #

Campus Email

Pledge Information

I commit as a new, first year student to GRU to work with my academic advisor to do the following to commit to complete my undergraduate degree at GRU in 4 years – <u>Class of 2017!</u>

☐ **Register for 15 credit hours each fall/spring term or 30 credit hours per academic year** to ensure a timely path towards completing my degree in 4 years

☐ **Meet with my academic advisor at least once per term** to review my academic goals, discuss my plans and assess my degree to completion progress towards my 4 year plan

☐ **I understand my academics must be a priority in achieving my degree.** As a result, I will do my best to be proactive in seeking assistance if needed and consult my academic advisor for guidance to resources that may be appropriate

☐ **Check my GRU email at least 3 times a week**, knowing this is the formal means of communication to me by faculty, administration and staff regarding important deadlines and programs that can assist in my success

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Signature(s)   Date

Academic Advisement Center – University Hall – Second Floor – 706-731-7979 – www.gru.edu/advising

Georgia Southern University utilizes an active, 34-member, Complete College Georgia Team that is responsible for implementation of the 2012 Complete College Georgia Plan. This team meets monthly as a whole and more frequently in subgroups. Each team is responsible for implementing goals and collecting and analyzing data related to their goals. To date, there have been no significant deviations from the original goals and strategies captured in the 2012 Plan.

Updates, Progress, and Future Work

Goal 1

Georgia Southern articulated four goals in its plan along with partnerships and restructuring instructional delivery. The first goal strives to maintain the forward progress achieved with the institution's first-year students, ensuring that strategies in place continue to be effective in first-year student retention and progression. (See Appendix I) Much of the past year has been focused on intensifying professional advising efforts geared towards early and more intrusive interventions. A study of the benefits of Noel-Levitz's tools like the College Student Inventory™ was conducted. Georgia Southern's College of Business Administration Student Services Center piloted the College Student Inventory (CSI) for the past two years (during freshman orientation 2011 and 2012). In 2012-2013, the pilot program was expanded to the College of Science and Mathematics incoming students. The CSI identifies areas of strengths and weaknesses for incoming students as well as their dispositions towards learning. Information gleaned from the survey helps inform the type of intervention needed by advisors to motivate students to succeed.

Efforts are currently underway to analyze CSI data collected in greater detail. Preliminary findings suggest that the Inventory is identifying at-risk students earlier in their academic career which allows for advisor intervention sooner. For instance, in fall 2010, 121 College of Business Administration (COBA) majors ended the semester in academic difficulty (GPA below 2.0), representing 27% of the freshman class. Following implementation of the CSI in fall 2011, 72 majors ended the semester in academic difficulty, representing 19.3% of the freshman class—a -7.7 percentage point difference. The College of Science and Mathematics (COSM) experienced similar results. Prior to survey administration (fall 2011), 115 students earned a GPA of less 2.0 or 22% of the freshman class. After survey administration (fall 2012), 55 COSM majors had GPAs below 2.0 or 15.3% of the freshman class—a -6.7 percentage point difference. Efforts are now underway to determine what, if any, connection exists between the CSI and freshman to sophomore retention. Evidence of improved retention may argue for expanding survey implementation to all college advisement centers. (See Appendix II)

For 2013-2014, Georgia Southern will expand the CSI administration to include undeclared students as well as those of all majors participating in the University's Eagle Incentive Program (a summer provisional-admission program). Approximately, 1,900 students will be part of this expanded pilot, comprising about 54% of Georgia Southern's incoming class. Based on findings from the COBA and COSM administrations, intervention efforts will focus on using Noel-Levitz's "predicted academic difficulty" score which proved to be a particularly strong indicator.

The University is also piloting additional Noel-Levitz instruments. In 2012-2013, 237 COSM and COBA students took the Mid-Year Student Assessment™, which is a follow-up post-test to the CSI and identifies changes in students' needs at the mid-point of their freshman year. COSM piloted the Second-Year Student Assessment™ with 147 at-risk students. In both cases, advisement centers are now parsing the data and looking for the most effective way to intervene with those students who are most at-risk. If these surveys prove effective in assisting advisors, the University may extend their administration to the other college advisement centers or to students who meet certain at-risk designations.

Goal 2

Goal 2 aims to continue to assess strategies to guide an increase in the overall sophomore retention rate from 64/66% to 69%. Goal 2 efforts have focused in two areas. The first is studying the impact on second

year retention of students who connect with their major (take courses) in their sophomore year rather than waiting until the junior year. Ten majors have been identified that range from lock-step Area F majors to majors that allow a wide range of student choice under Area F. The College of Education (COE) is also tracking Pre-Professional Block students and their rates of persistence to ascertain the impact of early attachment to the major on retention. If the findings suggest a positive impact on retention, then curricular modifications will be explored that may facilitate student enrollment in major courses during their sophomore year.

A second focus under Goal 2 has been to explore data on student learning outcomes for courses utilizing supplemental instruction to determine whether supplemental instruction should be expanded to other areas/courses. In both areas, data is being collected and will be analyzed over summer 2013.

Goal 3
Goal 3 focuses on shortening time to degree by addressing inhibiting factors, getting students to enroll for full semester loads, and continuing to promote summer enrollment. Perhaps the greatest inhibitor to enrolling students for 15 credit hours per semester is the Board of Regents tuition policy that defines the full-time rate as 12 credit hours per semester. Georgia Southern University continues to advocate strongly for a change in this policy to redefine full-time for tuition purposes as a 15 credit hour load each semester. Additional work conducted this past year under Goal 3 includes examining average credit hours taken by semester disaggregated by college, department, major, classification, etc. to look for trends; surveying students on why they are not enrolling in 15 credit hours per semester; reviewing the senior curriculum to ascertain how many programs require internships or other experiences that limit the total number of credit hours a student can take for that semester; identifying bottleneck courses (e.g., high intensity courses, or high demand courses); revising the injection page (on MyGeorgiaSouthern) to communicate to students the tangible benefits of enrolling in 15 credit hours per semester; and studying early registration models at the University of Miami (Ohio) and other aspirant universities to see how the registration process might be optimized.

Work has also involved promoting summer school enrollment better. The main inhibiting factor to summer school enrollment is lack of financial aid, especially with the recent changes to Pell Grants. During 2012-2013, the Department of Human Resources promoted summer student campus employment to help counteract these changes in financial aid. Over 400 students attended a hiring fair with approximately 160 receiving jobs for the summer and many jobs for the 2013 Fall Semester. An additional summer fair was held for Eagle Dining Services. Over 275 attended that event with 215 students hired. Those departments that were represented at the fairs were able to interview and immediately hire student workers without having to advertise their positions on line. Other efforts undertaken or explored focused on enhancing intervention efforts with students, using more urgent language on the need to maintain a full load and/or take summer classes; increasing technological efficiencies and online courses so that students could return home over the summer while still enrolled in Georgia Southern classes (over 300 fully online courses were offered for Summer 2013); better assessing student summer course needs and course availability, including imposing a deadline of when courses will be canceled due to low enrollment to provide a more stable schedule of classes; strictly adhering to a four-year plan of study that includes summer school; and marketing summer school in fall semester instead of waiting until spring. Summer enrollments rose from -14% to under -1% following these efforts. (See Appendix III)

Multiple campus-wide studies continue to investigate the reasons students take six versus four years to graduate. Efforts to shorten the time to degree by addressing those students who are not graduating within six years ranged from strengthening orientation messages on taking a full load, utilizing summer classes, and expanding study abroad opportunities to improving the early alert system program for freshmen and expanding intrusive interventions for students who receive U grades. Discussion has

included expanding the early alert program to sophomores. DegreeWorks and other comprehensive advisement tools are actively being promoted to students to help them stay on track for degree completion. Other efforts include expanding articulation agreements with technical and two-year institutions and reviewing curricula for ease in transferability between programs of study.

Goal 4

Goal 4 evaluates programming to support student success, inventories all efforts, and builds upon Georgia Southern's culture where students are engaged at multiple levels through intentional delivery of in-and out-of-class engagement opportunities. The focus of this goal has been on investigating high-impact activities: (1) first-year experiences; (2) common intellectual experiences; (3) learning communities; (4) writing-intensive courses; (5) collaborative assignments and projects; (6) undergraduate research; (7) diversity/global learning; (8) service or community-based learning; (9) internships, and (10) capstones (Kuh, 2008). During 2012-2013, a comprehensive campus inventory of student engagement was developed and data gathered on the impact of the aforementioned activities. Over summer 2013, the data will be analyzed to determine the impact of the programs on retention, progression, and graduation (RPG). Pending this analysis, priorities will be identified based upon their maximum impact on RPG.

Partnerships with P-12 to Improve College Readiness

Through the College of Education, Georgia Southern University has always maintained an active partnership with the local/regional P-12 community. Most recently, this partnership has been strengthened at the university level through the participation of the Provost and Vice President of Academic Affairs, along with over 25 Georgia Southern faculty from multiple Colleges, in a newly launched Bulloch County Board of Education strategic planning initiative. Working with the University's P-12 partners, a comprehensive campus inventory of current collaborative activities has been developed and efforts are now underway to develop a clearinghouse for these partnerships in order to eliminate redundancies and better connect efforts with P-12 goals. Georgia Southern faculty have begun teaching and research collaboratives with P-12 faculty, many now engaged in providing on-site courses for P-12 faculty, actively teaching STEM instructional units in P-12 classrooms, and providing intervention in at-risk or underperforming P-12 schools. An exemplar of partnerships between Georgia Southern University and local educational agencies is evidenced in university faculty who are providing professional development for teachers to improve student achievement. Faculty engage in professional development activities with local educational agencies to improve the interactions between teachers and students with the goal of increasing critical engagement in the classroom. Training teachers in Positive Behavior Interventions and Supports to improve school climate and student achievement, faculty have worked with more than 20 Georgia school districts, including Atlanta Public Schools, Appling, Bacon, Bibb, Bulloch, Candler, Camden, Clinch, Columbia, Fulton, Houston, Jeff Davis, Fulton, Lamar, Liberty, McIntosh, Muscogee, Putnam, Richmond, Screven, Tattnall, Toombs, Vidalia, Ware and Wilkes counties. Leading these initiatives, Dr. Eric Landers, a College of Education faculty member, has conducted special projects to help districts and schools address specific issues related to student achievement and retention. For example, he has worked with Bacon County School District over the past three years to address disproportionate disciplinary practices with minority students. Since working with Dr. Landers, Bacon County has reduced disproportionality and increased student engagement and achievement in the district.

Improving Access and Restructuring Instructional Delivery

To improve access and restructuring instructional delivery, Georgia Southern has actively worked with advisors to support predictive modeling efforts and improve communication plans with at-risk students. Suggestions for future improvements include addressing bottleneck areas like the COMPASS exam; expanding articulation agreements with two-year feeder institutions; offering learning support communities for students who reside off campus; exploring the use of supplemental MOOCS and "flipped classrooms" where students receive the lecture and/or notes outside of class and spend class time in application of knowledge; and creating additional direct links in Folio for student success support

centers. During 2013-2014, the Online BGS program will pilot D2L Analytics to determine what useful data can be gathered on class delivery modalities and analyzed for patterns.

In support of its CCG Plan, Georgia Southern University submitted a University System of Georgia (USG) Incubator RFP to develop an Eagle Incentive Program Transitions (FYE 1200) course. Historically, students who participate in Georgia Southern's Eagle Incentive Program (EIP), a summer provisional-admission program, have considerably lower fall term GPAs than they do in the summer. This "fall crash" contributes to EIP students' losing the HOPE scholarship at significantly larger rates than their fall-admit counterparts and adversely affects their retention. The RFP proposed a summer-to-fall transition course in which all EIP students would be placed. The curriculum for the transition course, FYE 1200 (0 credit hours): EIP Transitions, would be constructed around Vincent Tinto's student0 departure theory and would help students (1) perform better academically in their first full semester; (2) maintain the HOPE scholarship if they enter with it; and (3) persist and graduate at higher levels. Although not funded, the University is exploring ways to implement this program in the future. (See Appendix IV)

Additionally, the University hired 15 new academic advisors, one advisement coordinator (for the Allen E. Paulson College of Engineering and Information Technology advisement center), and six new intervention advisors with responsibility for intervening solely with at-risk students. These appointments included appointments in all college advisement centers. Additionally, Georgia Southern is transitioning (2013-2014 will be the transition year) to a model of advisement where all routine advisement (e.g., developing student's schedules, assigning RAN numbers, clearing for degrees) will be conducted by the professional advisement staff located in each college's advisement center for all classifications of students (i.e., freshmen through seniors). Data from the study of our freshman NSSE (National Study of Student Engagement) results indicated a significant improvement in student reports of the quality of academic advisement among freshmen in areas where this model has already been implemented. (See Appendix V) This model will free up faculty time, thus allow them to serve as mentors to students, provide intervention to students needing additional assistance in their major courses, help students make the most of their majors, and assist students in making career decisions.

Partnerships

Georgia Southern continues to expand its impact on the local region. Prior to, and following, the Summit 2013, Georgia Southern has been actively engaged in regional educational outreach activities through our associations and, work with, entities such as the Bulloch County Board of Education, Chandler County Board of Education, and Chatham County Board of Education which were discussed earlier. Economic development partnerships with Bulloch County and the City of Statesboro Governments, Bulloch County Chamber of Commerce and Development Authority, and the Downtown Statesboro Economic Development Authority have also been developed to address the economic development needs of the local and surrounding region. The Georgia Southern University's Small Business Development Center (SBDC), housed in the College of Business Administration, has developed partnerships with for-profit businesses in a 13-county area surrounding Statesboro including Bulloch, Liberty, Candler, Screven, Emanuel, Tattnall, Evans, Toombs, Jenkins, Montgomery, Effingham, Chatham and Bryan counties. The SBDC, now an essential resource for small businesses, builds on the faculty's practical experience and educational expertise to address the challenges faced by local and regional entrepreneurs. As part of The Georgia Small Business Development Center Network, the SBDC is one of seventeen offices located throughout the state and works in partnership with the U.S. Small Business Administration and six other universities and colleges to provide business consulting and continuing education opportunities to Georgia's entrepreneurs. Georgia Southern's Herty Advanced Materials Development Center has initiated partnerships, especially with the significant manufacturing cluster growing between Statesboro and the coast. Herty partnerships, under the umbrella of Georgia Southern, has helped the University

become a driving force in accelerating the region's future economic development for the City of Savannah and Chatham County, the Savannah Economic Development Authority, World Trade Center Savannah, and Savannah Ports Authority. Academic partnerships with Ogeechee Area Technical College, Savannah State College, and Armstrong Atlantic State University have resulted in articulation agreements creating efficient pathways for students to pursue advanced education in areas such as logistics and engineering. Through these associations, Georgia Southern has expanded programming and transfer agreements designed to increase the footprint of the University in preparing the workforce for regional needs. Additionally, continuing education outreach, expanded academic programming, and student placements in internships and coops have been designed to address the regional economic development workforce needs. As only one example, graduates of the geography program will meet the current and future demand for geospatial professionals at the state level and expand workforce opportunities in southeast Georgia by creating a core of geospatial professionals with auxiliary skills in biology, climatology, demographics, economics, hazard assessment, logistics, marketing, planning, and resource management. This core of technically competent and disciplinarily focused graduates will generate ideas, drive innovation, and attract infrastructure to the region, creating a hub of geospatial expertise that will satisfy workforce demands from established business/agencies/municipalities and attract new businesses and entrepreneurs to the region.

Key Observations and Evidence
Georgia Southern uses a Data Warehouse (DW), Decision Support System (DSS), DegreeWorks, and specific reports in our campus toolset (Crystal Business Objects, ColdFusion web tables) as campus specific resources to monitor indicators of success. Additionally, we utilize NCES-IPEDS, NCHEMS, WICHE, and the National Student Clearinghouse as external data sources to broader our perspective and allow us to examine benchmarks for our various goals on retention and graduation. All of these systems are directed by the Office of Strategic Research and Analysis which provides ongoing and custom analysis of data used to monitor our successful goal efforts. Georgia Southern continues to monitor retention and graduation rates, progression rates (particularly of at-risk populations), program effectiveness (as demonstrated through Comprehensive Program Reviews and College/Department Annual Reports), Advising Center tools (i.e., Noel-Levitz College Student Inventory), degree completion progress (DegreeWorks), academic course completion rates, and data related to enrollment patterns and intrusive advising strategies to assess progress on our Complete College Georgia goals. It should be noted that Blackboard Analytics software is under development to further enhance opportunities to mine data relating to campus initiatives and to allow for daily tracking of key dashboard elements.

Examples of tracking and analytic efforts to date include a recent study of First Generation students to inform and guide discussions to understand this population at Georgia Southern. It was discovered that non-first generation students represented three-fourths of the IPEDS freshmen cohort in Fall 2011, increasing by 76% between Fall 2002 to 2011. First year retention rates were generally comparable for both first generation and non-first generation groups; ranging from 77% to 80% for first generation freshmen and 78% to 83% for non-first generation freshmen cohorts in that time period.

In another example of specific monitoring metrics, Georgia Southern has used the National Student Clearinghouse (NSC) data to extend our understandings and analysis of graduation rates. Recent findings indicate that our Fall 2005 IPEDS first-time freshman cohort graduated at 59% (i.e., 47% graduated from Georgia Southern; Another 11% graduated from other USG institutions; Seven students (.2%) graduated in Georgia from non-USG institutions; Forty-one students (1.3%) graduated from out of state institutions)

Additionally, the NSC datafiles of cohort tracking supplemented by the USG Transfer Feedback Report are utilized to determine key feeder institutions as well as institutions receiving our students who transfer out. We are able to identify student patterns by USG sectors, in-state versus out-of-state institutions, and cumulative GPA before and after transfer. All of these provide insights on student performance by key groups.

Further investigation of part-time students confirmed that this is a potential area of growth for Georgia Southern. Part-time freshmen represent only 1-2% of our IPEDS freshmen cohort, while part-time freshmen transfers represent only 7-8% of our IPEDS cohort. Our report on this population informed our discussions on how to best serve part-time students, including discussion of academic programs such as our online Bachelor of General Studies (BGS). We continue to track student cohorts entering the BGS program by fall or spring term; graduation rates for the Fall 2004 to Fall 2010 cohorts range from 46% to a high of 80% for the original cohort in Fall 2004. During this same timeframe, overall enrollment has grown from 64 in the first term to a high of 647 in the Spring 2013. (See Appendix VI).

One of our main strategies to enhance our campus metrics has been to ensure that when at all possible we include reviews by academic colleges, with additional insights for undergraduate and graduate. These details were occurring throughout the campus, but through more decentralized study. We are now reviewing all reports with more intentional goals of these additional designations. Blackboard Analytics was identified as a software/tool to support metrics/dashboards in campus reporting. A campus Core Functional Team (Academic Affairs, Admissions, Financial Aid, Housing, Registrar) was appointed to work with a campus ITS team. These teams were tasked to review business practices and processes, to review/confirm BbA deliverable dashboards, to migrate existing report/metrics into the tool, as well identify additional metrics that could be developed through this tool. Georgia Southern already had a campus datawarehouse and tracking process through an automated Decision Support System campus tool and unit report/processes, allowing year to year and week to week comparisons of data and drill-downs to raw data for planning and evaluation purposes. The Blackboard environment, however, allows for more visual reviews for users, as well as more focused ease of drill-down options. One challenge in this tool has been the need for a process to compare point in time data or census data. Both of these are customizations that Blackboard is working to deliver. Phase 1 began in January 2013 involving the Office of Admissions for business review processes, data validation, and dashboard development with ITS. Efforts have been focused on dashboard metrics for administrative decision-support. September 2013 has been established as the go-live delivery date.

Sharing Lessons Learned
It is hoped that as investigations proceed, key information will emerge that can be shared more widely with our sister University System of Georgia institutions. In particular, we hope to share the aforementioned impact of our investment in Student Advisement Center personnel, including the implementation of interventionist advising efforts. (As noted, the University hired 15 new academic advisors, one advisement coordinator (for the Allen E. Paulson College of Engineering and Information Technology advisement center), and six new intervention advisors with responsibility for intervening solely with at-risk students. These appointments included appointments in all college advisement centers.)

In the Spring of 2013, Georgia Southern was invited to participate in the USG Analytics Roundtable to discuss investigations and processes that support our CCG campus discussions. Through those discussions, we were able to showcase key metrics in the initial CCG guidelines, as well as our use of shared web-data using ColdFusion software to allow our campus clients to parse data as needed for various reviews (full-time, part-time, undergraduate, graduate, college, academic program, various defined enrollment demographics, etc.) (See Appendix VII)

Resources
Kuh, G.D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. https://secure.aacu.org/PubExcerpts/Highimp.html.

APPENDICES

Appendix I.
Georgia Southern University Enrollment Analysis, Fall 2012

Table 3. IPEDS First-time Freshman Retention & Graduation Rates

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Entering Cohort	2,853	2,628	2,593	2,735	2,983	3,125	2,732	3,029	3,109	3,492	3,597	3,518
Retention Rate Cohort[a]	2,853	2,628	2,593	2,735	2,983	3,125	2,731	3,029	3,108	3,490	3,597	3,517
1st Year Retention	75%	77%	76%	79%	78%	76%	79%	81%	81%	79%	80%	77%
2nd Year Retention	61%	63%	63%	66%	61%	63%	66%	67%	68%	65%	65%	
3rd Year Retention	54%	56%	55%	58%	54%	56%	60%	58%	60%	58%		
4th Year Retention	37%	36%	35%	37%	32%	33%	33%	30%	30%			
Grad Rate Cohort[b]	2,853	2,628	2,593	2,735	2,982	3,123	2,731	n/a	n/a			
Graduated <= 4 Years	13%	16%	17%	17%	18%	20%	23%	26%	27%			
Graduated <= 5 Years	35%	38%	39%	41%	39%	40%	45%	45%				
Graduated <= 6 Years	43%	45%	45%	47%	45%	47%	50%					

Figure 2. IPEDS First-time Freshmen Cohort Retention & Graduation Rates
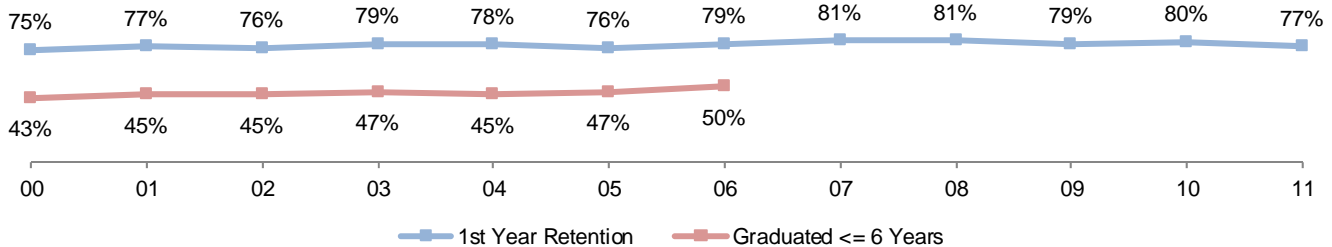
ardRetention Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal in the 1st year).

[a]Retention Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal in the 1st year).

[b]Grad Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal). Exclusions are determined in the 6th year and made retroactive for the 4th and 5th year graduation rates.

Note. From the Student Information Reporting System files, Academic Data Mart Legacy Like Tables, and the Academic Data Mart G Records Files. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Graduation Rate Survey. Blue shading indicates cohorts affected by exclusions.

Table 4. Fall 2011 IPEDS First-time Freshman Cohort Returning Fall 2012

	Black			Other			White			Unknown			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	428	451	879	127	158	285	1,111	1,205	2,316	15	23	38	1,681	1,837	3,518
Retention Rate Cohort[a]	428	451	879	127	158	285	1,111	1,204	2,315	15	23	38	1,681	1,836	3,517
1st Year Retention	83%	80%	81%	78%	68%	73%	79%	73%	76%	93%	65%	76%	80%	74%	77%

[a]Retention Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal in the 1st year).
Note. From the Academic Data Mart Legacy Like Tables. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Enrollment Survey. Blue shading indicates cohorts affected by exclusions.

Table 5. Graduation Rate by Race and Gender - Fall 2006 IPEDS First-time Freshman Cohort

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	256	219	475	80	89	169	959	1,129	2,088	1,295	1,437	2,732
Grad Rate Cohort[a]	256	218	474	80	89	169	959	1,129	2,088	1,295	1,436	2,731
Graduated <= 4 Years	29%	14%	22%	28%	12%	20%	32%	15%	23%	31%	15%	23%
Graduated <= 5 Years	53%	33%	44%	39%	29%	34%	55%	38%	46%	53%	37%	45%
Graduated <= 6 Years	61%	41%	52%	43%	36%	39%	58%	45%	51%	57%	44%	50%

[a]Grad Rate Cohort reflects the Entering Cohort less eligible exclusions as defined by IPEDS (deceased or military withdrawal). Exclusions are determined in the 6th year and made retroactive for the 4th and 5th year graduation rates.
Note. From the Student Information Reporting System files and SATURN.SHRDGMR. Cohorts are IPEDS First-time, Full-time, Degree-seeking Freshmen as reported in the IPEDS Graduation Rate Survey. Blue shading indicates cohorts affected by exclusions.

Appendix II
Use of Noel-Levitz
Fall Term GPA Differences in Colleges the Year before and the Year after Initial CSI Administration

College of Business Administration (COBA)

Fall Term	Students Below 2.0 Term GPA		Students Greater than or Equal to 2.0 Term GPA	
	#	%	#	%
2010	121	27.0%	327	72.9%
2011 (CSI)	72	19.3%	301	80.6%

College of Science and Mathematics (COSM)

Fall term	Students Below 2.0 Term GPA		Students Greater than or Equal to 2.0 Term GPA	
	#	%	#	%
2011	115	22.0%	407	77.9%
2012 (CSI)	55	15.3%	305	84.7%

Notes:
Data from YEN tables in Data Warehouse (end-of-term data) & College Student Inventory (Noel-Levitz).
First term summer or fall; freshman admit codes; not learning support, post-bacs, Accel or transients.
CSI years only include students who completed the CSI and completed the semester in that college.
For 2011, COSM only includes the following majors: Biology, Chemistry, Geography, Geology, Mathematics, and Physics (2012 COSM majors).

Piloting "Second Year" Study in COSM, with 209 students
- Population
  - Predicted academic difficulty of 6 or higher (took CSI in summer)
  - Three plus U grades in Spring (classified as freshmen)
  - Warning or Probation (up to 60 hours)
- Follow up in April and in Summer in conjunction with "not registered" reports
- Focus will be on Institutional Impressions section of assessment

Fall 2013
- Using local resources to continue piloting CSI, 1990 students
  - Again in COBA and COSM
  - New for undeclared students and all EIP students, irrespective of college
- Designing interventions based on predicted academic difficulty

Appendix III.
Georgia Southern University - Six Year Graduation Rates In Relation to Summer Semester Credit Hours Taken

IPEDS First-time Freshman Six Year Graduation Rates by Cohort and 1st Summer Credit Hours Taken

| | All Students | | | | | No Hours First Summer | | | | 1-4 Hours First Summer | | | | | | >4 Hours First Summer | | | | | |
| | Cohort | Graduated | | Credit Hrs | | | | Graduated | | | | Graduated | | Credit Hrs | | | | Graduated | | Credit Hrs | |
Cohort	**n**	**n**	**%**	**Mean**	**Std. Dev.**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**Mean**	**Std. Dev.**	**n**	**%**	**n**	**%**	**Mean**	**Std. Dev.**
Fall 2003	2,735	1,295	47.3	16.0	9.9	2,197	80.3	967	44.0	175	6.4	110	62.9	3.2	0.6	363	13.3	218	60.1	7.4	2.1
Fall 2004	2,982	1,342	45.0	17.5	10.0	2,313	77.6	931	40.3	218	7.3	136	62.4	3.1	0.9	451	15.1	275	61.0	7.5	2.1
Fall 2005	3,123	1,453	46.5	17.0	10.1	2,498	80.0	1,093	43.8	180	5.8	106	58.9	3.3	0.6	445	14.2	254	57.1	7.2	1.9

Note. From the Student Information Reporting System (SIRS) files. Hours are Georgia Southern Hours only. Cohorts do not include IPEDS exclusions.

Figure 2. Six Year Graduation Rates by Total Georgia Southern 1st Summer Credit Hours
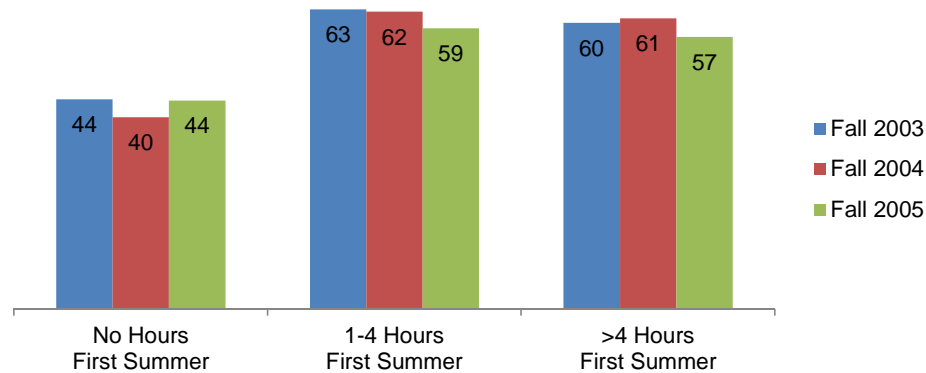
Appendix IV.
Georgia Southern University, Eagle Incentive Program (EIP)

Fall 2004 – 2012 EIP Freshmen Who Achieved Eligibility and Returned the Following Fall Semester, by Race and Gender

Figure 1. Summer EIP Freshmen Who Achieved Eligibility and Returned in the Subsequent Fall Term, by **Race**
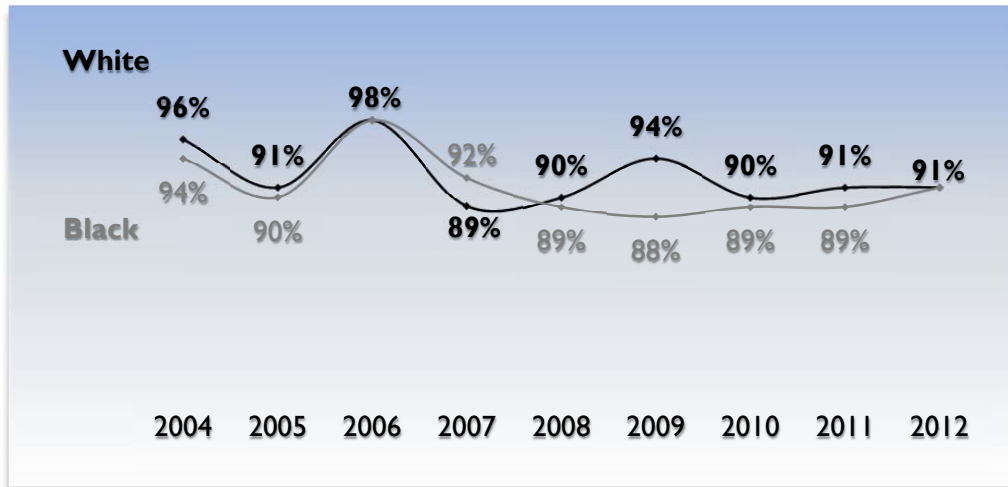
Figure 2. Summer EIP Freshmen Who Achieved Eligibility and Returned in the Subsequent Fall Term, by **Gender**
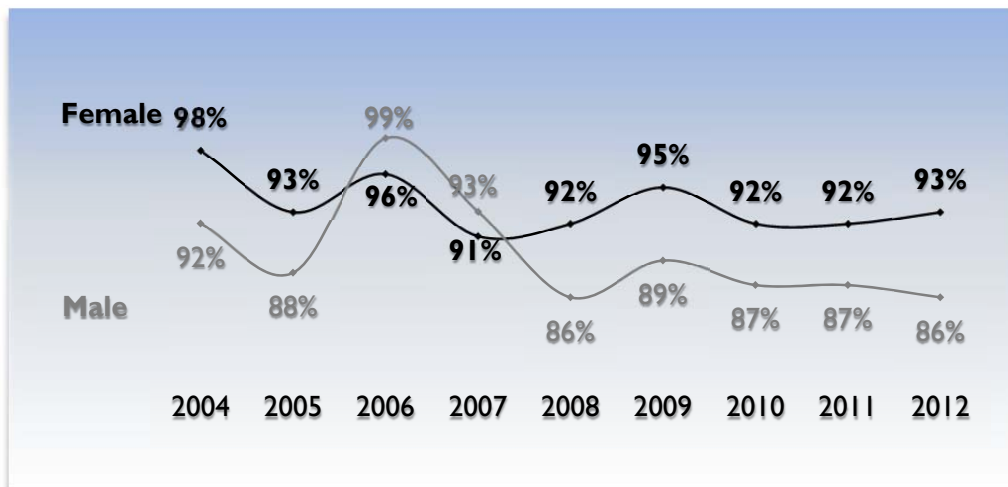
Note. Student Information Reporting System (SIRS) files, Academic Data Mart (ADM) Legacy-like Table (LLT) files, and Banner cohort table SATURN.SGRCHRT.

Georgia Southern University

University System of Georgia Consortium Questions *Refer to the Georgia System codebook for response option values.*		Variable	Class	Georgia Southern			Georgia System			System compared with GSU 2011	
				2011	2008	Diff.	2011	2008	Diff.		
				Mean	*Mean*	*Diff.*	*Mean*	*Mean*	*Diff.*	*Sig* [b]	*Effect size* [c]
1.	During this academic year, how many times have you participated in academic advising at this college?	USG1101	FY	3.19	3.23	-0.04	2.85	2.81	.04	***	.32
			SR	3.24	3.14	0.10	3.16	3.00	.16		.06

2. Respond to the following sfour tatements based on the academic advising you have participated in at this college this year.

		Variable	Class	2011	2008	Diff.	2011	2008	Diff.	Sig [b]	Effect size [c]
2a.	The academic advising I received on course requirements, selection, and scheduling was helpful.	USG1102a	FY	3.37	3.16	0.21	3.19	3.15	.04	***	.24
			SR	3.07	3.15	-0.07	3.12	3.10	.01		-.05
2b.	The academic advising I received on selecting, changing, or modifying my major field of study was helpful.	USG1102b	FY	3.30	3.09	0.21	3.10	3.07	.04	***	.26
			SR	3.04	3.11	-0.07	3.07	3.02	.05		-.03
2c.	The academic advising I received on my career preparation, employment opportunities, and/or graduate school was helpful.	USG1102c	FY	3.23	2.95	0.28	3.00	2.97	.02	***	.28
			SR	2.85	2.98	-0.13	2.91	2.93	-.03		-.06
2d.	The academic advising I received helped me overcome academic difficulties.	USG1102d	FY	3.14	2.80	0.34	2.90	2.86	.04	***	.28
			SR	2.80	2.86	-0.06	2.79	2.80	-.01		.01
3.	Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.	USG1103	FY	3.25	3.04	0.21	3.05	2.99	.06	***	.30
			SR	2.87	3.00	-0.13	2.81	2.80	.01		.07

4. Since entering this college, how often have you felt:

		Variable	Class	2011	2008	Diff.	2011	2008	Diff.	Sig [b]	Effect size [c]
4a.	That your job responsibilities interfered with your coursework	USG1104a	FY	2.29	2.31	-0.02	2.43	2.61	-.18		-.14
			SR	2.51	2.58	-0.07	2.74	2.79	-.06	***	-.23
4b.	That your family responsibilities interfered with your coursework	USG1104b	FY	2.02	1.96	0.05	2.16	2.27	-.11	*	-.14
			SR	2.14	2.19	-0.05	2.43	2.48	-.06	***	-.29
4c.	That financial difficulties interfered with your coursework	USG1104c	FY	2.24	2.13	0.11	2.30	2.35	-.05		-.06
			SR	2.40	2.45	-0.04	2.49	2.50	-.01		-.08
4d.	That your social life interfered with your coursework	USG1104d	FY	2.40	2.54	-0.14	2.21	2.31	-.10	***	.20
			SR	2.28	2.35	-0.08	2.13	2.18	-.05	**	.16
4e.	That you lacked the computer skills necessary to complete your assignments	USG1104e	FY	1.48	1.46	0.02	1.44	1.48	-.04		.05
			SR	1.46	1.44	0.02	1.43	1.46	-.03		.05

[a.] Weighted by gender and enrollment status (and size for comparisons)

[b.] * p<.05, ** p<.01, ***p<.001

[c.] Mean difference divided by the pooled SD

[d.] Resp. set is categorical

1

![NSSE national survey of student engagement logo]

University System of Georgia Consortium Questions		Variable	Class	Georgia Southern			Georgia System			System compared with GSU 2011	
				2011	2008	Diff.	2011	2008	Diff.		
Refer to the Georgia System codebook for response option values.				*Mean*	*Mean*	*Diff.*	*Mean*	*Mean*	*Diff.*	*Sig* [b]	*Effect size* [c]
4f.	That you lacked the math skills necessary to complete your assignments	USG1104f	FY	1.89	1.72	0.16	1.81	1.86	-.05		.08
			SR	1.63	1.60	0.03	1.61	1.62	-.01		.02
4g.	That you lacked the writing skills necessary to complete your assignments	USG1104g	FY	1.64	1.66	-0.02	1.65	1.70	-.05		-.01
			SR	1.54	1.51	0.03	1.46	1.48	-.03	*	.11
5.	What is the primary source you use to pay for your educational expenses (tuition, fees, room, and board)? (Choose one.)	USG1105 [d]	FY								
			SR								
6.	After all financial aid is taken into consideration, I still have unmet financial need that makes pursuing a degree difficult.	USG1106	FY	2.55	2.40	0.15	2.50	2.49	.01		.05
			SR	2.49	2.43	0.06	2.51	2.50	.01		-.02
7.	How much student loan debt do you expect to have when you leave college? (Choose one.)	USG1107	FY	2.46	2.30	0.16	2.48	2.29	.19		-.02
			SR	2.79	2.71	0.08	2.83	2.66	.17		-.02
8.	Which one of the following statements best describes the influence of the HOPE Scholarship on your decision to attend this college? (Choose one.)	USG1108 [d]	FY								
			SR								
9.	How important is maintaining the HOPE Scholarship for your continued enrollment at this institution?	USG1109	FY	3.61	3.30	0.31	3.48	3.35	.13	***	.17
			SR	3.04	2.86	0.18	3.08	2.98	.11		-.04
10.	What was your primary reason for attending this college? (Choose one.)	USG1110 [d]	FY								
			SR								
11.	How satisfied are you with this college in general? (Choose one.)	USG1111	FY	4.33	4.14	0.19	4.06	4.04	.02	***	.31
			SR	4.29	4.33	-0.04	4.10	4.09	.01	***	.21

IPEDS: 139931

Appendix VI.
Georgia Southern University
Bachelor of General Studies (BGS), Student Enrollment and Progression

Retention, Progression, and Graduation Rates of BGS Majors by Semester

BGS Cohorts *(follow each cohort vertically down the column)*

Retention/ Progression to:	F04 n=64 n	%	Spr05 n=45 n	%	F05 n=59 n	%	Spr06 n=53 n	%	F06 n=97 n	%	Spr07 n=80 n	%	F07 n=128 n	%	Spr08 n=97 n	%	F08 n=123 n	%	Spr09 n=110 n	%	F09 n=107 n	%	Spr10 n=83 n	%	F10 n=144 n	%	Spr11 n=156 n	%	F11 n=236 n	%	Spr12 n=204 n	%	F12 n=251 n	%	Spr13 n=195 n	%
Spring 2005	49	76.6																																		
Fall 2005	31	48.4	26	57.8																																
Spring 2006	17	26.6	16	35.6	48	81.4																														
Fall 2006	9	14.1	7	15.6	32	54.2	41	77.4																												
Spring 2007	4	6.3	6	13.3	30	50.8	32	60.4	86	88.7																										
Fall 2007	0	0.0	1	2.2	17	28.8	23	43.4	62	63.9	55	68.8																								
Spring 2008	1	1.6	2	4.4	8	13.6	17	32.1	49	50.5	47	58.8	102	79.7																						
Fall 2008	2	3.1	0	0.0	6	10.2	5	9.4	23	23.7	33	41.3	76	59.4	56	57.7																				
Spring 2009	1	1.6	0	0.0	5	8.5	5	9.4	10	10.3	17	21.3	57	44.5	47	48.5	107	87.0																		
Fall 2009	1	1.6	1	2.2	3	5.1	6	11.3	8	8.2	12	15.0	29	22.7	31	32.0	73	59.3	85	77.3																
Spring 2010	0	0.0	0	0.0	2	3.4	1	1.9	6	6.2	8	10.0	22	17.2	20	20.6	58	47.2	76	69.1	83	77.6														
Fall 2010	1	1.6	0	0.0	2	3.4	1	1.9	2	2.1	4	5.0	11	8.6	5	5.2	29	23.6	40	36.4	56	52.3	54	65.1												
Spring 2011	2	3.1	0	0.0	3	5.1	3	5.7	3	3.1	4	5.0	8	6.3	3	3.1	18	14.6	30	27.3	49	45.8	40	48.2	117	81.3									
Fall 2011	0	0.0	0	0.0	1	1.7	3	5.7	2	2.1	3	3.8	3	2.3	1	1.0	6	4.9	11	10.0	39	36.4	18	21.7	77	53.5	102	65.4						
Spring 2012	1	1.6	1	2.2	1	1.7	1	1.9	3	3.1	2	2.5	3	2.3	1	1.0	4	3.3	10	9.1	27	25.2	18	21.7	65	45.1	92	59.0	185	78.4				
Fall 2012	0	0.0	0	0.0	1	1.7	0	0.0	1	1.0	0	0.0	3	2.3	0	0.0	3	2.4	3	2.7	9	8.4	6	7.2	29	20.1	55	35.3	123	52.1	137	67.2		
Spring 2013	0	0.0	0	0.0	0	0.0	1	1.9	2	2.1	1	1.3	4	3.1	2	2.1	2	1.6	3	2.7	9	8.4	7	8.4	18	12.5	38	24.4	93	39.4	98	48.0	199	79.3	
Fall 2013	0	0.0	0	0.0	0	0.0	0	0.0	2	2.1	0	0.0	1	0.8	0	0.0	2	1.6	3	2.7	3	2.8	0	0.0	7	4.9	12	7.7	51	21.6	62	30.4	115	45.8	122	62.6
Graduated n %	51	79.7	22	48.9	34	57.6	36	67.9	59	60.8	37	46.3	79	61.7	49	50.5	77	62.6	69	62.7	65	60.7	44	53.0	80	55.6	75	48.1	94	39.83	50	24.5	30	12	n/a	

Note. From the Census Enrollment Files and Banner Degrees Awarded table. BGS majors are undergraduates with >=45 total hours (earned and transferred) and degree code equal BGS. Students do not duplicate across years. Retained is enrolled and not having graduated as of the semester of retention. Graduated is awarded a BGS degree as of Spring 2013 plus applied for a BGS degree for Spring 2013 as of 5/31/2013.

GEORGIA SOUTHERN UNIVERSITY **FALL FACTS 2012**

Top Five Counties, States, and International Countries, Fall 2012

Georgia Counties of Origin	States of Residence	Non - U.S. Countries of Citizenship
1. Gwinnett	1. Georgia	1. Nigeria
2. Bulloch	2. Florida	2. Honduras
3. Fulton	3. South Carolina	3. China
4. Cobb	4. North Carolina	4. Canada
5. Chatham	5. Virginia	5. India

Top Five Georgia Feeder High Schools of Beginning Freshmen, Fall 2012

School	Location
1. Statesboro	Statesboro
2. Collins Hill	Suwanee
3. Milton	Alpharetta
3. Richmond Hill	Richmond Hill
3. Roswell	Roswell
4. Lambert	Suwanee
5. Brookwood	Snellville
5. Effingham	Springfield
5. Mill Creek	Hoschton

High School and Transfer Students' GPA, Fall 2012

High School	Transfer Students
3.21	2.87

Note. Transfers are first-time, degree-seeking.

Average Age of Students, Fall 2012

Undergraduate	21
Graduate	32

SAT Average for Fall Term Beginning Freshmen, Fall 2008-12

2008	2009	2010	2011	2012
1111	1106	1106	1112	1115

Note. ACT average was 23 for Fall 2008-12.

% of Beginning Freshmen who had a High School Class Rank, Fall 2012

Top tenth of high school class:	17%
Top quarter of high school class:	42%
Total who submitted a class rank:	51%

% of Degree-seeking Undergraduates On Versus Off Campus, Fall 2012

On Campus:	28%
Off Campus:	72%

First-time, Degree-seeking Transfers to GSU, Fall 2008-12

2008	2009	2010	2011	2012
914	1,080	1,033	1,160	1,083

% of Total Enrollment, Fall 2008-12

	2008	2009	2010	2011	2012
Undergrad	87%	86%	87%	87%	87%
Graduate	13%	14%	13%	13%	13%

First-time, Degree-seeking Transfers from Top 5 Institutions to GSU, Fall 2012

1. East Georgia College
2. Georgia Perimeter College
3. Middle Georgia College
4. Armstrong Atlantic State University
5. Valdosta State University

Enrollment Demographics, Fall 2008-12

Red = Min
Blue = Max

	2008	2009	2010	2011	2012	08	12
Total	**17,764**	**19,086**	**19,691**	**20,212**	**20,574**		
Undergraduate	15,490	16,486	17,044	17,525	17,993		
Graduate	2,274	2,600	2,647	2,687	2,581		
Male	8,742	9,378	9,580	9,788	9,949		
Female	9,022	9,708	10,111	10,424	10,625		
Black	3,874	4,218	4,682	5,059	5,291		
White	11,864	13,113	13,111	13,247	13,224		
All Other Races	1,107	1,370	1,548	1,601	1,705		
Unknown	919	385	350	305	354		
Freshmen (IPEDS)	3,109	3,492	3,597	3,518	3,576		
Freshmen (All Other)	1,523	1,440	1,458	1,364	1,361		
Sophomore	3,598	3,853	3,932	4,171	3,997		
Junior	3,131	3,231	3,374	3,549	3,758		
Senior	3,229	3,614	3,754	3,965	4,246		
Other Undergraduate	900	856	929	958	1,055		
Masters	1,409	1,707	1,768	1,835	1,817		
Specialist	208	260	268	300	241		
Doctorate	531	517	510	482	451		
Non-Degree Graduate	126	116	101	70	72		

First-time Freshmen 1st Year Retention Rates, Fall 2007-11

2007	2008	2009	2010	2011
81%	81%	79%	80%	77%

First-time Freshmen Six-Year Graduation Rates, Fall 2002-06

2002	2003	2004	2005	2006
45%	47%	45%	47%	50%

Degrees Awarded FY, 2009-10 - 2011-12

Red = Min
Blue = Max

	2009-10	2010-11	2011-12	09-10	11-12
Bachelor's	2,630	2,679	2,788		
Master's	601	708	732		
Post-master's certificates/EDS	78	96	77		
Doctoral	69	73	78		
Total Degrees	**3,378**	**3,556**	**3,675**		

Top Five Most Popular Majors, FY 2011-12

Bachelor's	Master's
1. Business/marketing	1. Education
2. Education	2. Business/marketing
3. Engineering Technologies	3. Parks and recreation
4. Health professions and related programs	4. Health professions and related programs
5. Liberal arts/general studies	5. Social sciences

Georgia Southern University's Complete College Georgia Team

Dr. Kathy Albertson	Associate Professor, Writing and Linguistics
Dr. Joannis Barkoulas	Associate Professor, Finance & Quantitative Analysis
Dr. Jean Bartels	Provost and Vice President for Academic Affairs
Dr. Greg Brock	Professor, Economics
Dr. Christopher Caplinger	Director, First Year Experience
Dr. Diana Cone	Associate Provost
Ms. Pam Deal	Director, Center for Academic Technology
Dr. Francis Desiderio	Associate Director, University Honors Program
Dr. Steve Engel	Director, Honors Program
Ms. Azell Francis	Southern Student Ambassador
Ret. Col George Frederick	Director, Military Affairs
Ms. Candace Griffith	Assistant Provost for Academic Programs and Policies
Mr. Chad Harmon	Vice-President for Academic Affairs, Student Government Association
Ms. June Joyner	Instructor, Writing and Linguistics, Georgia Southern Writing Project
Dr. Eric Landers	Assistant Professor, College of Education, Teaching and Learning
Dr. Christine Ludowise	Associate Dean, College of Liberal Arts and Social Sciences
Dr. Nancy Malcom	Associate Professor, Sociology
Dr. Susan Moore	Professor, Anthropology
Dr. Nate Pennington	Principal, Bulloch County School System
Dr. Jayne Perkins Brown	Senior Associate Vice President for Student Affairs and Enrollment Management and Director, Office of Strategic Research and Analysis
Mr. Dominique Quarles	President, Student Government Association, Graduate Student
Mr. Marshall Ransom	Lecturer, Mathematical Sciences
Dr. Sonya Shepherd	Librarian Professor
Dr. Ronnie Sheppard	Chair, Department of Teaching and Learning
Ms. Fran Stephens	Bulloch County Board of Education P-12 Representative
Mr. Benjy Thompson	CEO, Development Authority of Bulloch County; Alumna
Ms. Chris Thompson	Coordinator, Academic Advisement, College of Education

Georgia Southern University's Complete College Georgia Team

Dr. Teresa Thompson   Vice President for Student Affairs and Enrollment Management

Dr. Caren Town   Professor, Literature and Philosophy

Ms. Lisa Vance   Coordinator, Academic Advisement, College of Science and Mathematics

Dr. Mark Welford   Professor, Geography

Ms. Bobbie Williams   Coordinator, Academic Advisement, College of Business Administration

Ms. Stephanie Williams   Advisor, College of Business Administration

Mr. Alan Woodrum   Assistant Provost; Alumna; Georgia Southern University Staff Development Council

GEORGIA SOUTHWESTERN STATE UNIVERSITY

Complete College Georgia

Annual Report

August, 2013

1 Key Observations and Evidence

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

Georgia Southwestern State University makes use of its Institutional Research office to track and analyze data regarding our CCG efforts. This data is available to Deans and department chairs through a secure web site and has been shared with the campus through CCG presentations and updates. As time goes on, we hope to make use of analytics software, early intervention software, Degree Works tracking software, and QR tracking programs to give us a better sense of how our students are responding to our CCG activity.

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

Georgia Southwestern State University uses retention and graduation rates, the number of degrees conferred, freshmen cohort first-term grade point average, cohort grades in first fall term classes, and demographic data to evaluate the success of our CCG initiatives (please see Appendix). Most of the activities which were accomplished this year are expected to primarily affect the fall 2012 freshmen cohort. Official one-year retention rates for this cohort are not currently available, but a *positive increase* is expected based upon a preliminary rate of 68.2%.

The total number of bachelor's degrees awarded decreased from 528 in FY12 to 513 in FY13. The largest decrease occurred in the number of Bachelor of Science in Education degrees awarded to Early Childhood Education majors. This is primarily related to a decrease in enrollment in this program over the last couple of years, particularly in the numbers enrolled through Abraham Baldwin Agricultural College. Conversely, there was a very encouraging increase in the number of Bachelor of Science in Nursing degrees awarded, from 67 in FY12 to 90 in FY13.

GSW is an institution which has traditionally served a diverse student population, including students often considered to have special challenges in completing college, such as non-traditional, first-generation, and low income students. Our Fall 2012 undergraduate enrollment shows that the percentage of students in these "at risk" groups is comparable to previous years with 50% first-generation students, 47% Pell recipients, and 30% non-traditional students (25 years of age or older). These students are also representative of our recent graduates. Out of the bachelor's degrees awarded in FY13, 59% of the students had received the Pell grant at some point during their time at GSW, 50% were first-generation students, and 30% were over the age of 29 at graduation.

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

Georgia Southwestern State University is continuing to look for the best strategies with regard to sustained data collection and evaluation, and we hope to learn more from our sister institutions. In addition, our ability to evaluate the effectiveness of our CCG initiatives will be greatly

improved as the academic data collected by the Academic Data Center for the central office becomes more accessible through dashboard technology.

1.4   Sharing Lessons Learned

1.4.1   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.

Georgia Southwestern State University can share at this point that it is useful to have campus-wide and community-wide discussions about college completion. These kinds of conversations are important in helping to change culture and to have all of us realize that college completion rates can be affected only by everyone engaging in this process. We also see more clearly and starkly that our student population has changed over the years, toward a more non-traditional student cohort. At the same time, an increasing number of our core base of traditional students come to us with issues that make their college-readiness status problematic, and that require us to alter strategies, including working more closely and collaborative with our P-12 partners, so that we can grow a stronger college-ready cohort in our region of the state.

2   Updates, Progress, and Future Work

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

What follows are the parts of our CCG Action Plan where progress has occurred. Each entry below is keyed to our current action plan (located on the web at: www.gsw.edu/Academics/Academic-Affairs/ccg/index).

1.1.A (Improve communication of expectations and avenues for support. Provide additional information to parents of incoming students): In order to promote and increase family support for students' college success, every parent is invited to join GSW's Parents Association during a Parents' session on orientation days, facilitated by our Assistant Dean of Students and VPSA. During the 11-12 academic year, there were 610 active members of the parents' email list. During the 12-13 academic year, this participation increased by 39%, with 846 members of the parents' email list. All members of our Parents Association listserv are sent the monthly edition of an electronic newsletter, "Student Health 101." Student Health 101 is a monthly health and wellness magazine just for GSW students and their families. Each issue contains valuable information that will help students make better decisions and can help parents/guardians gain a better understanding of the health and wellness challenges that face today's students. Each month, our Parents Association members receive an e-mail with the latest issue of the family-only Parent Perspective, along with the Student Health 101 issue that their students will receive. The newsletter is provided by a national organization, College Health Services. Members of our Parents Association also receive a monthly e-edition of a Campus Link Newsletter, published by Paper Clip Communications, but customized for GSW, including its logo. It addresses a wide

range of topics and issues faced by college students, including tips and advice for dealing with those issues. Finally, members of our Parents Association, via the listserv, receive some of the information which is sent to all students, via a "Weekly Email from the Director," from our Director of Campus Life & Student Activities Office. This allows those interested to keep abreast of specific information shared with students on a weekly basis. We began using a Noel-Levitz Assessment to determine how well we are communicating with students' families in order to promote and increase family support for students' college success. Eighty-eight parents completed the Noel Levitz Parents' Satisfaction Survey at the end of the Spring 2012 semester. From this assessment, we learned that advising is weak, that there are runaround issues for students and parents, and that there is considerable frustration when students do not get the classes that they need. The Noel Levitz strategic planning summary listed "keeping parents informed" as one of our institution's strengths, with our score being higher than that of the national norm. In response to the assessment results, we formed a committee to work on bureaucratic entanglements: the Policy and Procedures Task Force. We are also actively working toward rejoining E-Core in order to help with the availability of classes.

1.2.A (Initiate program to promote student participation in extra-curricular activities and track student participation): The Hurricane Happening QR Scanning program was used to promote and track 118 events during the 12-13 academic year. One hundred twenty-seven students participated in attending these events. Several students earned over 600 points. We are going to use this again next year and compare the data. A report has been generated and sent to departments showing exactly which students scanned in to attend every event. We implemented the use of QR codes to track student participation in student activities, so the data we are currently collecting is baseline data. The report contains 799 records of students being involved during the school year in programming designed to strengthen their ties to the institution and to ensure their success at GSW. We built incentives into the program to encourage students to participate in activities. As we continue to analyze this data, we will refine the program and its goals. We have also engaged in far more Residence Life programing than ever before, following a Residence Life Programming Model built around five topics: Community Development, Leadership, Social Interaction, Educational Development, and Philanthropic Projects. This academic year we had approximately 230 - 250 programs.

1.3.A (Making students and faculty more aware of credit by examination and prior learning assessment): We have at least ten faculty who have become trained evaluators for PLA credit. A large group from GSW went to the recent Adult Learning Consortium meeting in Savannah to learn more about implementation of PLA and working with nontraditional students. Courses in several departments have been evaluated for PLA credit. In FY13, students earned 379 credit hours through AP, CLEP, IB, and ACE examinations. This is a slight improvement over the 360 credit hours earned in FY12. Three students enrolled in PLA 2000 in FY13, the course which assists students with developing a prior learning portfolio. This is a decrease from the 7 students enrolled during FY12, although only four of those students completed the course. The Policies and Procedures Task Force is looking at our limits of transfer hours in relation to PLA credit and credit by examination. As part of our CCG efforts, we are hiring a nontraditional student advisor who will be working in our Academic Center for Excellence to advise these students and to help strengthen our support mechanisms (through grant writing) to ensure their success.

1.4.A (Institute formal degree planning for students): Much is on hold in this area until we fully implement Degree Works, which has started to come on-line for us this Fall 2013 Semester. Staff and faculty are beginning to go through training this summer.

1.5.C (Launch professional development workshop series on best practices for teaching and advising): We implemented a Center for Teaching and Learning (CTL), and we are starting to implement a process whereby faculty who receive CTL grants will need to hold a public forum on campus to share what they have learned at pedagogically-oriented conferences. We are encouraging participation in Noel Levitz conferences. Part of the Incubator Grant that we received through the CCG initiative has been used to train peer mentors ("Storm Spotters") and strengthen advising processes. A focus will be on problem areas in advising for faculty in order to work on these areas and improve the process for students.

2.1.C (Improve tracking of student progress): We began distributing DWF reports to advisors at mid-term and end-of-term in fall 2012 to promote greater awareness of students' progress. This will help advisors with assisting students regarding decisions to withdraw from courses and re-take failed courses to improve academic standing. There was a positive increase in the fall 2012 freshmen cohort grade point averages, although it is too soon to understand if and how these reports may have contributed to the improvement. Seventy-six percent of the fall 2012 cohort had a first-time GPA of 2.00 or higher, which was 10% more than the fall 2011 cohort. In addition, the fall to spring retention was 91% (the highest it has been to date), and the preliminary fall to fall retention rate is 68%, which is also an improvement from the fall 2011 cohort.

We also analyzed the impact of an initiative which was implemented in fall 2010 to improve the retention and academic standing of freshmen who were placed on academic warning at the end of their first term. A new course was developed, UNIV 1001 – Pathways to College Success, which is required for all freshmen placed on academic warning. A comparison of the progress of the students on academic warning was made for the terms before and after implementation of the course. The percentage of students who returned to "Good Standing" at the end of their first spring term was significantly higher (from 14.3% to 27.8%) for the students who were required to enroll in UNIV 1001 compared to the students in the terms prior to the requirement (10.2% to 20%). In addition, the fall to fall retention for these students has also improved markedly. However, retention of this group is still quite low as many of these students performed so poorly during their first term that they are unable to return to good standing. Others lose financial aid because they have not maintained satisfactory academic progress and are unable to pay for continued enrollment. In addition, many of the students who do return struggle to remain in good standing and may eventually be suspended. In order to provide greater assistance to students who may be struggling academically, a new academic standing policy was approved, which increased the criteria for Academic Warning to a 2.0 GPA.

2.3.A (Develop UNIV1000 to be a freshman seminar as key component in the First Year Experience [FYE]): Newly configured sections were taught within the College of Arts and Sciences. Faculty members used readings and assignments that were specific to the major or used literature from the major. Faculty members led discussions of careers in the major field.

Discussions about advising were directed specifically towards the major including course sequences and rotations. This may have contributed to improved grades in several courses taken by the fall 2012 cohort in their first term. These include: Essentials of Biology, where the percentage of As, Bs, and Cs, increased from 56.7% in fall 2011 to 74.4% in fall 2012; World Civilization I, where the percentage increased from 66.7% to 76.5%; World Civilization II, where the percentage increased from 45.6% to 60.3%; and Human Growth and Development, where the percentage increased from 69.6% to 91.8%.We expect to offer more discipline connected UNIV 1000 courses in the future. We also piloted the use of SCORE Resiliency Training to improve student retention. Fully analyzed data are still forthcoming, but SCORE was used in one UNIV 1000 class in Fall 2012 and used in one Pathways Class in Spring 2013 semester. After reviewing the results and all of the anecdotal information, it was determined that the best use of SCORE will be in the Pathways classes for students who are trying to make a comeback after a poor first semester performance. We have been training Peer Mentors for UNIV 1000 in Fall 2013 Semester, as part of the Storm Spotters CCG Incubator Grant implementation.

2.4.A (Convert all Learning Support courses to self-paced, modular delivery): English and Math 0099 were redesigned and taught in modular format during 2012-13. Pearson software was integrated into the modularized format of each course, which enabled students to focus on individual weaknesses and work more rapidly to master the objectives. The data are as follows: Modularized LS (Fall 2012): 34% exited; (Spring 2013): 47% exited. Old Class Format (Fall 2011): 32% exited; (Spring 2012): 15% exited. Clearly, to go from a 15% exit rate to a 47% exit rate indicates that we are moving in the right direction.

2.2   Future Work

Georgia Southwestern State University is interested in what the SREB is doing with regard to retention and graduation issues, and we will be aggressively exploring how processes and techniques at other institutions can help us at GSW. We are very interested in exploring the concept of the early warning alert system, and the intelligent agent that would appear to be part of the D2L LMS. We are set to embark on the Educational Advisory Board Analytics project, which we hope will affect us in the same positive way it has affected institutions like Georgia State University. We are in the process of developing an advising shell to help faculty be more effective as advisors. We are increasing the number of hours in the learning communities so that more freshmen are taking 15 hours a semester. We have started a graduation challenge from our university president, challenging entering students to graduate in four years and offering special recognition to students who do so. In Fall 2012 Semester, we had a President's Convocation focused on first year student success, which we repeated in Fall 2013 Semester as well. President Blanchard also visits every section of UNIV 1000 to speak to students about the importance of persistence in college and staying focused on college completion.   In addition to discipline based UNIV 1000 classes (mentioned above), we are looking at ways of tying other UNIV 1000 experiences into our work on global literacy, which is our Quality Enhancement Plan (QEP) for our upcoming SACS visit in 2014. With funds from our CCG Incubator Grant, we are working on a program to develop peer mentors and early intervention specialists for our students, called "Storm Spotters." Finally, in order to improve advising for students who have

not declared a major, we hired a dedicated general education advisor, whose significant impact will be felt as time progresses.

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

Georgia Southwestern State University has implemented several new actions not in our original CCG Action Plan. We have:

- Modified the academic calendar so that there is more time for advising activities.
- Changed our policy of what constitutes good academic standing, so that now any student below a 2.0 GPA will receive extra attention and advising. We will also track these students more closely.
- Made plans to hire a Retention Specialist to work in our Academic Center for Excellence (ACE).
- Shifted Career Planning and Placement Services into a highly public and visible location within the ACE.
- Increased study and social space for students within our Student Success Center.
- Contracted to purchase and implement the EAB predictive analytics package.

4 Partnerships

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

The Summit helped Georgia Southwestern State University see clearly how important having partners can be. We are excited to be working with our Sumter County School System, as well as Phoebe Sumter Health Care Systems. More broadly, we will be working with Columbus State University to develop a region wide alliance, as well as working with East Georgia State College to focus on particular issues connected to higher education within a rural environment. Indeed, in October 2013, we will hold a two day conference on the importance of college-readiness, and what all stakeholders can do to increase the size of truly prepared college-bound student populations. This conference will have at its core a collaboration between GSW and East Georgia State College, Columbus State University, and Middle Georgia State College.

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

Georgia Southwestern State University is looking at ways we can partner with Phoebe Sumer Health Care Systems to create internships and models of career development and advancement that will encourage students toward higher completion rates. We also intend to continue work begun with The Sumter County Mentor Partnership, which is currently endorsed by the Sumter County School System, Americus/Sumter County Chamber of Commerce, Visions for Sumter, Sumter Area Ministerial Association, the Methodist Home for Children and Youth, and Communities In Schools of Americus/Sumter County. Finally, we will continue working with

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South Georgia Technical College and other area educational institutions and systems to strengthen completion rates among our students.

5.0   APPENDIX Follows with current data.

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Georgia Southwestern State University

One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

		Institution-specific Retention Rates	
		1-Term	1-Year
Fall Cohort	First-time Full-time Freshmen	(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	68.2% preliminary

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USG Retention Rates For GSW First-time Full-time Freshman Cohort

Rate	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Institution-Specific	70.3 (n=360)	64.7 (n=357)	63.9 (n=399)	76.0 (n=388)	68.9 (n=418)	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)
Disaggregated Institution-Specific								
Traditional-aged	71.2 (n=326)	67.1 (n=325)	66.3 (n=377)	76.8 (n=370)	69.1 (n=408)	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)
White, Non-Hispanic	71.1 (n=204)	64.8 (n=210)	67.3 (n=220)	72.3 (n=242)	69.3 (n=241)	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)
African American or Black, Non-Hispanic	70.3 (n=111)	72.5 (n=91)	67.5 (n=126)	87.0 (n=108)	67.9 (n=140)	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)
Other	81.8 (n=11)	66.7 (n=24)	54.8 (n=31)	75.0 (n=20)	74.1 (n=27)	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)
Male	68.8 (n=109)	65.4 (n=153)	62.2 (n=156)	75.4 (n=134)	61.7 (n=175)	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)
Female	72.4 (n=217)	68.6 (n=172)	69.2 (n=221)	77.5 (n=236)	74.7 (n=233)	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)
White, Female	75.8 (n=124)	68.5 (n=108)	70.5 (n=122)	72.0 (n=143)	79.7 (n=128)	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)
Black, Female	67.8 (n=87)	70.4 (n=54)	68.3 (n=82)	87.5 (n=80)	68.5 (n=89)	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)
White, Male	63.8 (n=80)	60.8 (n=102)	63.3 (n=98)	72.7 (n=99)	57.5 (n=113)	59.7 (n=124)	63.7 (n=113)	68.4 (n=98)
Black, Male	79.2 (n=24)	75.7 (n=37)	65.9 (n=44)	85.7 (n=28)	66.7 (n=51)	62.9 (n=35)	66.7 (n=48)	61.5 (n=39)
Initially enrolled as Commuting Students	65 (n=123)	64.6 (n=110)	58.3 (n=115)	74.2 (n=97)	67.0 (n=112)	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)
Initially enrolled as On-campus Residents	74.9 (n=203)	68.4 (n=215)	69.9 (n=262)	77.7 (n=273)	69.9 (n=296)	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)
Initially enrolled in Learning-support classes[1]	66.1 (n=59)	61.7 (n=47)	57.4 (n=54)	78.2 (n=55)	45.8 (n=48)	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)
Non-traditional[2]	61.8 (n=34)	40.6 (n=32)	22.7 (n=22)	61.1 (n=18)	60.00 (n=10)	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)
Pell Recipients	69.3 (n=153)	61.1 (n=144)	55.3 (n=159)	73.8 (n=160)	59.9 (n=162)	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)

1. Includes traditional age students with major code of DEST or DSNT.

2. Non-traditional students are age 25 or older at first matriculation.

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USG Six-Year Bachelor's Graduation Rates For GSW First-time Full-time Freshman Cohort

Rate	2001	2002	2003	2004	2005	2006
Institution-Specific	35 (n=266)	32.7 (n=330)	35 (n=323)	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)
Disaggregated Institution-Specific						
Traditional-aged	36.3 (n=248)	35.4 (n=294)	37.7 (n=300)	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)
White, Non-Hispanic	36.8 (n=185)	37.1 (n=202)	40.4 (n=161)	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)
African American or Black, Non-Hispanic	38 (n=50)	32.5 (n=83)	35.8 (n=120)	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)
Other	23.1 (n=13)	22.2 (n=9)	26.3 (n=19)	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)
Male	41.6 (n=89)	29.2 (n=113)	29.4 (n=102)	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)
Female	33.3 (n=159)	39.2 (n=181)	41.9 (n=198)	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)
White, Female	36.3 (n=113)	41.7 (n=115)	41.7 (n=96)	39.8 (n=123)	44.4 (n=108)	41.0 (n=122)
Black, Female	27.8 (n=36)	34.9 (n=63)	42.9 (n=91)	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)
White, Male	37.5 (n=72)	31.0 (n=87)	38.5 (n=65)	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)
Black, Male	64.3 (n=14)	25 (n=20)	13.8 (n=29)	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)
Initially enrolled as Commuting Students	34.7 (n=101)	38.1 (n=118)	31.5 (n=111)	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)
Initially enrolled as On-Campus Residents	37.4 (n=147)	33.5 (n=176)	41.3 (n=189)	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)
Initially enrolled in Learning-support classes[1]	33.3 (n=21)	23.1 (n=13)	28.6 (n=28)	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)
Non-traditional[2]	16.7 (n=18)	11.1 (n=36)	0 (n=23)	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)
Pell Recipients	31.9 (n=94)	28.1 (n=139)	32.6 (n=138)	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)

1. Includes traditional age students with major code of DEST or DSNT.
2. Non-traditional students are age 25 or older at first matriculation.

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Fall Undergraduate Special Populations Enrollment

	Fall Term								
	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total Undergraduate Enrollment	2102	2238	2222	2221	2420	2659	2847	2811	2749
Number of Undergraduates with Record of Parents' College Level	1351	1297	1508	1520	1910	2250	2492	2469	2413
Number of First Generation Undergraduates	676	723	898	945	1279	1439	1521	1439	1379
% of All Undergraduates who are First Generation	32.2	32.3	40.4	42.5	52.9	54.1	53.4	51.2	50.2
Received Pell Grant Fall term	845	907	890	885	941	1134	1335	1377	1292
Percent Undergraduates with Pell	40.2	40.5	40.1	39.8	38.9	42.6	46.9	49.0	47.0
Number of Non-traditional Undergraduates (25 or older at first matriculation)	421	453	444	454	512	612	650	643	620
Percent Non-traditional Undergraduates	20.0	20.2	20.0	20.4	21.2	23.0	22.8	22.9	22.6
Number of Non-traditional Undergraduates (age 25 or older)	635	655	647	648	705	808	848	855	837
Percent of Undergraduates Age 25 or Older	30.2	29.3	29.1	29.2	29.1	30.4	29.8	30.4	30.4

Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term								
	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total First-time Full-time (FTFT) Cohort	360	357	399	388	418	435	474	404	374
Number of FTFT Cohort with Record of Parents' College Level	90	347	354	275	411	409	445	364	358
Number of First Generation FTFT Cohort	43	199	233	184	268	222	217	181	172
% of All FTFT Cohort who are First Generation	11.9	55.7	58.4	47.4	64.1	51.0	45.8	44.8	46.0
Received Pell Grant Fall Term	153	144	159	160	162	204	230	195	182
Percent FTFT Cohort with Pell	42.5	40.3	39.8	41.2	38.8	46.9	48.5	48.3	48.7
Number of Non-traditional FTFT Cohort	34	32	22	18	10	22	20	18	2
Percent of Non-traditional FTFT Cohort	9.4	9.0	5.5	4.6	2.4	5.1	4.2	4.5	0.5

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Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Females	Asian	1	1	1	0	1	4	3	2	6	4	4	0.00	300.00
	Black or African American	43	53	55	56	73	73	80	68	93	92	88	-4.35	66.04
	Hispanic/Latino	1	1	2	1	3	3	0	3	6	5	4	-20.00	300.00
	American Indian or Alaska Native	1	1	0	2	1	0	2	3	2	0	0		-100.00
	White	143	163	167	157	170	170	160	195	255	229	243	6.11	49.08
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	1	0	-100.00	
	Multiracial	0	1	1	0	0	4	2	2	6	4	6	50.00	500.00
	Non-resident Alien	2	5	1	6	6	3	2	2	5	10	9	-10.00	80.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	1	0	0		
	subtotal	191	225	227	222	254	257	249	275	374	345	354	2.61	57.33
Males	Asian	1	1	0	0	1	0	2	3	3	2	1	-50.00	0.00
	Black or African American	15	13	19	20	21	14	32	29	25	24	33	37.50	153.85
	Hispanic/Latino	0	0	0	1	0	0	0	3	3	4	4	0.00	
	American Indian or Alaska Native	0	0	0	0	1	0	0	1	0	1	0	-100.00	
	White	94	78	85	79	92	85	101	91	111	137	102	-25.55	30.77
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	1	0	0	1	0	3	0	2	2	4	0	-100.00	
	Non-resident Alien	2	2	3	5	1	3	1	2	5	8	17	112.50	750.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	0	1	0	-100.00	
	subtotal	113	94	107	106	116	105	136	131	149	181	157	-13.26	67.02
Total		304	319	334	328	370	362	385	406	523	526	511	-2.85	60.19
Number Received Pell Grant (at any time at GSW)		141	174	182	183	187	182	199	199	284	295	301	2.03	72.99
%		46.4	54.5	54.5	55.8	50.5	50.3	51.7	49.0	54.3	56.1	58.9		
Number of First Generation		19	51	63	50	114	108	138	213	280	297	253	-14.81	396.08
%		6.3	16.0	18.9	15.2	30.8	29.8	35.8	52.5	53.5	56.5	49.5		
# Graduates with First Generation Data		20	70	116	96	221	224	226	310	436	443	423		
Age 17-19 at graduation		0	0	0	0	0	0	0	0	0	1	0	-100.00	
Age 20-22		86	81	76	91	105	100	103	98	155	114	124	8.77	53.09
Age 23-24		96	107	103	109	112	118	105	109	133	160	142	-11.25	32.71
Age 25-26		52	35	49	32	46	40	44	49	46	55	61	10.91	74.29
Age 27-28		20	18	31	26	23	28	26	28	38	38	33	-13.16	83.33
Age 29-30		12	13	12	11	16	14	18	15	26	38	22	-42.11	69.23
Age 31-34		12	22	21	20	24	21	23	33	45	39	42	7.69	90.91
Age 35-39		9	17	21	16	28	18	28	30	32	29	40	37.93	135.29

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	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Age 40 +	17	25	21	23	16	23	38	44	48	52	47	-9.62	88.00
Average	26.4	27.2	27.2	27	26.7	26.7	27.9	28.6	27.9	28.1	27.7	-1.42	1.84

Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	1 Year Change	10 Year Change
Biology	15	6	6	13	10	9	6	9	5	11	13	14	9	-35.7	-30.8
Chemistry	9	12	9	4	9	7	3	6	2	6	8	2	0	-100.0	-100.0
English and Foreign Languages	4	8	6	7	2	5	4	4	9	6	16	5	7	40.0	0.0
Art	7	7	10	7	9	5	6	3	8	5	7	9	6	-33.3	-14.3
Dramatic Arts					2	2	2	4	3	2	2	7	3	-57.1	
Music					1	1	2	2	1	5	1	2	0	-100.0	
Geology	1	6	1		4	3		1	2	2	3	2	1	-50.0	
History	7	8	9	10	12	11	19	18	13	15	12	10	13	30.0	30.0
Political Science	3	1	6	6	0	6	4	7	2	2	7	9	4	-55.6	-33.3
Mathematics	3	2	0	4	3	7	3	2	9	8	7	9	8	-11.1	100.0
Psychology	25	44	27	46	27	34	41	33	39	32	33	34	41	20.6	-10.9
Sociology	18	17	17	19	13	15	18	19	10	15	8	10	11	10.0	-42.1
Business	76	85	89	97	88	109	107	125	148	141	197	208	201	-3.4	107.2
Computer and Information Science	18	25	21	7	13	16	17	8	10	9	13	10	11	10.0	57.1
Education	57	68	62	64	87	51	76	76	66	72	108	96	72	-25.0	12.5
Health and Human Performance	26	13	19	14	35	23	31	15	28	22	29	34	36	5.9	157.1
Nursing	17	9	22	21	19	24	31	30	30	53	59	67	90	34.3	328.6
Total	286	311	304	319	334	328	370	362	385	406	523	528	513	-2.8	60.8

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Georgia Southwestern State University

Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year															
	2005		2006		2007		2008		2009		2010		2011		2012	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	52	13.5	61	13.8	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3
3.00 to 3.49	80	20.8	76	17.2	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5
2.50 to 2.99	69	17.9	73	16.6	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3
2.00 to 2.49	71	18.4	63	14.3	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3
1.50 to 1.99	27	7.0	42	9.5	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5
0.00 to 1.49	68	17.7	99	22.4	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0
No GPA**	18	4.7	27	6.1	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

	Percent of As, Bs, Cs					
Course	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Principles of Biology I	34.9	59.4	28	46.1	30.8	43.3
Essentials of Biology I	71.4	64	69.4	70.2	56.7	74.4
Principles of Chemistry I	87.6	57.2	77.8	71.4	83.3	70.6
Earth, Mat., Processes, & Env.	-	71.5	53.6	81	65.5	38.9
College Algebra	68	57.6	52.7	63.8	59.5	75
Math Modeling	-	-	-	-	66.7	92.3
American Government	69.8	71.9	75.3	53.1	48	44.8
World Civilization I	71.2	93.4	65.2	38.8	66.7	76.5
World Civilization II	78	65.5	41.2	50.5	45.6	60.3
US History I	81.3	-	90.2	72.8	-	--
US History II	83.3	68.2	75	75.4	75.8	56.4
Introduction to Psychology	67.3	83	68.1	72.8	68.7	72.5
Human Growth and Development	-	79.4	85.2	77.1	69.6	91.8
Introduction to Sociology	76.5	57.3	53	57.2	64	46.3
English Composition I	77.7	77.3	78.4	81.2	62.2	73.3

Georgia Southwestern State University

Academic Progress and Retention of First-time Freshmen Cohort Placed on Academic Warning at End of First Term

	Prior to Implementation of UNIV 1001						After Implementation of UNIV 1001					
	Fall 2007 Cohort		Fall 2008 Cohort		Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort	
	n	%	n	%	n	%	n	%	n	%	n	%
Standing at End of First Fall Term												
Academic Warning	59		52		60		78		63		54	
Standing at End of First Spring												
Good Standing	6	10.2	7	13.5	12	20.0	19	24.4	9	14.3	15	27.8
Academic Warning	1	1.7	1	1.9	3	5.0	2	2.6	1	1.6	3	5.6
Probation	39	66.1	36	69.2	31	51.7	38	48.7	38	60.3	27	50.0
Suspension												
Restricted Enrollment												
Enrolled	46	78.0	44	84.6	46	76.7	59	75.6	48	76.2	45	83.3
Not Enrolled	13	22.0	8	15.4	14	23.3	19	24.4	15	23.8	9	16.7
Standing at End of 2nd Fall												
Good Standing	13	22.0	4	7.7	11	18.3	14	17.9	11	17.5		
Academic Warning	1	1.7	1	1.9	1	1.7	3	3.8	1	1.6		
Probation	3	5.1	2	3.8	1	1.7			1	1.6		
Suspension	9	15.3	7	13.5	3	5.0	8	10.3	7	11.1		
Restricted Enrollment	4	6.8	3	5.8	1	1.7	5	6.4	3	4.8		
Enrolled	30	50.8	17	32.7	17	28.3	30	38.5	23	36.5		
Not Enrolled	29	49.2	35	67.3	43	71.7	48	61.5	40	63.5		
Standing at End of 2nd Spring												
Good Standing	12	20.3	6	11.5	8	13.3	17	21.8	12	19.0		
Academic Warning	3	5.1			2	3.3			1	1.6		
Probation	1	1.7			1	1.7	2	2.6				
Suspension	2	3.4	4	7.7	2	3.3	3	3.8	4	6.3		
Restricted Enrollment												
Enrolled	18	30.5	10	19.2	13	21.7	22	28.2	17	27.0		
Not Enrolled	41	69.5	42	80.8	47	78.3	56	71.8	46	73.0		
Standing at End of 3rd Fall												
Good Standing	10	16.9	3	5.8	9	15.0	18	23.1				
Academic Warning	1	1.7	1	1.9	2	3.3	2	2.6				
Probation	1	1.7	5	9.6			1	1.3				
Suspension			1	1.9								
Restricted Enrollment			1	1.9								
Enrolled	12	20.3	11	21.2	11	18.3	21	26.9				
Not Enrolled	47	79.7	41	78.8	49	81.7	57	73.1				
Standing at End of 3rd Spring												
Good Standing	10	16.9	3	5.8	8	13.3	14	17.9				
Academic Warning	1	1.7			2	3.3	1	1.3				
Probation			2	3.8			2	2.6				
Suspension			4	7.7								
Restricted Enrollment					1	1.7						
Enrolled	11	18.6	9	17.3	11	18.3	17	21.8				
Not Enrolled	48	81.4	43	82.7	49	81.7	61	78.2				

Georgia State University
Complete College Georgia
2013 Status Report

Overview

Ten years ago, Georgia State's institutional graduation rate stood at 32%, and underserved populations were foundering. Graduation rates were 22% for Latinos, 29% for African Americans, and 18% for African American males. Pell students were graduating at rates barely half those of non-Pell students.

In 2013, as a result of a campus-wide commitment to student success and more than a dozen innovative programs implemented over the past several years, Georgia State's achievement gap is gone. The institutional graduation rate has improved 21 points since 2003. This past two years alone, it has climbed 5.1 points—reaching a new record of 53.1%--and it is on pace to increase another 2 to 3 points next fall. *(See Chart 1.)* In the past decade, graduation rates are up 28 points for African Americans (to 57% in 2013), 41 points for African-American males (to 59%), and 44 points for Latinos (to 66%) *(Chart 2).* All of these numbers set all-time highs for Georgia State. Pell students now are as successful as non-Pell students. The total number of degrees conferred annually increased in the past year from 6,901 to 7,365 (up 7%), setting another institutional record. Just four years ago, the number of conferrals stood at 5,857, meaning that Georgia State is now graduating 1,500 more students per year than it was in 2008 *(Chart 3).*

Significantly, Georgia State did not accomplish this dramatic turnaround through exclusion. Over the past decade, the student population has become larger (growing from 27,000 to 32,000), more diverse (moving from 46% to 61% non-white), and more economically disadvantaged (with the Pell population climbing from 31% to a record 56% in 2013*) (Chart 4).* In fact, Georgia State also set records this past year for the number of students enrolled in each of the following categories: Pell (with the number now topping 14,000 students), African-Americans, Latinos, Asian-Americans, first generation, and military learners. Georgia State's success with diverse student populations is of growing national significance. In September 2012, the Education Trust released a report ranking Georgia State 1st in the nation in success with Latino students and 5th in the nation in success of African American students relative to other student populations. Over the past year, Georgia State was named one of the Top 100 Hispanic Serving Universities in the U.S., ranked among the top 50 universities in the nation for the number of bachelor's degrees conferred to Asian Americans, and, with a 17% once-year increase, ranked 1st in the nation among all non-profit universities in bachelor's degrees conferred to African Americans *(Chart 5).*

Updates and Progress with Specific Initiatives

We believe that this impressive progress has come from a commitment to the systematic use of data in identifying problems that impact students across multiple racial, ethnic, and economic groups; the piloting of innovative, low-cost interventions; and the subsequent scaling up of the successful programs to maximize their impacts. This last point is of particular significance. It is by no means easy to develop

effective programs, but it is also not enough. The institution must also be willing and able to scale the programs so that they impact large numbers of students.

This year, Georgia State will welcome 300 at-risk freshmen into its Summer Success Academy; serve 2,500 students in Freshman Learning Communities; teach more than 7,500 pre-calculus students in a hybrid, adaptive learning format; tutor 9,600 students in peer-led Supplemental Instruction; reverse 2,600 students from being dropped for non-payment through its Panther Retention Grant program; and track the academic progress of 25,000 students daily through its web-based GPS advisement system. Not one of these programs existed ten years ago; indeed, all but two were implemented over the past 3 years.

What follows are updates on some of the major initiatives mapped out in our 2012 plan:

Double the number and amount of need- and merit-based scholarships. Led by President Mark Becker and the GSU Foundation, the University has raised over $10 million in new scholarship monies over the past twelve months. In 2010, GSU opened a fully staffed Scholarship Resource Center and created a searchable data base of scholarship opportunities for students. *Outcome:* Disbursements to students from institutional scholarships and grants increased 63% over the past year. In its first year of operation, the new scholarship data base was used by more than 9,000 students.

Reduce the negative impacts of unmet need. With a large increase in the number of GSU students dropped for non-payment in recent terms, we initiated the Panther Retention Grants program in 2011. Within hours of the fee drop, personnel in enrollment services proactively reach out to hundreds of students who have just been dropped, offering small grants. In some cases, the difference between a student staying enrolled or not hinges on as little as $300—a surprising claim until one realizes that 40% of Georgia State students come from households with annual incomes of $30,000 or less. *Outcome:* Over the past year, 2,600 students were returned to classes after having been dropped as a result of this program. The grant recipients meet with financial aid counselors, and more than 90% have re-enrolled for subsequent semesters without requiring additional grants. 70% of the students who were within two semesters of graduating when the grant was awarded have since graduated.

Decrease the negative effects of the loss of the Hope scholarship. At Georgia State, 74% of freshmen come into the University supported by the Hope Scholarship. In 2008, 51% of Hope freshmen lost the scholarship by the end of their first year due to their GPA dropping below 3.0. Of these students, only 9% ever gained the scholarship back again. For the others, their likelihood of graduating dropped 40 points, from 61% to 21%. Sadly, the vast majority of students who dropped out after losing Hope left Georgia State in good academic standing; they were on the path to graduating, they just lacked a 3.0 GPA. In 2009 we piloted a program, Keep Hope Alive, offering students $500 a semester for the first two semesters after they had lost Hope. In return for the funds, they signed a contract agreeing to attend a series of academic skills and financial literacy workshops and to meet with their academic advisors regularly during the year. *Outcome:* Last year, 62% of the students in the program recovered Hope by their next check point. The program has helped to raise Hope retention rates on campus from 49% in 2008 to 75% last year and has proven so effective that the Goizueta and the Coca-Cola Foundations both directed funds to the initiative as part of recent gifts to GSU *(Chart 6).*

Overhaul academic advising. Georgia State had an academic advising system that had developed piece-meal over time. The University and its colleges maintained six different advising offices with little coordination between them, no

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common record keeping, and no common training. As prescribed by the 2011 Georgia State Strategic Plan, Georgia State has hired 42 additional academic advisors to bring our student-advisor ratio to the national standard of 300-to-1. We have established a common record system, common training, and a campus-wide University Advising Council. In 2013, we opened a central University Advisement Center, housing almost 70 advisors who serve every college and major, in a location in the heart of campus. In August 2012, we went live with a cutting-edge, web-based GPS Advising system based on 7 years of RPG data and over 2 million GSU grades. The system, which monitors 25,000 students with nightly updates from Banner, uses 700 markers to track when students go off path academically and offers predictive analytics for how each student will do for every major and every course in the curriculum. *Outcome:* In its first year of operation, the GPS system was used in 15,800 advisement sessions. 2,452 students were converted from off path to on path for graduation, and 900 had their schedules corrected during registration when markers were triggered indicating that they had signed up for wrong or inappropriate courses. According to our analytics, the net impact of the first-year of our advising initiative will be a 1.1 point increase in the institutional graduation rate. In the coming academic year, with the help of an Incubator Grant from the USG, we will become the first school in the nation to integrate a nuanced set of financial analytics into a web-based advising platform.

Redesign courses with high DFW rates. Five years ago, the mathematics requirement constituted an insurmountable progression roadblock for many students and was the cause of thousands of students losing the Hope scholarship. The DFW rate in College Algebra, for instance, was 43%. In some sections, the number topped 60%. The university piloted a hybrid model in which students attend a one-hour lecture each week and spend two hours in a math lab with their class, working online with adaptive-learning exercises while the instructor monitors results and answers questions. *Outcome*: This past academic year, 7,500 students took their mathematics requirement in this hybrid format, including every student who enrolled in College Algebra. The DFW rate for the course has dropped from 43% to 21%. This means that 1,650 more students are passing the course in their first attempt than was to case five years ago. Our newly founded Center for Instructional Innovation is helping to expand such pedagogical innovation across the curriculum with seed grants to departments and faculty to explore new approaches in the classroom.

Expand Supplemental Instruction. With many other courses with high DFW rates and limited resources, we decided to tap into one of our competitive advantages: large numbers of federal Work Study students. We scoured the rosters of courses with high failure rates for Work Study students who had done well. Rather than assign these students to work in the library or cafeteria, we hired them to go through training, attend the course again, and offer tutoring sessions to students currently in the course. *Outcome*: The average course grade for those students who attend at least five SI sessions is almost half a letter grade higher than for those who do not attend, and the program now supports 9,600 students every year. A side benefit of the program has been that the graduation rates of the tutors, now teaching rather than working in the cafeteria or shelving books in the library, have also climbed by 10 points.

Institute a Summer Success Academy for at-risk freshmen. Our data show that there are identifiable characteristics of admitted students that correlate highly to academic struggles and attrition. Rather than defer admission for the weakest students until spring, Georgia State piloted a Summer Success Academy in 2012. Students were admitted for the fall on the condition that they attend the Academy—a 7-week long, 7-credit-hour program in which all students are enrolled in Freshman Learning Communities (that extend into fall and spring) and are exposed to intensive academic support, including Supplemental Instruction, our early alert system, one-on-one advisement, and financial literacy workshops. *Outcome:* The 135 students

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in the 2012 Summer Academy (representing the 4% of the fall freshman class with the highest risk factors) not only all completed the Summer Academy; the group went on to achieve a 2.95 average GPA during the fall semester—a higher average GPA than that earned by the remaining 96% of the freshman class. For 2013, the Academy has more than doubled in size and the students completed the 7-credit-hour summer term with an impressive average GPA of 3.29.

     Increase Enrollments in Freshmen Learning Communities.   By breaking down the freshmen class into groups of 25 students and having the students travel to all of their fall semester classes together, Freshmen Learning Communities allow study-partnerships and friendships to form naturally and provide a structure through which the University can direct advisement, Supplemental Instruction, and other forms of academic support to the students. The average one-year retention and six-year graduation rates for students enrolled in FLCs at Georgia State are both 4 points higher than the rates for those who are not. _Outcome:_ The 2011 University Strategic Plan pledged to increase the percent of freshmen enrolled in FLCs to 70%. We hit the target for the first time this fall, enrolling almost 2,200 of the incoming 2013 freshmen in FLCs—and increase of 690 students over FLC enrollments in 2012.

Partnerships

     As a comprehensive research university with deep ties to metro-Atlanta and the state, Georgia State University has dozens of partnerships that serve the college completion goals not merely of Georgia State but of the entire state of Georgia.

     The College of Education, for instance, maintains multiple successful service centers that provide important resources to K-12, including professional development for teachers and administrators, training and support for mental health providers, and literacy resources for children and families. There is a commitment to expanding these thriving centers and clinics, including the Alonzo A. Crim Center for Urban Educational Excellence, the Center for School Safety, the Principals Center, the Center for Reading Recovery, and the Urban Literacy Clinic, in order to more effectively serve the needs of the Georgia.

     The University continues to work closely with Atlanta Public Schools on multiple fronts and has recently increased the number of students in its Washington High Early College program, which has brought hundreds of at-risk high-school students to take courses at Georgia State. We also maintain our successful Early College partnership with Carver High. Leadership from the national Woodrow Wilson Foundation recently visited campus and indicated that they would like to partner with Georgia State on several innovative programs for the preparation of K-12 teachers, especially in STEM areas. We also entered a new agreement with the Woodrow Wilson Foundation to educate and to support teachers in STEM fields through a comprehensive program of curricular and financial support. The partnership with this highly prestigious foundation—one of only a handful of such agreements that the Woodrow Wilson Foundation has entered in nationally—seeks to increase both the number and the quality of STEM teachers in Georgia.

     Our leadership in partnering with the Education Advisory Board to develop GPS Advising has led to a host of new collaborations. As a result of the 2013 CCG summit, multiple USG campuses sent representatives to campus to visit GSU's new University Advisement Center, observe the advising protocols we have put in place, and see

Georgia State
University

the web-based advising platform in action. More surprisingly, perhaps, is the fact that Georgia State has now worked with two other groups who saw the demonstration of GPS Advising at the Summit, the TCSG and the Georgia Association of Independent Colleges—with GSU providing webinars and hosting campus visits to the groups. In the past year, Georgia State has also been asked to present on its innovations in the area of advisement at meetings of Complete College America in Chicago, New Orleans, and Orlando; meetings of the American Association of State Colleges and Universities in Mobile and Baltimore; APLU meetings in Miami and Washington; the Aspen Institute's forum on The Future of Higher education in Colorado; and with dozens of individual universities. The Chancellor of SUNY has asked Georgia State to present on its advising programs and its use of "big data" in October at an annual meeting of the leadership of all SUNY schools, as has the Board of Regents of Ohio and the Indiana Higher Education Commission. We are partnering with the USG and the Education Advisory Board to develop the first-in-the-nation integration of financial analytics into a web-based advising platform.

The coming year will also see a major partnership between Georgia State and the USG in developing principles and procedures for the support and credentialing of innovative means of learning, including MOOCS. Meanwhile, we continue to work with Georgia Perimeter College on a Lumina-funded project to improve transfer success between the two institutions using Lumina's experimental DQP (Degree Qualifications Profile) as the model.

Key Observations and Lesson Learned

One of the most exciting aspects of the innovative programs that Georgia State has implemented is their potential to provide novel data that can be employed to accelerate rates of college completion, not merely at Georgia State but elsewhere.

The Panther Retention Grant Program—simple in concept, but highly uncommon nationally—was recently featured in an article in the *Chronicle of Higher Education* and in Jeff Selingo's new book *College (Un)bound* precisely because it has revealed the strong positive impact that micro grants of as little as $300 can have on college persistence. As we track the data in the semesters ahead, we should be able to provide insights into the effect of such grants on college-completion rates—a study that will have national significance.

Our tracking through the National Student Clearinghouse of all Georgia State students who leave the University has produced data now being cited nationally by Complete College America due to their startling implications. When one tracks Georgia State's cohorts by race and ethnicity not merely through Georgia State but through all institutions nationally, success rates increase by 20 points for African Americans, 25 points for whites, and an incredible 29 points for Latinos *(Chart 2)*. This has led to an increased appreciation of the transient nature of low-income and at-risk students: they and their families, often due to economic pressures, move around more than do better resourced students. Even more importantly, the data has led to increased appreciation of the under-reporting that occurs when we track success rates by individual institutions. Georgia State's graduation rate of 51% climbs by more than 20 points when you include students who go on to enroll (and succeed) elsewhere.

Perhaps most promisingly, the hundreds of thousands of datum being collected on a daily basis by Georgia State's new GPS Advising system have the

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potential to be a game changer (and the subject of an upcoming article in *The Wall Street Journal*.) Academic advisement has long been a hold-out when it comes to data; the details of advisement are often veiled behind the private conversations of students and advisors. Now, we not only have the ability to see what impact the careful tracking of every undergraduate and his or her academic choices will have on existing metrics—encouraging news, for instance, is the fact that after one year of GPS Advising, Georgia State's average number of credit hours at the time of completion is down for the first time in five years—it also opens the door to a whole new set of metrics. If we can track whether each student is on path or off path for timely graduation, how do these numbers compare by various degree programs and how do they track over time? *(See Chart 7.)* If we can identify all of the pre-Accounting students who failed to meet the minimum grade in their first course in the program and we intervene immediately, what percent of students can have their path righted and go on to succeed in the Accounting degree program? *(See Chart 8.)* If we can track the effects of different types of interventions, what potential do the resulting data hold for strengthening the nature and substance of the interventions that we offer?

The search for such answers is exciting, and it will be a major focus of Georgia State's college completion efforts in the coming year.

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Chart 1

Georgia State Graduation Rates

32%

53%

Chart 2

Graduation & Retention: National Student Clearinghouse Data Added

- Ten Years Ago
- Today
- Today, with Clearinghouse Data Added

White: 31.6%, 50.8%, 76.9%
African American: 25.6%, 55.2%, 75.8%
Hispanic: 22%*, 66.4, 95.2%

Georgia State University
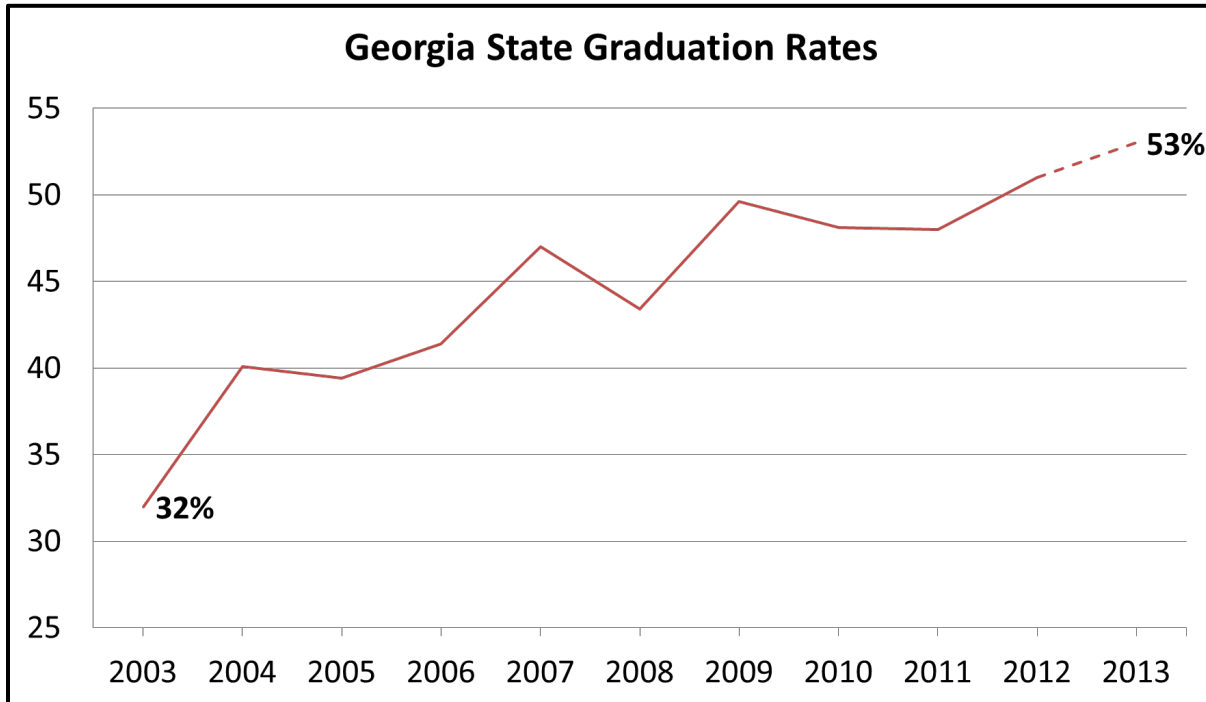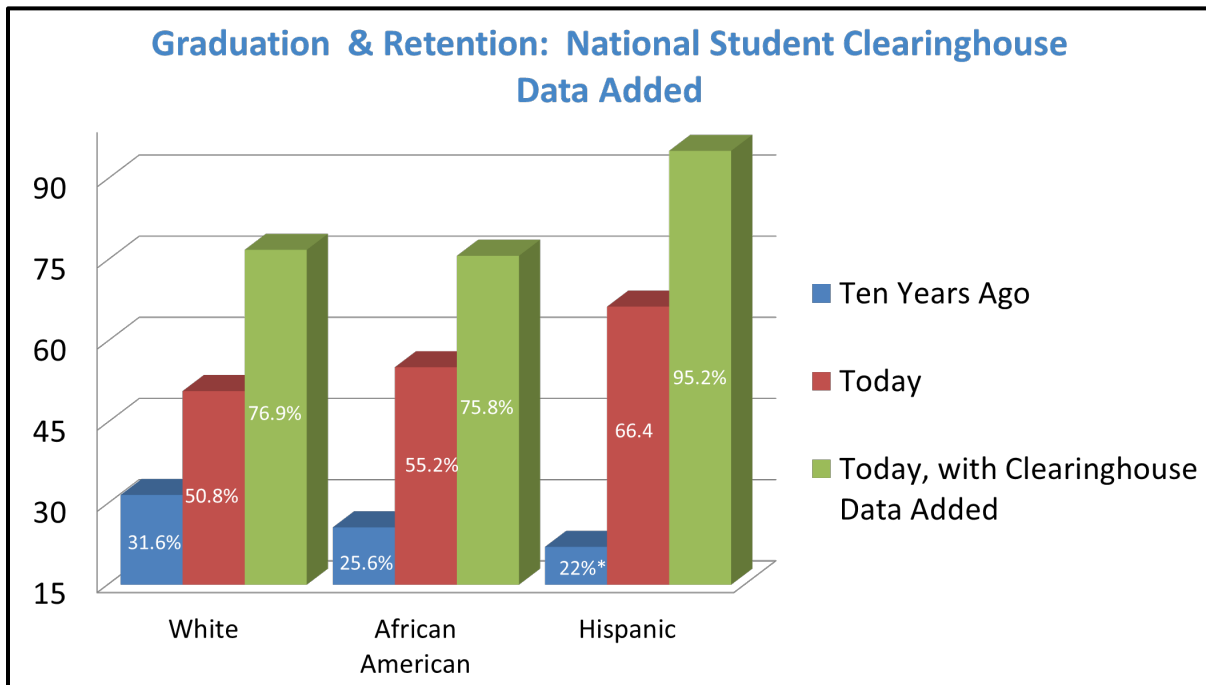
Chart 3

Georgia State Degree Conferrals

2007-08	2008-09	2009-10	2010-11	2011-12	1-Yr Change	4-Yr Change
5,857	6,188	6,419	6,901	7,365	+7%	+26%

Chart 4

Georgia State Students on Pell

Chart 5
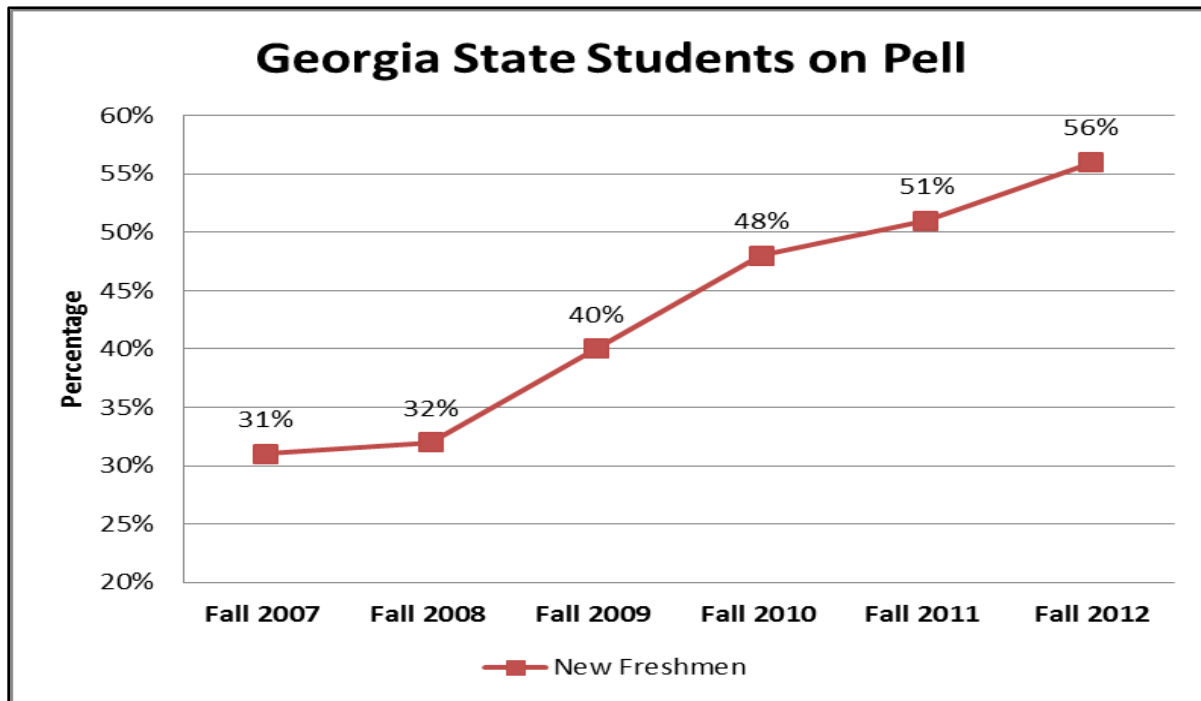
2011 Rank	Institutions	State	Total	% Grads	%Chg
			Top 100 Degree Producers		
	2012 African-American Bachelor's - All Disciplines Combined				
				2010-2011	
1	**Georgia State University**	**GA**	**1262**	**31%**	**17%**
2	FAMU	FL	1224	94%	5%
3	North Carolina A & T State University	NC	1172	90%	-6%
4	Jackson State University	MS	966	94%	4%
5	Howard University	D.C.	953	93%	-10%
6	University of Central Florida	FL	939	9%	10%
7	University of Memphis	TN	862	32%	0%
8	Troy University	AL	859	32%	4%
9	University of Florida	FL	859	10%	11%
10	University of South Florida-Main Campus	FL	845	12%	6%
11	University of North Texas	TX	835	13%	11%
12	Temple University	PA	831	15%	-5%
13	University of Maryland-University College	MD	809	25%	11%
14	Florida Atlantic University	FL	808	18%	-3%
15	Virginia Commonwealth University	VA	805	19%	13%

Online For Profit Schools Excluded

Source: Diverse: Issues in Higher Education

Chart 6

Keep HOPE Alive

➢ Targets students who have lost HOPE

➢ Grants students $500/semester for one year on the condition they attend year-long series of academic skills workshops and individual advisement sessions

➢ Institutional HOPE Retention Rate 2008: 49%
Institutional HOPE Retention Rate 2012: 75%

Non-Participants 8.6%
Participants 62.5%

All Students who have lost HOPE at the 30-hour checkpoint
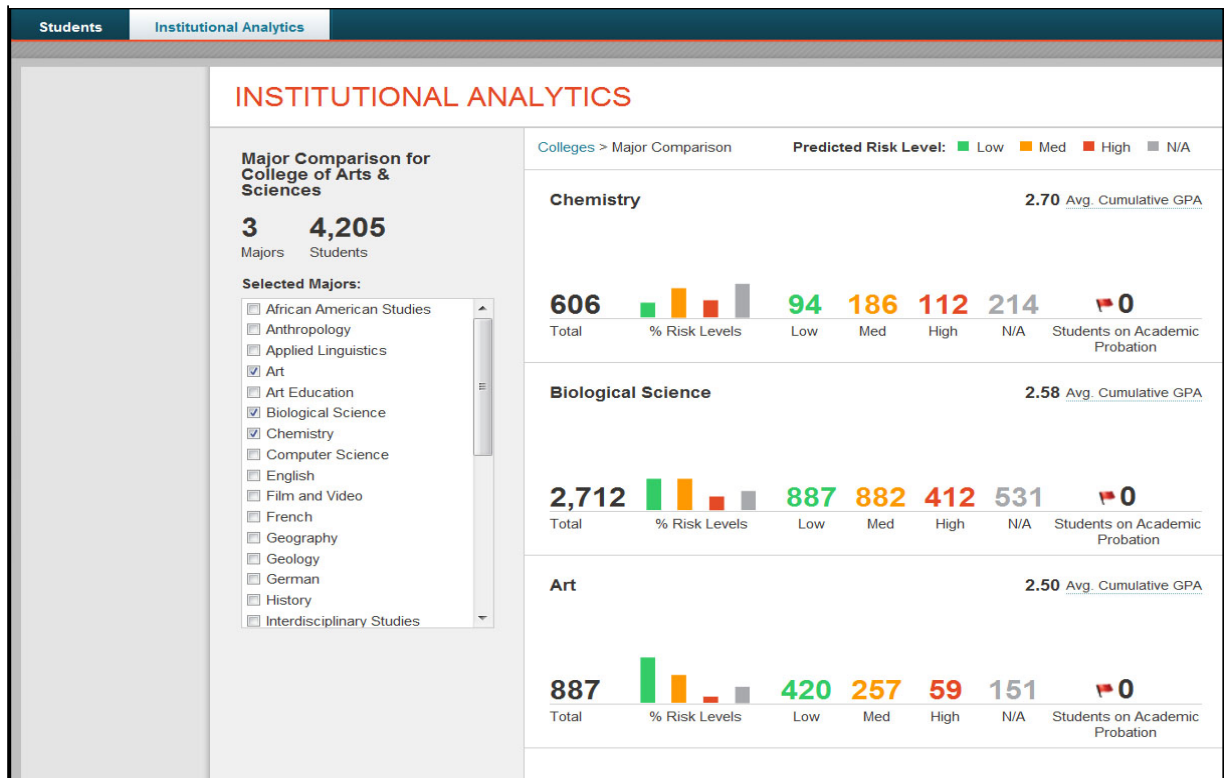
Georgia State University

Chart 7

Chart 8

Georgia State University
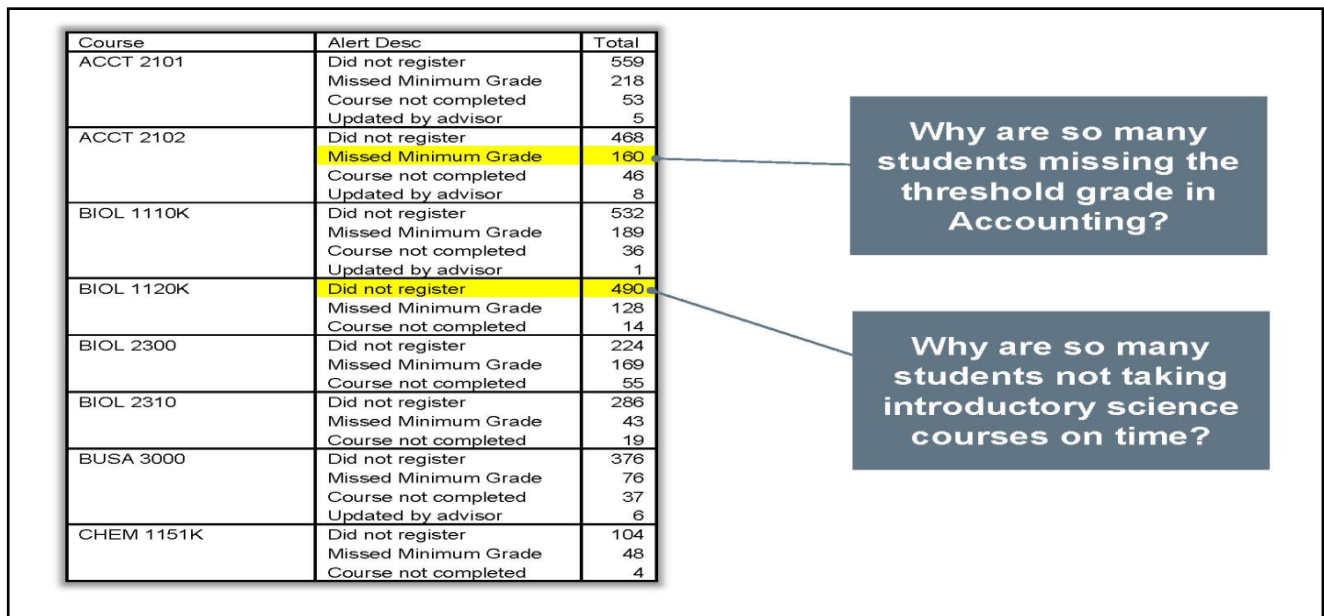
Complete College Georgia Status Report for Gordon State College
Revised August 23, 2013

Updates, Progress, and Future Work

<u>Progress to date in meeting institutional goals</u>: This section summarizes our progress for 2012-2013. The appendix to this document includes updated tables from our Completion Plan, with subpopulation breakdowns where appropriate. Some "good news" highlights:

1. Exceeded our annual goal for increasing the number of graduates: projected increase of 3% in the number of graduates; realized increase of 5%.
2. Fall to Fall retention rate for the First-Time, Full-Time Cohort improved from 46.3% in Fall of 2011 to 52.5% in Fall of 2012 – an increase of more than 6%.
3. For every new student subpopulation measured but one: demonstrated upward trend over the past two years in the percentage of hours earned compared to hours attempted at the end of the fall semester. (See Appendix, Additional Data.)
4. As an access institution, it is important to measure all "Appropriate Next Steps" for our students. (See Goal 5.) Exceeded goal for the 2009 cohort by 7%.

Progress on the six goals described in our Completion Plan:

GC Goal 1 (Increased Numbers – Degrees Conferred Annually): We will continue our growth in the number of degrees, which means that over the five year period we will increase our number of graduates by more than 20%. *Our 2012-2013 Goal: 3% increase. Actual: 5% increase.*

GC Goal 2: (Increased Efficiency- One Year Retention Rate, First-Time Full-Time Cohort)
Goal: 54%. Actual: 52%. While this outcome is less than hoped for, we are pleased to see a 6% increase over the 2010 cohort retention rate. See Goal 3 for information on subpopulations.

GC Goal 3: (Increased Efficiency- One Year Retention Rate, Special First-Time Cohorts). See Table C in the Appendix for the goals and results for each subpopulation. In summary, all actual percentages fell short of our annual goals for this first year.

However, the one-year retention rate for *the following first-time subpopulations increased significantly over the previous year's cohort: full-time freshmen, 6%; part-time freshmen, 4%; learning support, 8%*.

The retention rate for first-year (at Gordon State College) transfer students, both full- and part-time, *fell 3% and 17%* respectively. Similarly, the rate for adult learners *fell 4%*. The data reveal an opportunity to serve these overlapping groups of students more effectively.

GC Goal 4: (Increased Efficiency: Graduation Rates for First-Time, Full-Time Cohort): We are measuring three- and six-year graduation rates for cohorts beginning in fall 2009. As of spring 2013, we are only able to report the three-year rate for the fall 2009 cohort. *Our goal: 11%. Actual: 9%.*

While we are disappointed in this result, we are not surprised. In fall 2009, Gordon State College experienced a huge (18%) enrollment growth. Of that large 2009 cohort, 58.54% had learning support requirements, and 55.5% of those students had two or more learning support requirements. Historical data demonstrate that students with two or more LS requirements have a

low rate of retention and completion. Since the fall of 2009, the number and the characteristics of the FTFT students have changed. In addition, since the spring of 2010, Gordon State College has implemented a number of initiatives intended to improve retention and completion. We expect that these efforts will enable us to meet or exceed annual goals as we move forward.

GSC Goal 5: (Increased Efficiency: "Appropriate Next Step Measure" for First-Time, Full-Time Cohort)
As a two-year college with a limited number of baccalaureate degrees, we use the "Appropriate Next Step Measure" to help us measure our contributions.   That is a measure in which we declare success when a member of our first-time cohort does one of the following three things:
- The student graduates from Gordon College or a sister institution with a two-year degree.
- The student successfully transfers to a sister four-year institution.
- The student successfully enters one of the baccalaureate programs at Gordon College and begins taking 3000-level courses. Our goals for this measure are found in Table E.

We are measuring three-year and six-year "Appropriate Next Step Measures" for cohorts beginning in fall 2009.   At this point, data are available only on the three-year ANS for the fall 2009 cohort. *We are encouraged by the fact that we have exceeded our goal for this cohort, 31% attainment, by 7%.*

GSC Goal 6: (Increased Numbers: Access): We measure the number of new adult students (students 25 and older) served by Gordon State College. *Our goal for fall 2012: 3% increase. Actual: 15% decrease.*   As explained in Goal 3, data shows that we need to understand better and focus more on this subpopulation. We note, however, that *the overall decline in enrollment over the past two years—16.7%*--has a direct impact on the population of this student group.

As described below, we have implemented a number of important supports for this subpopulation over the past two years, and we look forward to increasing the number of adult learners and serving them more effectively.

Significant changes in goals and strategies: As stated several places in this document, we need to gather more extensive data on our transfer and adult learner populations. What characteristics of new transfer/adult students can we determine, and which of those might tell us more about their needs? We have taken some steps in that direction. For example, feedback from transfer students led to our reshaping our New Student Orientations for that group of students. Much work is yet to be done, and out of that research and thinking we expect to refine and/or develop new goals.

Though not included in our original goals, we have begun collecting data on earned hours vs. hours attempted in the first semester as an important measure. We expect to develop a related goal.

Work undertaken not identified in original campus plan: The Complete College Georgia initiative, along with our participation in the Adult Learning Consortium, has led the college to undertake the following work since we wrote our Completion Plan:

- Improving Access and Completion for Students Traditionally Underserved:

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- o Developed significantly our recruitment and support of <u>adult learners</u> through: hiring an Adult Learning Coordinator, developing a quality web presence, and creating a Testing Center that qualifies for CLEP testing, with additional PLA testing to be added this coming year.
- o Have applied and been approved by Board of Regents (have not yet heard from SACS) to offer <u>associate degree programs at the McDonough, Henry County</u>, site. One of the fastest growing counties in the state, Henry County contains <u>a large number of adults who lack higher education credentials</u>.
- o Hired a director to develop further our Henry County and Fayette County sites. Through this and additional staff development we will not only be able to create greater awareness of our programs in those areas, but improve services and support on site. <u>Adult learners</u> of all types will have better opportunities and better support through these sites.
- o <u>African-American Male Initiative</u>: Received a $10,000 matching (dollar-for-dollar) start-up grant. Will provide for coordination, mentoring, conference travel, and intrusive advising. In addition, we have begun offering sections of our First-Year Experience course exclusively for African-American males.
- o Improved our <u>online degree efforts</u> through
  - establishing a required training course for faculty that focuses on using D2L effectively and on student engagement online,
  - establishing an online course review process, and
  - carefully expanding our course offerings, with an eye on quality.
- Restructuring Instructional Delivery:
  - o Have developed learning communities involving a learning support discipline and related college-level course in that discipline, with the goal of efficient instruction and shortening time to completion. For example, ENGL 0098 is a "Just in Time" remediation course, a lab-based tutoring course designed to provide just in time remediation for students—strengthening their English composition skills through a comprehensive review of grammar and sentence structure—in tandem with enrollment in ENGL 1101.
- Shorten Time to Degree:
  - o We emphasize to our students the importance of signing up for 15 hours in the first semester and following. Beginning with new students in fall 2013, we are <u>pre-registering students for 14-16 hour loads</u>. After orientation, they will have the ability to change their schedules if work or other demands require it.
  - o See "Restructuring Instructional Delivery" above.
- Partnerships with K-12 and higher ed institutions: See the next section.

Partnerships

<u>Influence of Summit 2013 on institution's regional focus</u>: The Summit was helpful in general ways. For example, the session on "The Changing Economy: Thinking Strategically About Regional Needs"

prompted thinking here about technical college certificate programs/degrees and articulation into our baccalaureate programs. The Region 4 work session, unfortunately, was not as productive as intended. The partners—Univ. West Georgia, Gordon State College , Southern Crescent Technical College, and West Georgia Technical College—worked together well and discussed some common issues relevant to CCG. This alignment of regional partners was not, however, a natural one, a fact recognized by all. Gordon State College's natural partnerships are, in general, with institutions to the north of us. We draw the huge majority of our students from more heavily populated counties to the north, and this is where we devote our energies, develop our important off-campus sites. We already work extensively with SCTC and Clayton State University.

Plans for building partnerships:

- We added a third partnership involving a College and Career Academy, this one in Fayette County. Our AVPAA Richard Baskin now serves on the steering committee. Clayton State University and Southern Crescent Technical College are the other post-secondary education partners.
- AVPAA Baskin has been appointed to the Board of Directors for the Henry County Academy of Advanced Studies for the coming year. The Academy should increase the number of students in the Accel program, and it also provides the site for developing greater access to education and educational services for traditional and non-traditional college students.
- For our Henry County site, we have hired a director who is a Professor of Business at the college. He will be contacting county leaders in business, industry, government, and community with the goal of determining needs that Gordon State College may be able to meet. We plan to take a similar approach over the next two years with leaders in Fayette County.
- Working with Pike County Schools, we have reserved seats in select fall 2013 classes for Accel students, who will be bussed to our campus at the expense of PCS, or will travel on their own. The Accel program helps administrators in smaller, underfunded schools systems provide college credit for their students more cost effectively, in some cases, than through Advanced Placement courses at the high school.
- Working with Monroe County Schools, we will begin teaching Accel classes in one of their buildings this fall. This partnership will also allow us to offer evening courses in their community for traditional and non-traditional students.
- Our English Department has just been awarded a mini-grant to work with Lamar County Schools personnel in improving English curriculum alignment. The work will be conducted in this calendar year.
- We are discussing stackable certificates and degrees for the film industry with Southern Crescent Technical College.
- We collaborate with UGA-Griffin in offering courses for 1) their students who need a core class or two in order to matriculate into a UGA program, 2) students who plan to earn a degree from GSC. We continue to pursue other opportunities to partner with UGA-Griffin.
- We have a reverse transfer articulation agreement with Clayton State University.

Complete College Georgia Status Report for Gordon State College
Revised August 23, 2013

Key Observations and Evidence

How we track and analyze data to assess progress: A key development in this area for Gordon State College has been the loss of our Director of Institutional Research as in March 2012. A special problem with the transition to a new director is that the outgoing director did not leave clear definitions of data sets or clear methodologies. As a result, the new director has had to reinvent everything, and she has a long way to go! It has been difficult to get the data we need, but time and the hire of a very good computer programmer and data analyst is helping considerably.

Our new director believes strongly that we should rely on USG data resources whenever possible, and those resources are proving useful to us. For example, in reviewing the data for Goal 4, Table D, our data analyst found a report on the USG By the Numbers site that gives similar information, but includes graduates from the summer term at the end of the academic year. Our previous IR director had included only the number of spring graduates. We have begun using the USG data, and Table D in the appendix is revised accordingly.

Strategies for sustaining data collection and evaluation of effectiveness: In addition to the comments above in this section: 1) We will establish with the new IR personnel additional data and analysis needs and develop a reporting plan. 2) We will consider the kinds of information we want to track. Some of those are 1) Credit Hours at Time Degree is Conferred, 2) Course Completion Ratios, 3) First-Generation Students (first have to be able to define these students in a way that permits us to track them), and 4) Pell-Eligible Students (same comment).

Sharing Lessons Learned

- Perhaps the most important lesson learned is the need for an "Appropriate Next Step" measure to help us determine how well we serve our students. (See Goal 5 for definition.)
- Another important lesson that has come out of our CCG work has been the need to identify formerly unrecognized populations of "at risk" students, such as students who transfer in with a low GPA. These students must meet Satisfactory Academic Progress or be suspended after just one semester. Another group is those students with a high number of hours but no degree. We now tailor intrusive advising sessions for such populations.
- We recognized that we need to collect and consider additional types of data for adult learners and their characteristics when they matriculate at our school. The same is true for the overlapping subpopulation of military students/family members.
- We are confident that enhanced attention to students has been important: improved orientations, intrusive advising practices, resource allocation to provide a point person for adult learning, supplemental instruction, and instructional delivery that enhances engagement and effectiveness, to mention a few of our efforts.

Data Appendix

This appendix includes updated data for each of our six institutional goals, plus additional data for student subpopulations, on percentage of hours earned out of hours attempted at the end of the first semester. New information is highlighted in yellow.

GSC Goal 1 (Increased Numbers – Degrees Conferred Annually): We will continue our growth in the number of degrees awarded as shown in Table B. Observe that this means that over the five year period we will *increase our number of graduates by more than 20%.*

Table B: GSC Goal 1 for Degrees Conferred at Gordon State College

2011-2012 Actual	2012-2013 GOAL	2012-2013 ACTUAL*	2013-2014	2014-2015	2015-2016	2015-2016
583	600	611	625	649	675	702
%-Increase	3%	5%	4%	4%	4%	4%

GSC Goal 2: (Increased Efficiency- One Year Retention Rate, First-Time Full-Time Cohort)
Retention Goal for Fall 2011, First-time Full-time cohort: 54%

Fall 2011 FTFT:	1,100
Fall 2012 Returned:	577
Retention Rate:	52%

Retention Goal for Fall 2012 cohort: 56%

GSC Goal 3: (Increased Efficiency- One Year Retention Rate, Special First-Time Cohorts)

In Table C are found our actual one-year retention rates for critical subpopulations, Fall 2010 to Fall 2011, and our goals for the subsequent four years.

Table C: GSC Goal 3 for One-Year Retention of First Year Students

First-Time Cohorts	Actual 2010 to 2011 Retention Rate	Goal: 2011 to 2012	Actual 2011 to 2012 Retention Rate	Goal 2012-2013	Goal 2013-2014	Goal 2014-2015
Full-Time Freshmen	46%	54%	52%	56%	58%	60%
Part-Time Freshman	35%	40%	39%	42%	44%	46%
All Learning Support	39%	45%	47%	47%	49%	51%
Full-Time Transfer	47%	54%	44%	56%	58%	60%
Part-Time Transfer	60%	62%	43%	64%	66%	68%

25 and Older	54%	56%	**50%**	58%	60%	62%
Federal Financial Aid	46%	50%	**46%**	52%	54%	56%

GC Goal 4: (Increased Efficiency: Graduation Rates for First-Time, Full-Time Cohort)

Table D: Goals for Graduation Rates for First-Time, Full-time Cohorts

	Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
	Goal	**Actual**	**Goal**	**Actual**	**Goal**	**Goal**	**Goal**	**Goal**
Three Year Graduation Rate	11%	9%	11%	N/A	13%	15%	16%	17%
Six Year Graduation Rate	16%	N/A	16%	N/A	18%	20%	21%	22%

GSC Goal 5: (Increased Efficiency: "Appropriate Next Step Measure" for First-Time, Full-Time Cohort)

As a two-year college with a limited number of baccalaureate degrees, we use the "Appropriate Next Step Measure" to help us measure our contributions.   That is a measure in which we declare success when a member of our first-time cohort does one of the following three things:

- The student graduates from Gordon College or a sister institution with a two-year degree.
- The student successfully transfers to a sister four-year institution.
- The student successfully enters one of the baccalaureate programs at Gordon College and begins taking 3000-level courses. Our goals for this measure are found in Table E.

Table E: GSC Goal 5 for **"Appropriate Next Step Measure"** for First-Time, Full-time Cohorts

	Fall 2009 Cohort		Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
	Goal	Actual	Goal				
Three Year "Appropriate NS"	31%	38%	31%	33%	35%	36%	37%
Six Year "Appropriate NS"	37%	N/A	37%	38%	40%	41%	42%

GSC Goal 6: (Increased Numbers: Access): In Table G we start with the numbers from Fall 2011 and define goals for the number of new adult students (students 25 and older) served by Gordon State College.

Table G: GSC Goal 6 for Number of New Adults Served by Gordon State College

Fall 2011 Actual	Fall 2012 Goal	Fall 2012 Actual	2013-2014	2014-2015	2015-2016	2016-2017
165	170	140	177	183	192	199
Percent Change	3%	-15%	4%	4%	4%	4%

Additional Data

All of these new student subpopulations but one has shown an increase in hours earned as a percentage of attempted hours in the first term. Over a two-year period, the greatest increase was 29.4% (PT Freshmen) and the least was 8.7% (Learning Support). FT Transfer students declined by 8.5%.

Table A-1: Percentage of Hours Earned out of Hours Attempted at the End of the Fall Semester

New Students	Cohorts		
	Fall 2010	**Fall 2011**	**Fall 2012**
Total New Students	44.84%	53.73%	57.9%
Full-time Freshmen	41.72%	50.65%	55.4%
Part-time Freshmen	37.63%	33.15%	67.0%
Full-Time Transfer	57.77%	66.27%	49.3%
Part-Time Transfer	63.01%	71.27%	72.4%
25 and Older	53.01%	57.53%	63.8%
Pell Grant	38.50%	46.69%	50.4%
Learning Support	25.29%	29.55%	34.0%

Note. Percentage represents the institutional hours earned/institutional hours attempted for Fall of Cohort semester plus any hours from prior Accel/MOWR semesters. For example, Fall 2010 Full-time Freshmen completed 41.72% of the courses they attempted in Fall 2010. [See "Key Observations and Evidence" for comment on change in data collected.]

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Modified 8/28/2013

Kennesaw State University
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Updates, Progress, and Future Work

       The Goals and strategies that comprise KSU's Complete College Georgia Plan are reproduced from the original plan in Appendix A. The three major goals are:

Goal 1: Increase the college readiness of students enrolling at KSU through external partnerships with TCSG institutions and K-12 schools.

Goal 2: Enhance academic and non-academic support services for targeted subgroups of students.

Goal 3: Promote excellence and innovation in education to aid student progression to graduation.

The tables in Appendix A show progress toward implementation for each of the strategies listed for each of the three goals in **red.** The tables also show substantive revisions in **blue**. This section highlights significant results for selected strategies associated with the stated goals.

       For Goal 1, there has been substantive progress made on two of the three strategies listed

- The most significant results have been obtained with the Dual Enrollment Honors Program (DEHP). While budgetary constraints have delayed implementation of any new pre-college programs, the DEHP is experiencing unprecedented growth. For fall 2012 the cap of 150 students was removed and 186 students were enrolled (an increase of 24%). In fall 2013 there are 308 DEHP students enrolled, an increase of 66% from the previous fall. This greatly exceeds the target figure of 5% per year projected in KSU's original campus plan.

- Chattahoochee Technical College (CTC) has offered use of classrooms on their North Metro Tech campus. In 2013-14 KSU will be analyzing the best way to use those classrooms with implementation in fall 2014 if needed.

       Goal 2 includes strategies aimed at providing support services for targeted subgroups of students. Significant accomplishments include:

- Implementation of ACE guidelines for transfer of credit earned by military personnel and planned expansion (2013-14) of the Veterans Resource Center so that it can better serve our students who are veterans of military service.

- Hiring a new Assistant Director for the Disabled Student Services office to train faculty and provide appropriate services to students with a variety of disabilities.

- KSU has an ongoing grant ($1.0 M) from The Goizueta Foundation to increase the recruitment, retention, and progression to graduation of Latino/a students. The first cohort matriculated fall, 2011. Data from that first cohort (see the table below) indicate the success of this program.

Category	Retention (%)
Latino/a RRPG Students awarded scholarships	88
Latino/a RRPG Students not awarded scholarships	83
Latino/a RRPG Students enrolled in RRPG First Year Seminar	94
Latino/a RRPG Students not enrolled in RRPG First Year Seminar	81
All Latino/a RRPG Participating Students	86
Latino/a Students not participating in the RRPG Program	73
All First-Time, Full-Time First-Year Students (FTFT-FYS)	77

In addition 64% of those participating students who entered with HOPE support were able to maintain that support at the first checkpoint, in contrast to a 52% maintenance level for all FTFT-FYS who enter with HOPE support.

- KSU is using tags in banner to analyze the retention, progression and graduation rates of a variety of populations (e.g. Latino/a; African-American; Residential vs. Commuter; Honors students; Hope-supported vs. non-supported; first-generation; etc.).
- We are moving forward with the recommendations from the recently concluded Foundations of Excellence – Transfer Focus Self Study that can be accomplished with existing personnel. A Transfer Advisory Council (TAC) composed of faculty, staff and students to address the issues faced by transfer students will be operational in 2013-14.
- Several possible Early Alert/Early Intervention software packages have been examined and an RFI/RFP is being prepared to identify the best program for our needs.

Goal 3 includes several strategies designed to increase the rate of degree completion and to shorten the time-to-completion. Progress and/or revisions for each of these can be seen in Appendix A. Some of the strategies are highlighted below:

- One strategy was to identify in 2012-13 an "at-risk" population of students and hire two graduation coaches to serve those students beginning in fall 2013. An examination of data available through KSU's office of Enterprise Information Management (see chart below) indicates that students who enter KSU with a HS-GPA in the 2.50-2.99 range, thereby, missing out on HOPE support have a one year retention rate of 76.6% and a 2-year retention of 62.4%. Aggregate data from a three-year period indicates that 23% of those students achieve the GPA necessary to gain HOPE support at their first college checkpoint. Retention for those students is 99.3% while retention of students who fail to achieve HOPE support drops to 68.5%. It was decided, therefore, to target those students as the first "at-risk" population to be identified and served. The goal is to boost the percentage of students (entering

Retention vs. HOPE Status

■ First-to-Second Year Retention (Avg of 2009-2011 Cohorts)
■ First-to-Third Year Retention (Avg of 2009-2010 Cohorts)

without HOPE support) achieving HOPE support at the first checkpoint from the current 23% to a target level of 55%. Unfortunately, the funds were not available from KSU's state allocation to implement this strategy in 2013-14. As an alternative, a $500k grant proposal was submitted to an external agency to support this initiative. This, also, was not funded. Funding these positions is a high priority for 2014-15 and plans are to redirect funds as necessary to move forward with this initiative.
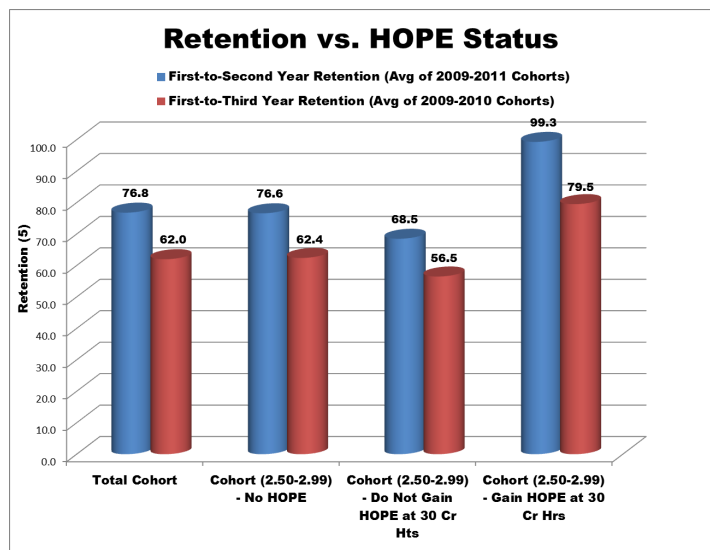
- Preliminary examination has shown that the limited availability of certain courses creates bottlenecks that impede the progression of students toward a timely graduation. As proposed, KSU has purchased a software package (Ad Astra) that will facilitate a thorough analysis of such bottlenecks for each major so that Department Chairs/Course Schedulers can make informed decisions to reduce these impediments to student progression. The software is being employed in fall 2013 for development of the summer 2014 and fall 2014 class schedules.

- Supplemental Instruction (SI), which is housed in University College, has been highly effective in reducing the rate of Ds, Fs and Ws. Data from spring 2011 (see chart below-right) shows a reduction from an average of 38% for students in participating courses who do not attend any SI sessions to an average of approximately 18% for students in participating courses who attend at least one SI session. The program has been funded from the RPG Special initiative funding originally awarded to KSU in 2006. The CCG plan to increase the number of courses and students served involves supplementing the RPG funding with funds supplied by the various academic colleges served by the program. The College of Science and Math, where the largest need exists, has received a $40,000 grant to fund a modified version of SI starting in fall 2013 thereby freeing funds in the SI budget to serve additional courses. When courses served by both programs are considered, it is expected that KSU will meet or exceed the 5% increase in courses and/or students served that was set as a target in our original plan.

Successful vs. Unsuccessful Grades for SI & Non-SI Students - Spring 2011

- KSU is currently investigating implementation of portfolio-based Prior Learning Assessment as a member of the Adult Learning Consortium. Several individuals, including the Associate Vice President for Curriculum and the Director of the Lifelong Learning Center attended the recent workshop on PLA and meetings of key campus stakeholders are being planned to determine next steps. A small group of faculty and administrators are scheduled to visit Valdosta State University, where PLA has been successfully implemented to obtain information that will aid in the decision process.

- The growth in the number of online sections and in the number of students taking online courses has averaged over 18% per year for the last 4 years resulting in nearly twice as many students enrolled in online classes in 2012-13 (N=18,485) as compared to 2008-09 (N=9,578). Growth is projected to continue for the next several years and should readily exceed the stated target of 8% growth per year.

- Finally, we are piloting transformation of the way we deliver remediation to students. This summer and fall we are implementing a co-requisite model for math remediation that includes both a stretch format (Early Start Bridge Academy – 4 weeks in summer conjoined with the 15-week fall semester) and a traditional fall (15-week) format. LS and non-LS Students will enroll in the same credit-bearing MATH 1111 course section. LS students will be required to attend a 3-hour (1-credit) tutorial while the non-LS students will have optional SI for support. In fall 2014, we will implement a similar co-requisite structure for students with a Learning Support requirement in English.
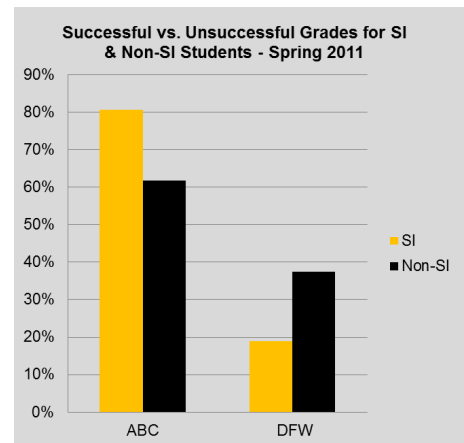
Partnerships

KSU has developed a number of partnerships that will aid in the development of a regional approach to meeting the goals of the Complete College Georgia initiative.

- KSU has reached an agreement with Chattahoochee Technical College (CTC) to begin offering courses on their North metro campus in Acworth. This will help alleviate some of our space constraints as well as serve students who are currently commuting from areas to the north of the KSU campus.
- KSU also has a transfer articulation agreement with CTC that will facilitate transfer of their students to KSU and a 2+2 program in Early Childhood Education.
- We also have 2+2 agreements in Early Childhood Education with Georgia Northwestern Technical College, Georgia Piedmont Technical College and Gwinnett Technical College.

- KSU shares a facility in Paulding County with Georgia Highlands College. In addition to a variety of upper division courses we also have an agreement with GHC for a 2+2 program in early Childhood and Elementary Education.
- Most recently KSU has submitted a proposal for a 2+2 program in Early Childhood (P-5) Education to be delivered in partnership with Atlanta Metropolitan State College. The program will be delivered in its entirety on the AMSC campus.
- Over a year ago, President Papp announced the initiation of Engage KSU, an initiative designed to better connect KSU with the communities it serves. At the beginning of June, 2013, President Papp announced the hiring of a Executive Director for Community Engagement. The primary goal of that initiative and its Director will be to foster relationships within the community that will contribute to the economic development of the region. To that end the Executive Director, Mr. Brian Wooten and the Associate VP for Advising, Retention & Graduation Initiatives, and member of the CCG Steering Committee, Dr. Ralph J. Rascati have entered into discussions with the Cobb Chamber of Commerce, the Cobb Education Consortium, the Cobb County School System, the Marietta City School System, Southern Polytechnic State University and Chattahoochee Technical College to chart pathways and initiate partnerships that will foster a regional approach to addressing college completion goals. An initial meeting was held on August 26. Plans were made to identify 3-5 areas where the participating entities could work together to provide seamless pathways through complementary programs in area high schools leading to Associate of Applied Science programs at Chattahoochee Technical College (e.g. Culinary Arts; Environmental Technology), then to baccalaureate programs at either Kennesaw State University (e.g. Culinary Sustainability and Hospitality) or Southern Polytechnic State University (e.g. Environmental Engineering Technology). Other areas of mutual interest that would help meet degree completion goals (e.g. dual enrollment programs; scholarships) are also being explored.

Key Observations and Evidence

During FY12, Kennesaw State University (KSU) utilized a set of analytic reports to monitor its success in increasing completions without sacrificing academic quality. These reports support the metrics in Appendix B and include the following for tracking the inputs and outputs of KSU's educational pipeline:

Degrees Awarded Report

This is a moving trend of undergraduate degrees conferred (see Appendix C for an example) with five-year number and percentage changes. The report can also be used to create a ten-year view of degrees conferred and includes drill down capabilities for slicing by college, department, and program/major in order to identify gains or losses of degrees awarded in a particular discipline area. Traditional program-led assessment methodologies such as Assurance of Learning (AOL) and Comprehensive Program Review (CPR) provide a much more detailed analysis that supplements the overall degrees awarded trend line. Ad hoc analyses can be conducted using the report as a decision support tool. For example, during Fall 2012 the report was used in a course bottleneck assessment analyses for the Modern Language & Culture and Communication programs in order to identify student progression issues.

Degree Completion Analysis Report

This analytic report contains several numerical summaries and trending data that indicate KSU's effectiveness in graduating its students. It takes into account bachelor degrees awarded to transfer and nontraditional-age students in addition to traditional-age first-year students, giving KSU a more complete view of its graduates as compared to that observed with the IPEDS-reported six-year graduation rate. The data can be disaggregated by a variety of parameters (e.g. age, Pell recipients, learning support, benefitted veterans, course repeats, number of degrees conferred by college, department, and program/major). In

addition, it includes comparator completions data for KSU's in-system peer and aspirational institutions from the Integrated Postsecondary Data System (IPEDS). Using the Degree Completions Analysis Report, KSU produces a written analysis that contains five overall key institutional completion trends (see Appendix D and E for examples). These key trends include national IPEDS comparator data that highlight KSU's commitment to serving diverse student groups as well as data and analyses on traditional-age and nontraditional-age completers. Currently, this report covers a moving eight-year time period in order to illustrate KSU's success in getting students to graduate within six years as well as provide meaningful indicators that overlap with the federal four, five, and six-year graduation rates.

Retention Progression, and Graduation (RPG) Tracking Report

Using the U.S. Department of Education's four, five, and six-year (and beyond) graduation rates, this analytic report contains numerical summaries and trending data measuring KSU's effectiveness in undergraduate retention, progression, and graduation by looking at the inputs to KSU's educational pipeline using a specific cohort of new student intakes. Currently, the RPG Tracking Report focuses on KSU's first-time full and part-time first-year student populations. It will be enhanced in FY14 to include a graphical, visual analytics interface (i.e., dashboard) as well as new full and part-time transfer student intakes thus allowing KSU to include all students beyond the narrowly focused first-time, full-time, first-year student cohort. The RPG data can be disaggregated by a variety of parameters (e.g. high school GPA range (unweighted), HOPE Scholarship eligibility status, Pell recipients, first-year experiences, learning communities, and other demographic characteristics). In FY13, this report was enhanced to include data from the National Student Clearinghouse in order to track 1st term and 1st year stop-outs. This allows KSU to identify actual stop-outs from transfer-outs. Subsequent updates will report on these analyses.

KSU Fact Book

KSU's Fact Book is a dynamic, web-based decision support tool that provides trends on several key aspects of KSU operations, including educational access (i.e., new student intakes) and completions. It is updated each semester within the fiscal year and rolled up annually. The 2012-13 edition of KSU's Fact Book was expanded to include tracking of the following: (1) self-declared first-generation student enrollment by semester; (2) five-year enrollment of benefitted veterans; (3) self-declared veterans by branch of service by semester; and (4) Pell recipients by student classification.

In order to sustain existing data collections and evaluate the effectiveness of progression and completion initiatives, KSU's Enterprise Information Management (EIM) unit will continue monitoring overall trends by semester and produce any annual written analyses. Findings will be shared with KSU's Complete College Georgia Steering Committee (CCGSC), which meets regularly to help inform and guide institutional progression and completion strategies. Beginning summer 2013, KSU's Provost and VP for Academic Affairs, along with the AVP for EIM, will meet regularly to incubate new analytic tools appropriate to KSU's culture that help to identify barriers and bottlenecks on the various pathways to completion. New analytic tools will also be discussed with the CCGSC in order to devise appropriate implementation plans. In addition, EIM has scheduled multiple workshops in Fall 2013 that will cover the usage of the analytic reporting tools and analyses mentioned above in order to assist members of the campus community, such as department chairs and program coordinators, in making better data-enabled decisions related to progression and completions at the unit-level.

Data Collection Plan and Process

As part of its data collection and analysis strategy, KSU has been maintaining a data warehouse as well as providing analytics on various aspects of its education pipeline using business intelligence and analytics software over the last five years. The source data includes numerous operational and transactional

systems that are part of the routine institutional processing of students and course schedules. Longstanding business practices and data management committees within the university maintain the source data and adapt procedures to accommodate new and changing external requirements (such as Complete College Georgia) as well as emerging opportunities. For example, in fall 2010, KSU's admissions applicant process was modified to collect self-declared first-generation data on applicants. The KSU data warehouse is updated from the source systems during mid-term and end-of-term each semester in order to align with the University System of Georgia data submissions and ensure consistency in the reporting of numbers. Additionally, KSU collects data elements beyond the BOR requirements, on its students to analyze factors influencing persistence, Time-series data is available that begins with fall 1998, the start of semesters in the USG. As additional progression and assessment data are needed to support new metrics for ongoing monitoring of completions and tracking potential progression bottlenecks, KSU has the internal capabilities to extend its data warehouse and construct the necessary analytical reports. For example, as mentioned above, KSU recently integrated National Student Clearinghouse data on students who transferred out after both the first term as well as the first year.

Lessons Learned

One of the major lessons learned is to be flexible, ready to capitalize on unexpected opportunities and data analysis to accomplish the objectives. A willingness to redirect resources toward high priority objectives is essential. An example is the analysis of students who entered KSU without HOPE support but gained it at the 30 credit-hour checkpoint. Resources will be redirected to support these students. Even with redirection of internal funds, the current economic conditions necessitate that institutions keep constant vigil to identify potential external funding sources. New metrics are important in order to generate the most complete picture possible. However, institutions need to be careful how questions are asked. For example, the original attempt to ascertain first-generation status separately asked about the highest level of education of each parent. There was no direct way to go from the answers to those questions to first-generation status. More recently, the question is being asked more directly so students can be readily tagged as first-generation college students in Banner. Finally, it is absolutely critical to have someone who can query multiple databases simultaneously with multiple factors because search parameters are often determined by an iterative process, with each alteration requiring a new query to be written. Pilot programs can quickly separate successful from unsuccessful strategies and prevent expenditure of valuable resources on potentially unsuccessful strategies. However, there are two negative factors with pilots: a) it is sometimes difficult to find the resources to move from pilot to full implementation once a successful strategy has been identified; and b) the time spent in the "pilot" stage can delay attainment of the overall goal. The latter is borne out by two recent reports from the USG that call for the transformation of remediation to occur at scale because time spent on pilots would likely interfere with attainment of the Overall CCG goal

Additional Activities not in the Original Plan

In 2003, KSU participated in the Foundations of Excellence Self Study, to examine what we were doing to promote the success of our first-year students. That self-study provided the impetus for the development of University College, the home of our nationally recognized, BOR-Award-winning program for first-year students. As part of the 10th anniversary celebration of University College, KSU has contracted to participate in the Foundations of Excellence – Refresh Self-Study to provide an updated analysis of what we provide our first-year students and to determine how to improve our ability to promote student success. T

KSU has also contracted to participate in the Gateways 2 Completion (G2C) project of the John N. Gardner Foundation for Excellence in Undergraduate Education. A three-year project, the goal of G2C is to

identify 3-5 gateway (killer) courses (high enrollment with high D,F,W rates) and design, implement and assess strategies to increase the probability of success for all students enrolled in those courses. The outcomes from these two studies may result in modifications to the plan.

Finally, a number of construction projects are either underway or in the planning stages, which will provide additional facilities and services to better connect students with the institution and thereby increase their probability of success. Projects include: a) a $4.5M renovation of the library to provide additional service and a more user-friendly environment; b) the Betty L. Siegel Student Recreation and Activities Center; c) a renovation of the student center to expand the bookstore, and provide new restaurants and better accommodations for students; d) a new technology-enabled testing center; e) an Art Museum; and f) a classroom building for the Bagwell College of Education.

Appendix A
Campus Plan Implementation Timeline (**Progress in Red**/**Revisions in Blue**)

**Goal 1**: _Increase the college readiness of students enrolling at KSU through partnerships with TCSG institutions and K-12 schools._

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
K-12 Pre-College Programs	2	Assess Existing Programs	X **Design assessment plan**	X **Implement assessment plan**	X **Analyze data**	Academic College where program resides
		Implement New Programs	Plan & Design **delayed to 2013-14**	Implement **Implementation delayed to 2014-15**	Assess **Assessment delayed to 2015-16**	University College
Dual Enrollment	2	Increase enrollment by 5% per year	X **150➔186 (24%)**	X **186-308 (66%)**	X	University College
TCSG Institutions	1,2	Implement Transfer MOU	**X (CTC*)**			Enrollment Services
		Utilize Space available at CTC* for KSU Classes	Spring 2013 **Not done**	X **Not done** **Examining classroom needs to determine best use of available space**	X **Implement as needed**	Academic Affairs

*CTC – Chattahoochee Technical College

Goal 2: Enhance academic and non-academic support services for targeted subgroups of students.

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Military Learners	2	Implement ACE Guidelines for Transfer Credit	X **Done**	X	X	Enrollment Services
Veterans	2	Submit Veterans Upward Bound grant proposal	X **Done**	Implement if funded **Not funded** **Veterans Resource Center Expanded**		Student Success
Students with Disabilities	1,2	New Assistant Director & Program Coordinator	X **Delayed to 2013-14**	**Hired**		Student Success
		New Coaches		X **Delayed to 2014-15**		Student Success
		Faculty Training	X **Ongoing**	X **Ongoing**	X	Student Success
Hispanic/ Latino RRPG	2	Assess Impact	X **Retention for Cohort #1 participants = 86%**	X **Cohort #2 to be analyzed Cohort 3 matriculated**	X **Cohort #3 to be analyzed New grant to be developed**	Academic Affairs
Student Athletes	2	Implement Leadership Development Program	Implement Program **Done**	Assess Impact **Assessment Delayed to 2014-15 Program being modified**	X **Assess Impact**	University College
Various Targeted Populations	2	Implement ID Tags in Banner to more readily assess impact	Implement & Assess **Ongoing**	Assess **Ongoing**	Assess	Academic Affairs
Transfer Students	2	Implement Recommendations from Foundations of Excellence Self Study	Implement w/ existing personnel **Delayed to 2013-14**	Continue implementation with new personnel **Hiring of new personnel delayed to 2014-15 Transfer Advisory Council formed**	Full Implementation **Full implementation delayed to 2014-15 Continue implementation with new personnel**	Student Success, Enrollment Services, University College
At-Risk Students	2	Implement Early Alert/ Early Intervention Software	Identify& Purchase software **Delayed to 2013-14**	Implement for select courses **Implementation Delayed to 2014-15**	Full Implementation	Academic Affairs – Each College

Goal 3: _Promote excellence and innovation in education to aid student progression to graduation._

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Shorten Time to Degree	2	Pilot Project with Graduation Coaches for At-Risk Students	Identify At-Risk students for Fall 2013 **Delayed to 2013-14**	Hire 2 coaches and begin implementation **Delayed to 2014-15**	Assess impact on GPA, retention & progression **Delayed to 2015-16**	University College
Maintenance of Financial Aid Eligibility	2	Implement new SAP Procedures	X **Done**	X	X	Enrollment Services
Manage Course Availability	2	Relieve Bottlenecks	Purchase Ad-Astra Software **Done**	Use Ad-Astra &DegreeWorks to Analyze Bottlenecks **Ongoing**	Full Implementation	Enrollment Services and Academic Colleges
Expand Supplemental Instruction	2	Increase Courses and Students Served by 5% each year	X **Courses served constant Students served increased by 7%**	X **New Math courses added through $40,000 grant**	X	University College
Restructuring Course Delivery	1,2	Develop Targeted First-Year Seminars (1-3 per year)	X **Leadership for Athletes**	X **Seminar for Transfer students**	X	University College
		Increase Use of Peer Leaders/ Peer Advisors by 5% per year	X **Not done**	X **Not done**	X	University College
		Prior Learning Assessment	Implement ACE Guidelines for Military Learners **Done**	Examine feasibility of PLA through the Adult Learning Consortium **ongoing**	Implement PLA if feasible	Academic Affairs via each Academic College
		Increase Online Course Offerings by 8% each year	X **Goal exceeded (25% increase)**	X **Goal Exceeded (~20% increase)**	X	Academic Affairs
Transform Remediation	1,2	Design & Implement Stretch Formats and Tutorial Help to place Learning Support Students in Credit-Bearing Courses	Design & Obtain any Necessary Curriculum Approvals **Done**	Implement for those needing Learning Support in Math **ongoing**	Implement for those needing Learning Support in English	University College

Appendix B
Complete College America Metrics and Relevant KSU Analytic Reports

Complete College America Metrics and Relevant KSU Analytic Tracking Reports			
Complete College America Metric	**KSU STP 2012 - 2017**	**KSU Analytic Tracking**	**Highlights for FY12**
Outcome Metric #1: Degree Production	N/A	Degrees Awarded Report	Bachelor degree awards increased by 6.4% between FY11 and FY12 at KSU. Overall, KSU has seen a significant increase (41%) in the number of bachelor degree awards over the last five years (between FY07 and FY12).
Outcome Metric #2: Graduation Rates	Goal 2, Objective 1, Action Step 1	Degree Completion Analysis Report	KSU's federally defined six-year graduation rate for first-time, full-time freshmen is 42%. This represents only 1,001 student out of the 3,531 (or 28%) students awarded a bachelor degree during FY12.
Outcome Metric #4: Credits and Time to Degree	TBD	Under Development for implementation at KSU in FY14	
Progress Metric #4: Credit Accumulation	Goal 2, Objective 4, Action Steps 1 through 5	Under Development for implementation at KSU in FY14	
Progress Metric # 5: Retention Rates	Goal 2, Objective 2, Action Steps 1 through 3	RPG Tracking Report	KSU's federally defined first year retention rate for first-time, full-time freshmen was 76% for the Fall 2011 (FY12) cohort. First-time, full-time freshmen represented 2,904 students out of the 3,204 (or 90%) new freshmen intakes during Fall 2011.
Progress Metric # 6: Course Completion	Goal 2, Objective 4, Action Steps 1 through 5	Under Development for implementation at KSU in FY14	
Context Metric #1: Enrollment	N/A	KSU Fact Book	KSU's enrollment in Fall 2011 continued on its upward trajectory, with 24,175 students enrolling.
Context Metric #2: Completion Ratio	N/A	KSU Fact Book	KSU's ratio of FY12 bachelor degrees awarded to Fall 2011 FTE remains on a consistently upward trajectory at 16%.

Appendix C
Example from KSU Degrees Awarded Report

All counts represent a duplicated headcount (i.e., students earning more than one degree in a given reporting year).

Applied filters: Fiscal Year Hierarchy equal to 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2012 **AND** Degree Level Hierarchy equal to Bachelor's

Number Of Students

Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012
	1,801	1,908	2,205	2,505	2,854	3,029	3,133	3,319	3,531

Applied filters: Fiscal Year Hierarchy equal to 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2012 **AND** Degree Level Hierarchy equal to Bachelor's

		Number Of Students								
Fiscal Year	2004	2005	2006	2007	2008	2009	2010	2011	2012
College									
Bagwell College of Education	232	243	296	322	349	353	427	405	402
Coles College of Business	517	490	593	673	784	826	825	884	866
College of Health & Human Services	242	289	333	383	382	415	430	449	474
College of Humanities & Social Sciences	490	555	648	752	878	969	945	1,057	1,153
College of Science & Mathematics	261	252	265	273	355	358	373	375	420
College of the Arts	59	79	70	99	100	95	110	122	158
University College	.	.	.	3	6	13	23	27	58
Total	1,801	1,908	2,205	2,505	2,854	3,029	3,133	3,319	3,531

SOURCE: Integrated Postsecondary Education Data System (IPEDS) and Unversity System of Georgia (USG) Data Warehouse.

NOTE(S):
Internal degree program codes are used by reporting year from Banner. The IPEDS reporting year corresponds to the USG fiscal year (FY) which ranges from July 1 of the current calendar year to June 30 of the next calendar year (e.g., July 1, 2012 to June 30, 2013).

Appendix D
Example of Degree Completions Characteristics Analysis

Nearly Two Out of Seven Bachelor's Graduates at KSU Complete Their Degrees within Four Years

- Traditional 4-Year Graduates (<= 22 Years of Age) — 28%
- Traditional 5-Year Graduate (23 Years of Age) — 19%
- Traditional 6-Year Graduate (24 Years of Age) — 10%
- Nontraditional-Age Graduates (>= 25 Years of Age) — 43%

FY 2011
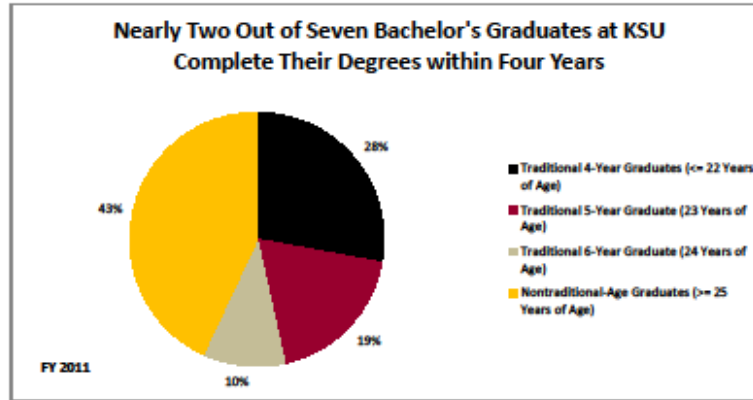
Percentage of Bachelor's Degrees Awarded for Fiscal Years 2005 to 2012								
Types of Degree Completers	2005	2006	2007	2008	2009	2010	2011	2012
Traditional 4-Year Graduates (<= 22 Years of Age)	15%	18%	21%	22%	20%	25%	26%	28%
Traditional 5-Year Graduate (23 Years of Age)	18%	16%	17%	18%	20%	19%	19%	19%
Traditional 6-Year Graduate (24 Years of Age)	13%	13%	12%	12%	11%	12%	11%	10%
Nontraditional-Age Graduates (>= 25 Years of Age)	54%	54%	50%	48%	49%	44%	44%	43%
Total Percentage of Degrees	100%	100%	100%	100%	100%	100%	100%	100%

Number of Bachelor's Degrees Awarded for Fiscal Years 2005 to 2012								
Types of Degree Completers	2005	2006	2007	2008	2009	2010	2011	2012
Traditional 4-Year Graduates (<= 22 Years of Age)	293	391	518	615	617	787	857	987
Traditional 5-Year Graduate (23 Years of Age)	340	351	431	520	601	599	637	656
Traditional 6-Year Graduate (24 Years of Age)	244	276	295	342	336	373	368	369
Nontraditional-Age Graduates (>= 25 Years of Age)	1,031	1,187	1,261	1,377	1,475	1,374	1,457	1,519
Total Number of Degrees	1,908	2,205	2,505	2,854	3,029	3,133	3,319	3,531

NOTE(S):
These traditional-age graduate classifications assume that the traditional high school graduate is 18 years of age and that the traditional 4-year graduate is 22 or younger; the traditional 5-year graduate is 23; the traditional 6-year graduate is 24, and nontraditional-age graduate is 25 or older.

SOURCE: University System of Georgia Data Warehouse

HIGHLIGHTS:
The percentages of traditional-age 4, 5, and 6-year degree completers have increased somewhat over the past eight years. The traditional-age 4-year degree completers had the most appreciable growth at 13%, as the younger students appear to be reaching their educational goals in 5-years or less. KSU is establishing a solid traditional-age population of students because of the onset of on-campus housing and stringent admission standards.

Appendix E
Example of Degree Completions Characteristics Analysis

KSU's Percentage Growth in Bachelor's Degrees Awarded was Substantially Greater than the Nation's in Virtually Every Gender and Ethnicity/Race Classification Over The Last Ten Years, Especially for Women
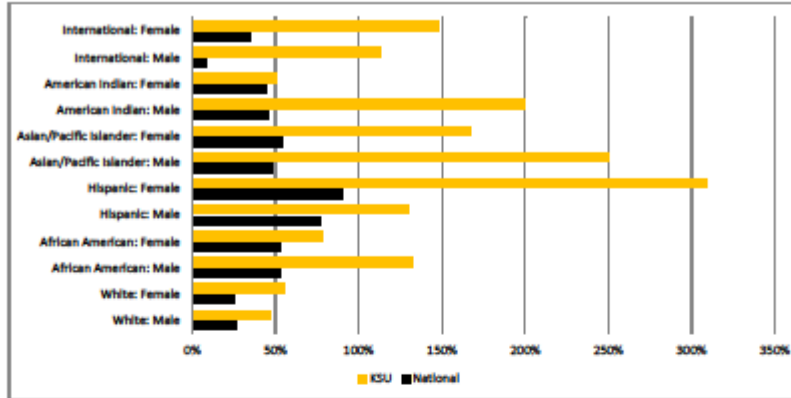
Degrees Awarded				
Demographic Subgroups	National % Change, 1999–00 to 2009–10	KSU's % Change, 1999–00 to 2009–10	KSU's Bachelor's Awarded 1999–00	KSU's Bachelor's Awarded 2009–10
Bachelor's	33%	87%	1,619	3,029
Male	33%	103%	546	1,111
Female	33%	79%	1,073	1,918
White	26%	73%	1,379	2,388
Male	27%	93%	464	897
Female	24%	63%	915	1,491
African American	53%	109%	144	301
Male	52%	96%	46	90
Female	53%	115%	98	211
Hispanic	87%	258%	36	129
Male	82%	300%	10	40
Female	90%	242%	26	89
Asian/Pacific Islander	51%	170%	50	135
Male	49%	132%	25	58
Female	52%	208%	25	77
American Indian/Alaska Native	42%	200%	5	15
Male	41%	20%	0	2
Female	43%	160%	5	13
Nonresident alien (International)	n/a	n/a	61	124
Male	n/a	n/a	28	45
Female	n/a	n/a	33	79
Unknown	n/a	n/a	5	61

NOTE(S):
The data for this analysis can be found in the Integrated Postsecondary Education Data System (IPEDS) Data Center at http://nces.ed.gov/, and were extracted using the "Download custom data files" feature. In addition, data was extracted from The Condition of Education 2012 report on the IPEDS website. Caution is advised when interpreting percentages based on small numbers of graduates. Nonresident aliens were excluded as the data was no longer available

SOURCE: Integrated Postsecondary Education Data System (IPEDS) Completions data for 1999-00 and 2009-10

IMPLICATIONS:
KSU's growth for all gender and ethnicity/race categories of graduates over the last ten years was over twice the national growth. African American male graduates at KSU grew nearly three times the national rate. At KSU, and across the nation, growth in the number of women graduates continued, with KSU outpacing the nation two-to-one.

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 curriculums 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 has been a successful 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%	**74.3%**
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

<u>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</u>

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 granular 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 are 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 Tattnall 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 eight 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 a 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

A scorecard can be created to track any key performance indicators (KPIs) wanted such as new student enrollment. With BlackBoard Analytics, MGSC has been able to create the scorecard to track current term, prior term, and a 3 yr rolling average.

Filters are created to drill down into the data. They can be created using any of the variables available in BlackBoard Analytics; furthermore, customizations can be done to look at institution-specific data such as "first-generation."

Within the dashboard, an individual can right-click on a report or cell to drill down to detailed student information for further analysis or intervention.

COMPLETE COLLEGE GEORGIA STATUS REPORT
SAVANNAH STATE UNIVERSITY (SSU)

Updates, Progress, and Future Work

In her Complete College Georgia Plan, SSU established goals to increase access, retention and completion. Globally, the university committed to raise the four-year graduation rate by 16% (*i.e.* from 10-26%) and to raise the six-year graduation rate by 15% (*i.e.* from 34-49%). The goals require acceleration of the rate of successful exit from learning support courses and an increase in the progression rate of students moving towards degree completion.

In the Academic Year 2012-13, the most recent graduation rates are as follows:

Four-Year Rate for the 2008 Freshmen Cohort	7.9%
Six-Year Rate for the 2006 Freshmen Cohort	32.1%

Investigation of influences on low graduation rates revealed specific issues that appear to cause significant delays in graduation:

I. Many students accumulate excessive credit hours without completing a degree. Contributing to this outcome are two factors:

   1. Students switch among majors, accumulating credit hours that do not contribute to the program in which they are eventually graduated.
   2. Students retake courses that they have previously passed with a grade of D—not satisfactory for particular majors, yet counted as credits completed.

II. Entering freshman are "retained" for the second year at a rate of approximately 72% overall. Learning Support students, who are not college-ready, constitute approximately 10% of the entering class. Their retention rate averages 60% over the past 7 years. While these rates are comparable to other institutions, they are not indicative of genuine academic progress since many freshmen "return" in the second year without attaining sophomore standing (*i.e.*: successfully completing 30 credit hours). Contributing to this outcome are several factors:

   1. The average annual course load of the freshman cohort is 26, not 30 credits. Students generally regard 12 credits/term as a full load, rather than a minimum of 15 credits. This perception is based on the number of credits necessary for full financial aid rather than for satisfactory academic progress.
   2. A "gap" exists between average credits attempted and average credits earned, due to a significant number of withdrawals from courses during the term.

III. A significant percentage of students intentionally register "part-time", due to financial pressures and the need for nearly full-time employment. We have begun to track separately and to differentiate between the genuine "part-time" students (those attempting

and completing <12 credit hours/term), and the full-time but "under-performing" students (those attempting and completing 12-14 credits/term). Furthermore, some students discover that they have not satisfied core requirements as they approach the end of their studies. Many students do not regularly consult their academic advisors. They often enroll in programs and courses for which they are not prepared by prior study. As a result, students have by-passed institutional requirements, registering for classes without having satisfied pre-requisites.

IV. Limited course scheduling in some programs may present an impediment for some students, especially those "out of synch" for numerous reasons. A new advisement instrument, Degree-Works, will help advisors and students to plan effective curricular pathways.

V. Curriculum design may itself contribute to delayed graduation. Some majors require >120 credit hours for completion. Summer offerings frequently do not include upper-division requirements. This may delay graduation. *In the upcoming round of program reviews, faculty will be asked to justify programs requiring more than 120 credit hours for completion.)*

The university has taken significant steps towards addressing these issues. SSU has reexamined both advisement and learning support. Degree-Works is being implemented to monitor student academic progress and curriculum planning. When fully functional, it will be accessible by students, advisors, and curriculum schedulers to facilitate scheduling students into appropriate courses. SSU has also implemented the Grade-First early alert module, piloted last year within a limited number of courses with high D, F, and W rates. It is being implemented in all courses this academic year (2013-2014). The pre-requisite check functionality within BANNER is being fully implemented. This also will improve the efficacy of Degree-Works.

Warnings and Probation - The university has reviewed its academic policies on issuance of warnings and probation. As a result, an academic hold will apply to students on probation, along with a requirement that they will be enrolled in a "Learning Skills" course, under the auspices of the SSU Center for Academic Success. The objective is to assure that these students are under close guidance of professional advisors and that their impediments are being addressed.

Diverse Student Body - SSU continues collaboration through the CAMINO initiative, supported by the Lumina Foundation. The SSU Center for Academic Success has recruited an advisor for Hispanic students and funded a position in the Office of Admissions to be filled during academic year (2013-2014).

Transforming Remediation - SSU has updated its plan for transforming remediation, shifting its focus from the tiered model proposed in the original plan, toward strategies informed by this year's system-wide meetings and forums on learning support. Currently, we have observed some success in expediting students through learning support by enrolling students in an 8-week learning support followed immediately by an 8-week core course. This allows students to catch up with their non-learning support peers by end of the term. In our two semesters piloting this approach for English, students who exited learning support passed the subsequent 8-week core

course at a higher rate (90%) than the average pass rate for the course (70%). This suggests a remarkable benefit due to recent remediation. Ongoing changes to course delivery models will continue. We also are proceeding to redesign the mathematics learning support as a co-curricular component of the core math course. Finally, we aim to help more students place into the core as they enter SSU by creating opportunities for skills practice prior to entry COMPASS testing for fall 2014 implementation. **SSU strongly supports system-level policy revision that would allow alternatives to the COMPASS as an exit requirement from Learning Support in favor of in-course assessments.**

Early Alert - An early alert system, Grades First, was piloted in spring 2013 and received alerts for over 300 students, who were contacted by the Center for Academic Success and referred to campus resources. The overall student response rate for the outreach efforts was lower than anticipated, so alternate methods of contact and follow-up will be added to the fall 2013 iteration of the program.

Adult Learning - SSU has convened its Adult Learning Committee, which will aim to develop its initial set of policies and practices for comprehensive prior learning assessment by the close of the fall 2013 semester.

Advising - During the 2012-2013 academic year, SSU successfully implemented centralized professional advising for all first-year students through the Center for Academic Success (CAS). Advisors saw more than 85% of all first-time full-time freshmen for at least one advising session during the academic year. Beginning in fall 2013, the professional advising program will expand to include all students under 60 credit hours. This will help address deficiencies in advising that we have identified. Through its professional advisors and the First Year Experience, CAS structures an individualized pathway of study for each student. Thus, each first year student develops, in concert with an advisor, an 8 semester program of study. A similar path towards completion will be required of transfer students. Undeclared students will undertake a structured path for their first two years, then work with major advisor to establish a clear course sequence towards accomplishment of the degree. SSU is also participating in STEM GPS (Guided Pathways for STEM majors) in cooperation with Savannah Technical College and Armstrong Atlantic State University.

Partnerships

SSU is engaged with Savannah Technical College at several levels. We have entered into an agreement whereby Savannah Tech students, especially those with significant distances of residence, will be allowed to reside in SSU housing. We are also establishing reverse transfer for students who would be best served at the Technical College. Additionally, we are developing a framework to utilize the Savannah Tech ESL Program to serve international students with insufficient English language proficiency. These discussions began in Fall 2012 and were expedited through the 2013 Summit.

Savannah State University continues to maintain current P-12 partnerships and is establishing new ones. Ongoing P-12 partnerships with Savannah-Chatham County Public School System (SCCPSS) include two TRIO programs (Upward Bound and Talent Search) and also GEARUP (Gaining Early Awareness and Readiness for Undergraduate Programs). These are federally funded programs that aim to prepare students from low economic backgrounds and/or first generation college potential students for higher education. Already, funding for Talent Search and for Upward Bound has been renewed through 2016 and 2018 respectively. This is evidence of ongoing commitment to service to and engagement with the P-12 Schools.

Savannah State University is also partnering with the Housing Authority of Savannah in support of the Choice Neighborhood's Comprehensive "Transformation Plan" for the East Savannah Gateway. This partnership focuses on student completion in the SCCPSS. The plan addresses three components: neighborhood, housing, and people. Thus, SSU students will work with the Principal Investigator, Prof. Deden Rukmana of the SSU Urban Planning Program, to develop sampling methodology, to conduct and analyze neighborhood surveys, and to report findings to the Housing Authority.

The School of Teacher Education provides expertise to the education taskforce as it works to develop strong, viable strategies to improve the performance of the four schools identified in the Authority's original grant application: Spencer ES (K-5), East Broad ES (K-8), Shuman ES (K-8), and Savannah HS. Our collaboration with the Housing Authority of Savannah, in conjunction with the Superintendent of Savannah-Chatham County Public School System and other stakeholders, has as one major component the creation of high quality schools.

Other partnerships with SCCPSS include the Summer Science Camp in cooperation with the Bartlett Middle School. They also include two initiatives that develop talent at the high school level, *i.e.* SSU-JET (SSU Junior Engineering and Technology) and the Mathematics Summer Camps. Our STEM 360 efforts support education at all K-12 levels throughout the school district.

PARTNERSHIPS WITH SCHOOL DISTRICTS

STEM Initiatives	
	Number of Student Participants
Summer Science Camp	85
SSU Jet	24
Mathematics Summer Camps	35
STEM 360	60
Department Education TRIO PROGRAMS	
GEAR-UP	500
SSS (Student Support Services)	175
Upward Bound	135

Additionally, SSU hosts Savannah Early College in cooperation with the Savannah Chatham School District. While in secondary school, students take courses here and earn college credits. On June 10th, Early College held its graduation at Savannah State University for 48 stellar seniors, matriculating to institutions throughout the University System of Georgia and the nation. Our Dual-Enrollment programs reached 86 students during the past academic year, of which the majority consist of Early College participants.

Key Observations and Evidence

I. How is SSU tracking and analyzing data to access progress made to date?

SSU has invested in and is now implementing in IRPA, an institution-wide enterprise data warehouse to facilitate tracking and making key indicators easily available for campus use in monitoring its CCG progress and student success. An initial set of tracking metrics are now being built into this system and soon will have dashboard displays constantly available for key decision-makers (other metrics are planned for subsequent addition):

1. Enrollment Levels (# & %): Tracked longitudinally by ethnicity, gender, and other status metrics (i.e.: military). *[E.g.: Hispanic students grew from 14 to 76 between 2008 and 2012]*
2. Retention Rates: from fall to fall for freshman cohorts, separately for "regular" and "learning support" students. *[All Freshmen retained at 72%; Basic Studies students retained at 60%]*
3. Progression Rates: from fall to fall for freshman cohorts, separately for "regular" and "learning support" students. (Tracking movement from FR to SO to JR to SR)
4. Course Completion Rates: for all courses, by term, aggregated at various levels for diverse monitoring concerns (e.g.: learning support courses, freshman courses, math courses, upper-division courses, by college, etc.) *[University-wide average course completion rate = 72.8% between 2004—2010]*
5. Graduation Rates: Four-year and Six-year rates for entering freshman cohorts, as historically reported to USG and the federal government through IPEDS.
6. Program Productivity Rates: tracking the number of annual graduates (numerator) in contrast to the number of registered students (current headcount) with the declared major (denominator) on record.
7. Number and Percentage of Un-Advised Students: tracking students by year & class level without formal advisor of record. *[Between 2008 and 2012, 30-40% of SSU undergraduates had no formal advisor on record.]*
8. Academic Standing Rates: tracking the % of students in good standing, with warning, suspension, probation status, by class level (FR, SO, JR, SR). *[Over the past five years, 82.7% of students overall have been in "Good Standing"; 10.4% on "Warning"; 4% on "Probation" or "Continued Probation".]*

II.   Strategies that are being developed to sustain data collection and evaluation of effectiveness at SSU:

1. Two major, large scale innovations at SSU are underway for enhancing the informing and planning of student success: the <u>Enterprise Data Warehouse</u> with its distributed dashboards and the <u>Degree Works</u> application for student curriculum tracking and course scheduling.

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.]

1. A traditional approach to advising may not serve students well—especially those at risk. Thus, SSU has appointed professional advisors for all first and second year students. This change, along with other newly implemented strategies, will facilitate substantive discussions between advisors and advisees.
2. Students on academic probation often ignore their status until the greater impact of suspension becomes unavoidable. Our new approach that issues an academic hold for students placed on probation and requires that such students enroll in a "Learning Skills" course serves both to refocus at-risk students and to apply targeted remedies in a timely manner.
3. SSU has been able to expedite the successful exit of students from learning support English courses and completion of the subsequent college level course. These lessons must be generalized to Mathematics.
4. Institutional impediments, such as course scheduling and unnecessarily extended curricula, may contribute to slow progress toward completion.

South Georgia State College
Complete College Georgia
Final Campus Plan Status Report
September 3, 2013

Overview

South Georgia State College (SGSC) has benefitted from the USG Complete College Georgia peer and System staff review process. Incorporating reviewers' recommendations, SGSC's Final Campus Plan Status Report aligns with the goals of the Complete College Georgia initiative through high impact "game-changing strategies," P-12 and community partnerships, and evidence of a clear intent to track relevant and appropriate outcome data.

Updates and Progress with Specific Initiatives

SGSC's final campus plan focuses on five (5) newly-formulated goals related to the CCG initiative: transforming remediation, restructuring instructional delivery, reducing time to degree, exercising intervention strategies to enhance success, and maintaining/developing P-12 and community partnerships.

Goal One: Transform Remediation

- All students enrolled in the current (fall 2013) semester ENGL 0099 courses on the Douglas and Waycross campuses are undergoing supplemental instruction provided by two fulltime newly-funded staff persons with baccalaureate degrees in English. These employees are attending the ENGL 0099 classes with the students and will meet with students outside of class to provide tutorial assistance; to ensure understanding of course expectations, outcomes, and assignments; to monitor class attendance; and to provide encouragement. Supplemental instruction will continue with all sections of ENGL 0099 on both campuses in subsequent semesters. ENGL 0099 is a course with one of the highest DFW rates at SGSC. At the conclusion of fall semester 2012 only 48% of Douglas Campus ENGL 0099 students were successful and only 45% of students on the Waycross Campus were successful. The outcome for initial supplemental instruction in ENGL 0099 (fall 2013) is for at least 55% of students on each campus to achieve success.

- SGSC continues implementation of the Carnegie-funded Quantway initiative to speed both remediation in mathematics and completion of credit-level math for non-STEM majors. To date, 89% of students who have attempted a gateway math course after completing Quantway have succeeded, while only 11% of students completing the algebra-based MATH 0099 course were successful in gateway credit-level math courses. Quantway allows a student to complete remedial math requirements in one semester and move directly into a credit-level quantitative skills and reasoning course (MATH 1001). This initiative is also related to Goal Three: Reduce Time to Degree.

Goal Two: Restructure Instructional Delivery

- In the spring of 2013 SGSC was awarded a <u>competitive Complete College Georgia Incubator Grant of approximately $25,000 to develop a new instructional delivery method</u> to increase student and faculty engagement and reduce textbook costs for students. The plan makes use of Apple iPad technology to develop and deliver a "flipped classroom" core curriculum. The project's four phases, which began in the summer 2013, involve identifying at least one course from each area of the USG core curriculum to be the focus of collaborative electronic curriculum development, faculty curriculum and pedagogical training, and delivery to students using the "flipped classroom" model. Both faculty and students will participate in ongoing project and course outcomes assessment employing a variety of direct and indirect assessment measures.

- SGSC currently has several fully online core courses, as well as a number of hybrid courses, and the new RN-BSN program allows students to complete the professional nursing portion of the curriculum fully online. However, SGSC has no fully online programs. <u>Recognizing the need to expand online course offerings, SGSC is developing a substantive change prospectus for submission in the fall semester 2013</u>. Expansion of online offerings and degree programs will target adult students seeking degree completion options while providing traditional students an expanded profile of course options.

Goal Three: Reduce Time to Degree

- A newly-funded Student Retention/Persistence Specialist is <u>focusing on students who have "stopped-out"</u> within 15 semester credit hours of earning an associate degree at SGSC. The specialist is contacting such students to determine what it will take for them to complete their degree. An institutional committee will develop strategies to assist in degree completion. Such strategies include using online and independent study courses, as well as a profile of courses for degree completion to fit such students, particularly non-traditional students with family and employment obligations. This strategy is new with the current academic year. The expected outcome is that at least 30% of students contacted will complete their associate's degree within one calendar year.

- SGSC is completing the technical work necessary to launch <u>DegreeWorks</u> for all students and faculty. This process has been complicated somewhat by institutional consolidation; however, all SGSC faculty will begin using DegreeWorks for <u>academic advising </u>this October. The rollout for students is planned for the upcoming spring semester (2014). DegreeWorks will, of course, be used to plan, monitor, and verify completion of degree requirements. SGSC also continues to use <u>academic program mapping</u> to provide students clarity about courses and course scheduling. The use of academic program maps begins with mandatory new student orientation sessions and continues as students work with their assigned faculty advisors to build course schedules each semester.

- An integral part of academic advising is <u>ensuring that students maximize hours taken per semester</u>. Prior to the current academic year many students had been enrolling in a minimally fulltime schedule of courses, a schedule consisting of 12-13 credit hours. In keeping with the Complete College Georgia agenda and national statistical trends regarding student enrollment and eventual attainment of degrees, SGSC now ensures

through very intentional academic advising that students enroll for 16-17 hours each semester.

Goal Four: Exercise Intervention Strategies to Enhance Student Success

- In August 2013 SGSC was awarded $10,000 in matching grant funds by the USG in support of the college's <u>African-American Male Initiative (AAMI)</u>, the purpose of which is to increase retention and graduation rates of SGSC's African-American male students. Statistical data supports the need:

Graduation Rate African-American Male			Graduation Rate White Male		
2007	2008	2009	2007	2008	2009
% Graduated: 2	% Graduated: 5	% Graduated: 3	% Graduated: 17	% Graduated: 13	% Graduated: 15

Retention Rate of White Males (SGSC)			Retention Rate of African- American Males (SGSC)		
2009	2010	2011	2009	2010	2011
C: 206	C: 181	C: 196	C: 120	C: 175	C: 224
% R: 55	% R:52	% R: 51	% R: 39	%R: 36	% R: 43

Enrollment of African-American Males			Enrollment of White Males		
2010	2011	2012	2010	2011	2012
N: 314	N: 375	N: 389	N: 497	N: 479	N: 431
%: 15	%: 17	%: 17	%: 22	%: 21	%: 19

Degrees Conferred: African American Males			Degrees Conferred: White Males		
2010	2011	2012	2010	2011	2012
N: 8	N: 8	N: 8	N: 45	N: 70	N: 48

  The initiative aims to increase the retention and graduation rates of African-American males through the provision of resources to enhance leadership, life, and academic skills. The proposed outcome of the program is that 60% of students participating in the first cohort will graduate in three years. Students will also participate in <u>community service opportunities and community programming sponsored by the 100 Black Men of Southeast Georgia organization.</u>

- SGSC is building on the <u>residence hall retention program</u> initiated in academic year 2012-2013. <u>Now called "Strategies to Emerge, Progress, and Succeed" (STEPS)</u>, the program focuses on student progress prior to midterm to identify high risk students and intervene to prevent academic probation and academic suspension. The program also targets the most high-risk courses—those with the highest DFW rates.

  At the end of spring semester 2013, 238 residents were enrolled in the program. 68% of the students in the program (162 residents) ended the semester in Good Standing. 20% (48 residents) were placed on Academic Probation and 12% (28 residents) were placed on Academic Suspension.

  All tutoring groups that ended their semester in good standing completed tutoring hours above the median. For those residents that ended the semester on Academic Probation, all but one group performed well below the median.

  Based on the resident grades at the end of spring semester, it has been found that <u>the course that was failed the most was Math</u> (81 residents), followed by English (45 residents) and Biology (35 residents).

Beginning fall 2013, the SGSC Academic Support Center is <u>targeting residence hall students enrolled in math courses</u> for two evenings per week of <u>tutoring throughout the semester in residence hall classrooms</u>. Math courses at every level but statistics have among the highest instances of DFW final grades. In fall 2012 only 44% of students enrolled in math courses other than statistics achieved success. Our goal is to raise the math success rate for our residence hall students to at least 50% by the end of spring semester 2014.

Tutoring opportunities are also available in all subjects for all SGSC students at all instructional locations. The residence hall tutoring initiative takes Academic Support Center staff to the residence halls, where students are more likely to take advantage of tutoring. The Academic Support Center also presents a wide array of student success workshops during the academic year. During the fall semester 2013, workshops are scheduled on using information technology, surviving college life, communicating with professors, succeeding on essay exams, dealing with test anxiety, test-taking techniques, and regrouping after midterm.

Partnerships

Goal Five: Maintain/Develop P-12 and Community Partnerships

- In August 2013 SGSC was granted permission by the USG to waive SAT/ACT requirements for <u>ACCEL students</u> and to base their eligibility for ACCEL placement on USG-approved COMPASS scores. SGSC will analyze student success data to monitor the efficacy of this "game-changing" strategy. In addition to serving ACCEL students with a variety of core courses on the Douglas and Waycross campuses, at present SGSC offers four ACCEL courses at Jeff Davis High School in Hazlehurst. We plan to establish ACCEL programs in at least two more high schools for the academic year 2014-2015. In addition to establishing partnerships with regional high schools, SGSC is assisting ACCEL students in <u>shortening their time to degrees</u>.

- SGSC has executed a memorandum of understanding with the Coffee County School System, Wiregrass Technical College, the City of Douglas, Coffee County, the Douglas and Coffee County Chamber of Commerce, the Douglas office of the Georgia Department of Labor, and several Coffee County industries for the development of the <u>Coffee College and Career Academy (CCCA)</u>, the mission of which is "to provide a student-centered, seamless, and comprehensive educational experience that prepares all students for college, career, and life." The Academy is a second county high school offering a college and career path to high school students whose primary educational path is through the CTAE program. The CCCA will increase student achievement through engaging students in a program that integrates academic and technical courses in given career pathways and that provides secondary and post-secondary courses for individual students through dual enrollment and other organizational strategies, such as professional learning communities, integration of technology, a blended and virtual instructional delivery model, project-based learning, mentoring, work-based learning—all to encourage students to "move on when ready" to enroll in post-secondary programs. Since SGSC's Douglas Campus is adjacent to the proposed site of the CCCA, SGSC is prepared to make use of the college's facilities, programmed activities, professional career informational sessions, and ACCEL course offerings with high school students to help acclimate them to life on a residential college campus. The partnership of

educational entities, business, industry, and community in Douglas and Coffee County is promising for Douglas's future college students.

- SGSC has <u>a unique partnership with our local Coffee County School System</u>, a partnership that began with a September 2006 agreement between the two educational entities aimed at addressing the high school drop-out rate, the high school graduation rate, and the college matriculation rate while instilling a value for education and a desire to graduate from college in children preparing for middle school. Our "<u>Plant Their Feet</u>" program has worked with the entire 2006-2007 fifth-grade class from one of our local elementary schools to provide educational programming and interaction with college faculty, staff, and students through ongoing bi-annual visits to our campus. Of the original group of 64 fifth-graders (some of whose families have relocated to other communities), almost half are on track to graduate from Coffee High School at the end of the current academic year. These students who have been acclimated to the college atmosphere and who have seen over the course of eight years that a college education is within their grasp will have earned a scholarship to SGSC for their participation in the program and with acceptable admission criteria.

- In summer 2013 <u>SGSC and Okefenokee Swamp Park</u>, a non-profit educational and ecological tourism entity with headquarters in Waycross, drafted a "Statement of Strategic Alliance" to bring together local intellectual, financial, business, and educational resources to promote education, entrepreneurial training, and small business development for SGSC students and community residents. This college/eco-tourism industry/community partnership will provide a new and unique avenue for faculty-student-learning environment interaction and course delivery restructuring (see Goal Two above).

Key Observations and Evidence

SGSC's key observation is the need to address the alignment between CCG activities and assessments to provide assessment of measurable progress toward goals. <u>Data collection for the CCG plan includes progress on strategies, as well as annual targets derived from baseline data and three-year rolling averages for the CCG metrics found in the Appendix</u>; however, data for the annual targets will be available only once the fall 2012 cohort has completed at least two academic years. The SGSC Office of Institutional Effectiveness tracks student data for each group of students to assess whether students complete learning support courses and persist in college-level work and how long it takes for students to move through the learning support sequence and earn a degree. Much of the current data being collected on various strategies and outcomes for many strategies are embedded in this status report narrative.

Sharing Lessons Learned

During the entire development of the USG's Complete College Georgia process, SGSC has undergone the consolidation of South Georgia College and Waycross College, necessitating the consolidation of all aspects of operations and data collection. The consolidation of BANNER systems scheduled for the end of September 2013 will address the disruption in data collection and analysis. All of the consolidating pairs of USG institutions undoubtedly have lessons to share should further consolidations take place.

Appendix

Table A1: Average Total Hours Earned upon Graduation (AA/AS degree) Full-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	76	76	75	73	71	69	67	66	65
White, non-Hispanic	72	72	71	70	69	68	67	66	65
Pell Grant Recipients	72	73	71	70	69	68	67	66	65
Age 25 and over	78	78	76	74	72	70	68	66	65

Table A2: Average Total Hours Earned upon Graduation (AA/AS degree) Part-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
*Black, non-Hispanic	>10								
White, non-Hispanic	74	74	72	70	68	66	65	65	65
*Pell Grant Recipients	>10								
Age 25 and over	75	75	73	71	69	67	65	65	65

*Further assistance from the Office of Research and Policy Analysis is needed to set annual targets.

Table A3: Three-Year Graduation Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	11%	11%	13%	15%	17%	19%	21%	23%	25%
White, non-Hispanic	22%	22%	24%	26%	28%	30%	32%	34%	36%
Pell Grant Recipients	17%	17%	19%	21%	23%	25%	27%	29%	31%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A4: One-Year Retention Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
White, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
Pell Grant Recipients	58%	58%	60%	62%	64%	66%	68%	70%	72%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A5: One-Year Retention Rate Part-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	0%	0%	2%	4%	6%	8%	10%	12%	14%
White, non-Hispanic	36%	36%	38%	40%	42%	44%	46%	48%	50%
Pell Grant Recipients	40%	40%	42%	44%	46%	48%	50%	52%	54%
Age 25 and over	40%	40%	42%	44%	46%	48%	50%	52%	54%

Table A6: Course Completion

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Full-Time	78%	78%	79%	80%	81%	82%	83%	84%	85%
Part-Time	81%	81%	82%	83%	84%	85%	86%	87%	88%
Transfer	78%	78%	79%	80%	81%	82%	83%	84%	85%

Table A7: Credit Accumulation Part-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	31%	31%	33%	35%	37%	39%	41%	43%	45%
White, non-Hispanic	26%	26%	28%	30%	32%	34%	36%	38%	40%
Pell Grant Recipients	27%	27%	29%	31%	33%	35%	37%	39%	41%
Age 25 and over	31%	31%	33%	35%	37%	39%	36%	38%	40%

Table A8: Credit Accumulation Full-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	18%	18%	20%	22%	24%	26%	28%	30%	32%
White, non-Hispanic	45%	45%	47%	49%	51%	53%	55%	57%	59%
Pell Grant Recipients	26%	26%	28%	30%	32%	34%	36%	38%	40%
Age 25 and over	30%	30%	32%	34%	36%	38%	40%	42%	44%

Table A9: Completion of First Math & English Gateway Courses in Two Academic Years

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	24%	24%	26%	28%	30%	32%	34%	36%	38%
White, non-Hispanic	48%	48%	50%	52%	54%	56%	58%	60%	62%
Pell Grant Recipients	31%	31%	33%	35%	37%	39%	41%	43%	45%
Age 25 and over	17%	17%	19%	21%	23%	25%	27%	29%	31%

Table A10: Degree Production

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	48	48	50	52	54	56	58	60	62
White, non-Hispanic	268	268	270	272	274	276	278	280	280
Age 25 and over	152	152	154	156	158	160	162	164	166

COMPLETE COLLEGE GEORGIA STATUS UPDATE

FOR

SOUTHERN POLYTECHNIC STATE UNIVERSITY

JUNE 14, 2013

Updated August 29, 2013
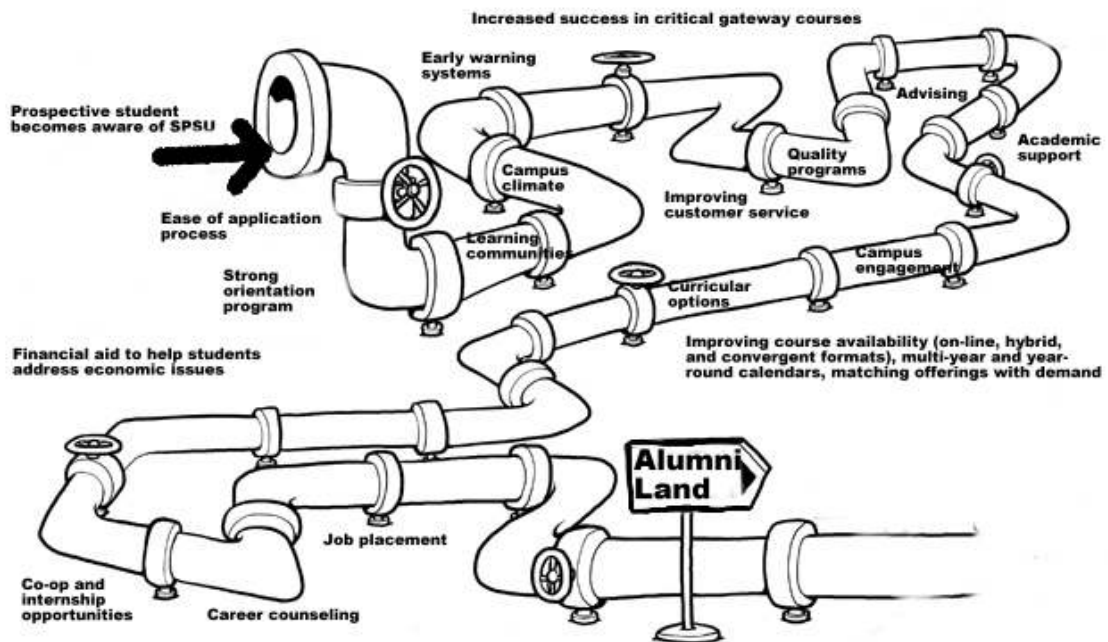
The Pipeline Model for Student Success

<u>Updates, Progress, and Future Work</u>

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

A. Enrollment Goals:
SPSU indicated three enrollment goals in our August 2012 CCG report. All three are on or ahead of schedule, as indicated in the table below.

Goal	Baseline	Target	Current Actual	Status
Increase enrollment	5,784 (F 2011)	6,765 (F 2015) 4% per year incr.	6,204 (F 2012) 7.3% increase	Ahead of schedule
Increase # women students	1,194 (F 2011) 20.7% of students	1,550 (F 2015) 23%	1,303 (F 2012) 21.0%	On schedule
Increase % Hispanic students	6.7 % (F 2011)	8% (F 2015)	7.88% (F 2012)	Ahead of schedule

B. Retention and Graduation Goals:
SPSU indicated four retention and graduation goals involving gateway courses, online courses, one-year retention rates, and 6-year graduation rates. Data for Spring 2013 are now available, and the following results have been achieved.

Goal	Baseline	Target	Current Actual	Status
Increase success in Gateway Courses, Chemistry	CHEM 1211: 63.6% (F 2011)	70% by 2015	CHEM 1211: 72.6% (F 2012)	Ahead of schedule
Increase success in Gateway Courses, Math, Physics	MA 1111: 63.5% MA 1113: 71.3% PHY 1111: 50.5% PHY 2211: 61.4%	65% by 2015	MA 1111: 59.6% MA 1113: 66.3% PHY 1111: 62.1% PHY 2211: 54.7%	Behind schedule On target On schedule Behind schedule
Increase % of online courses	24.7% (2011-12)	33% (2015-16)	32.4% (2012-13)	Ahead of schedule
Increase one-year retention rate	76.28% FT-FT 79.26% FT-TR 59.26% PT-FT 57.06% PT-TR (Fall 2010 cohort)	84% FT 65% PT (Fall 2015 cohort)	75.1% FT-FT 71.2% FT-TR 59.4% PT-FT 57.2% PT-TR (Fall 2011 cohort)	Behind schedule
Increase six-year graduation rate, First Time Fresh.	32.48% (F 2005 cohort)*	44% (2012 cohort) 50% (2014 cohort)	35.22% (F 2006 cohort)	On schedule
Increase six-year graduation rate, Transfers	51.57% (F 2005 cohort)	55% (2012 cohort) 60% (2014 cohort)	54.13% (F 2006 cohort)	On schedule

*BoR table shows 31.2% for 2005 cohort. Our numbers are slightly different.

C. Accreditation Goals:
SPSU indicated two accreditation goals involving increasing the percentage of accredited programs and achieving AACSB accreditation in Business. Since submitting our CCG report in August 2012, our programs in Construction Engineering, Computer Game Design, and Software Engineering have achieved accreditation for the first time from ABET. The Georgia Professional Standards Commission also approved SPSU as an

Education Preparation Institution in Biology Education, Chemistry Education, Mathematics Education, and Physics Education. All other programs that had accreditation visits successfully achieved reaccreditation.

Increase % of programs accredited*	43.3% (F 2011)	70% (F 2017)	19/34 = 55.9% as of Jun-2013.	On schedule
Achieve AACSB for Business	Current is ACBSP	AACSB by 2020	Consultant hired, initial evaluation report received.	Report being evaluated.

* Not all academic programs have accrediting bodies. See Metric 8 in Appendix for details.

D. Program Support Goals:
SPSU indicated two goals to increase support for our academic programs. A major grant from the NSF ($600,000 over 4 years) for scholarship support for transfer students has been received, as have a variety of smaller grants, including a $25,000 CCG Incubator Grant from the USG for advancement of a Content Delivery Network.

Goal	Baseline	Target	Current Actual	Status
Endowment for schools		$1 M by 2014-15 $4 M by 2020-21	$300,000 (2012-13)	To be determined
Funding from Academic Grants		$5 M by 2014-15 $7 M by 2020-21	$2.3 M (2011-12) NYA* (2012-13)	To be determined

*NYA = Not Yet Available

E. Number of Graduates:
SPSU's ultimate goal through CCG is to increase the number of well-qualified graduates. Our graduation ceremony in Fall 2012 had the largest number of fall graduates in our history, and Spring 2013 had the largest number of graduates in our history, continuing a several year trend.

Goal	Baseline	Target	Current Actual	Status
Increase # graduates	987 (2011-12)	1,250 (2015-6)	1,048 (2012-13)	On schedule

2. Significant changes in the strategies from the campus plan.
or significant work undertaken not identified in original campus plan.
SPSU remains committed to all the strategies that were identified in the August 2012 CCG report. There have been no significant changes, other than that SPSU has added an articulation agreement with Georgia Military College parallel to the TCSG articulation (Strategy 2.3). Our progress relative to these strategies is summarized below.

Strategy	Baseline	Target	Current Actual	Status
1.1 K-12 STEM awareness	4 major outreach programs	Maintain 4 major outreach programs	4 major outreach programs maintained.	On schedule
1.2 Science Educ. Programs	Began offering Sci. Ed. Sp. 2012	Full implement. 60 grads by 2017	First grads exp. 2013-14. PSC approval earned.	On schedule

2.3 Articulation with TCSG/GMC	166 students BAS 59 students ET* Fall 2011	500 students 2015-16	214 students BAS 59 students ET* Fall 2012	On schedule
2.4 Adult Learners	556 (26.9%) 2011-12	Maintain approx. 25% level	713 (27.3%) 2012-2013	On schedule
2.5 Military Learners	Unknown—data to be collected	Strategies by end of F 2013	Data being gathered	Not applicable
3.6 Engaged Communities	None	95% participation of new students	1156 enrolled in SPSU 1001	On schedule
3.7 Advising	5 professional advisors 2011-12	Increase as resources allow	7 professional advisors Fall 2013	On schedule
3.8 Success Rates/ Gateway Courses	44.0 – 71.2% Fall 2011	65 – 70%	54.7 – 75.0 Fall 2012	Mixed: see Section 1B
3.9 Enhance Early Warning System	---	100% faculty involvement/24 hr	99.5%	On Schedule
3.10 Online courses	24.7% of unique courses 2011-12	33.0% of unique courses 2015-16	32.4% of unique courses 2012-13	Ahead of schedule
3.11 Expand curriculum	41 undergrad 12 grad programs	No specific target	43 undergrad 13 grad approved. 1 undergrad, 1 doctoral under consideration at BoR.	Not applicable
4.12 Establishing Permanent Schedules	4 programs	All academic programs	Under review	On schedule
5.13 Program Accreditation	13 accredited out of 30 (43.3%)	70%	19 accredited out of 34 (55.9%)	On schedule
5.14 Customer Service	Metric to be determined	Improve NSSE and ACT results	Metric to be determined	Not applicable
5.15 Increase financial support		$1M endowment $5M grants (2014-15)	300,000 endow $2.3M grants (2011-2012)	To be determined.

*ET articulation students currently in pre-engineering articulation program at TCSG schools

3. Partnerships

SPSU has been a leader in building and incorporating partnerships to improve student completion. We continue to expand SPSU's TCSG articulation, through increasing the number of degree programs offered for articulation, articulating additional TCSG programs (the most recent being with their A.A.S. in Railroad Management Technology), and increasing the number of institutions with whom we articulate (Georgia Military College is the most recent).

SPSU maintains its current relationship with Georgia Highlands College, hosting approximately 1200 of their students in space allocated to them on our campus.

As our science education programs produce their first graduates (expected in 2013-14), these graduates will take teaching positions in local schools, strengthening our already substantial P-12 partnerships.

We are committed to moving forward with the community/business partnership group established at the 2013 Summit involving SPSU, Kennesaw State University,

Chattahoochee Technical College, and our community partners David Connell (President and CEO, Cobb County Chamber of Commerce), Greg Morgan (Chairman, Cobb County Chamber of Commerce), and Kelly Price (curriculum coordinator for Forsyth County Schools). An initial planning meeting of this group was held on August 26, resulting in the formation of task forces to address key goals, such as raising of scholarships, seamless transfer, and STEM career awareness.

4. Key Observations and Evidence
A. Institutional Tracking and Data Analysis to Assess Progress:
SPSU's Institutional Effectiveness Council is working to directly align the latest update of our Strategic Plan to our CCG plan, to make them work together as a seamless whole. In support of this effort, SPSU has recently purchased WEAVEonline Strategic Planning Software, which will be installed by Fall 2013. WEAVEonline will help consolidate our strategic goals and track progress in achieving them in a more granular fashion, down to the departmental level. Workshops in its use will be offered in Fall 2013. SPSU is also hiring an Executive Director for Institutional Research, to begin in Fall 2013.

B. Current Success Metrics:
SPSU included the following success metrics in its August 2012 submission. Updated measures may be found in the Appendix to this Status Report. We will continue to measure and compare them with results from previous years, and analyze relevant trends.
- Metric 1 (WCCG 0100): Graduation rates (4-, 6-, and 8-year) by category (FT, Transfer)
- Metric 2 (WCCG 0300): Retention rates (term-by-term, three years) by category (FT, Transfer)
- Metric 3 (WCCG 0200): Average credit hours at time of completion (Native, Transfer)
- Metric 4 (WCCG 0400): Course completion ratios (All students in a term, all graduating students)
- Metric 5 (WCCG 0700): Number of degrees conferred (Undergraduate, Certificate, Graduate, Graduate Certificate)
- Metric 6 (WCCG 0600): Increased access (Adult Students, 1st Generation, Pell Grant)
- Metric 7 (WCCG 0500): Success rates in gateway courses (1st time, Ultimate)
- Metric 8: Professional accreditation of academic programs
- Metric 9: Fraction of unique courses taught in online or hybrid formats
- Metric 10 (WSHR 2100): Access through transfers from TCSG
- Metric 11 (WSHR 2110): Credit granted for prior learning

Five additional metrics that preceded the CCG report will continue to be used:
- Metric 12 (WRPG 0100): Success Rate for a Course (complex analysis, with SATs, MAT exam, etc.)
- Metric 13 (WRPG 0101): Graduation Rates by Category (FT, Transfer), School, Department, and Program
- Metric 14 (WRPG 0102): Student Tracker by Initial Major, Based on Entry Term. Indicates # credits completed, GPA, and major each term from entry term

- Metric 15 (WRPG 0103): Student Tracker by Final Major, Based on Graduation Term. Indicates # credits completed, GPA, and major each term backwards from graduation term
- Metric 16 (WRPG 0104): Success Rates for Courses within a Department or School (1st, 2nd, 3rd attempts)

C. Strategies to Sustain Data Collection and Evaluation of Effectiveness:
SPSU has adopted two new strategies in this area. First, we have established a Business Intelligence Workgroup (BIWG) that worked initially with Marco Cestaro, the Business Intelligence specialist from the USG to launch the initiative. The goal is to build a set of basic reports and advanced analytics that answer well-defined questions and promote discovery. These analytics will then be provided to a number of Decision Centers, focused on key areas such as retention and graduation rates. Currently, the data collected at SPSU are not as clearly defined as they need to be. In response, a software application, Data Cookbook, has been purchased and placed into production to manage a consolidated data dictionary. This business intelligence effort ultimately will provide us with a single source of reliable data, which will in turn support a much more accurate evaluation of the effectiveness of our efforts.

Second, as described in Section 4A above, we are implementing the use of WEAVEonline, a hosted application, as a single strategic planning and assessment platform for the University. The platform is built on a course- through institution-level planning and assessment process that will engage our faculty and staff in understanding the interconnectedness of their work to the University's goals, thereby enhancing a culture of assessment. This software will also eliminate the need for individually producing myriad reports that essentially say the same things, based on somewhat different data.

5. Sharing Lessons Learned
To date, there are several important lessons learned that have arisen through the development of our campus Complete College Georgia plan:

- Alignment of the University Strategic Plan and our Complete College Georgia plan so that their elements sequentially and explicitly tie with producing increasing numbers of highly-qualified graduates is critical. This alignment and focus will engender greater community awareness, buy-in, and support for our efforts.
- The value of having the right tools for planning and assessment that allow the entire University community to understand the goals and our progress toward them. WEAVEonline was selected after a rigorous analytical process, and we look forward to the structure it will provide in our planning and tracking efforts. The selection process, managed by University Information Technology Services, may be of more value to other institutions than the product that we selected.
- It is very difficult to obtain accurate, well-defined data. Development of a consolidated <u>detailed</u> data dictionary is imperative for each University. Development of a transparently defined data dictionary for the University System as a whole, that every University would use, would be extremely helpful.

Appendix—Selected Updates to Metrics

I. Increased efficiencies

Metric 1:   **Graduation rates—SPSU graduation only (Source: WCCG 0100)**

Year, Fall	**2002**			**2003**			**2004**		
# Yrs in Grad Rate	4	6	8	4	6	8	4	6	8
1st Time FT	6.09	29.36	35.73	5.96	27.98	32.56	7.81	32.64	38.39
Transfer FT	35.97	55.02	57.14	26.94	41.09	43.83	36.59	50.64	53.61
1st Time PT	0	23.33	30.00	6.06	9.09	18.18	0	12.50	20.83
Transfer PT	12.19	20.32	25.20	19.72	29.93	29.93	18.42	28.94	34.86

	2005			**2006**		
	4	6	8	4	6	8
1st Time FT	6.49	32.48	37.12	6.85	35.22	NYA
Transfer FT	39.03	51.57	52.78	40.97	54.13	NYA
1st Time PT	6.25	12.50	25.00	0	18.51	NYA
Transfer PT	19.23	33.97	39.10	18.70	28.77	NYA

NYA = not yet available

Metric 2: Retention rates—at SPSU only (Source: WCCG 0300)

Year, Fall	**2009**			**2010**			**2011**		
# Yrs in Reten. Rate	0.5	1	2	0.5	1	2	0.5	1	2
1st Time FT	94.98	72.97	56.37	94.03	76.28	58.5	94.08	75.1	NYA
Transfer FT	92.51	76.58	69.79	93.78	79.26	68.2	90.31	71.2	NYA
1st Time PT	64.71	47.06	23.53	81.48	59.26	41.4	82.76	59.4	NYA
Transfer PT	79.73	63.51	51.35	75.88	57.06	47.1	71.72	57.2	NYA

Year, Fall	**2012**		
# Yrs in Reten. Rate	0.5	1	2
1st Time FT	94.4	NYA	NYA
Transfer FT	89.4	NYA	NYA
1st Time PT	64.3	NYA	NYA
Transfer PT	78.3	NYA	NYA

% of students that have been retained or have graduated.

NYA = not yet available

Metric 4: Course completion ratio (Source WCCG 0420)

All Students

	2009		2010			2011			2012			2013
	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring
A—C	80.46	73.76	74.02	75.33	74.52	74.59	76.07	73.03	73.93	77.46	74.90	73.03
A—D	86.39	80.57	81.28	81.39	80.69	81.45	81.77	80.37	80.02	82.49	81.20	79.83
A	31.41	26.82	26.94	30.07	27.09	28.45	30.24	27.73	26.82	33.77	28.73	28.44
B	29.37	27.84	27.85	28.33	28.53	27.49	26.53	27.45	27.94	27.07	28.34	27.00
C	19.48	18.78	19.06	16.77	18.75	18.55	16.99	17.68	18.92	16.62	17.83	17.59
D	5.93	6.82	7.26	6.06	6.17	6.86	5.70	7.34	6.99	5.03	6.30	6.80
F	5.82	8.67	7.80	6.54	8.05	8.48	7.66	9.07	8.55	6.25	8.24	9.64
I	0.47	0.58	0.45	0.79	0.55	0.60	0.78	0.64	0.67	0.63	0.74	0.76
S	0.20	0.31	0.16	0.15	0.14	0.01	2.31	0.18	0.25	0.02	0.12	0.18
U	0.14	0.18	0.06	0.25	0.01		0.08	0.01	---	--	0.01	0.01
V	0.02	0.06	1.03	2.89	0.85	0.97	1.08	0.01	1.44	0.02	0.03	0.02
W	7.11	9.94	9.31	8.11	9.79	8.49	8.64	9.38	8.39	6.65	8.17	8.06

Students Who Graduated in Given Term (Source WCCG 0410)

	2009		2010			2011			2012			2013
	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring
A—C	80.48	81.21	84.09	79.82	83.10	84.34	79.29	81.93	82.64	83.35	82.88	73.12
A—D	85.68	87.02	88.70	84.87	87.41	88.68	85.22	87.49	87.12	86.67	86.95	78.41
A	32.24	31.97	34.17	30.23	36.02	37.17	30.47	33.47	36.35	42.78	37.45	37.94
B	30.55	30.93	31.33	30.48	30.08	29.90	29.02	30.92	29.55	26.13	29.34	21.93
C	17.26	18.29	17.32	19.14	16.45	17.13	20.26	17.63	16.30	14.44	16.09	13.25
D	5.07	5.69	4.69	5.30	4.19	4.39	5.89	5.51	4.51	3.32	4.07	5.29
F	4.39	3.47	3.31	3.62	3.50	3.15	4.94	4.17	4.08	4.90	5.40	9.78
I	0.69	0.29	0.49	0.43	0.28	0.29	0.33	0.39	0.41	1.00	0.43	0.27
S	0.53	0.63	0.47	0.34	0.49	0.30	0.42	0.32	0.52	---	0.01	---
U	0.51	0.25	0.24	0.14	0.18	0.13	0.13	0.21	0.10	---	---	---
V	1.67	1.78	2.33	1.96	2.21	1.35	1.54	1.56	1.65	---	---	0.09
W	7.08	6.70	5.62	8.37	6.62	6.17	7.00	5.82	6.54	7.43	7.21	11.45

2. Increased numbers of graduates

Metric 5: Number of degrees conferred (Source: WCCG 0700)

	Undergrad	Undergrad Cert	Grad	Grad Cert	Total
2009-2010	**596**	**28**	**166**	**12**	**802**
2009 Summer	138	3	39	2	182
2009 Fall	189	4	67	5	265
2010 Spring	269	21	60	5	355
2010-2011	**723**	**11**	**200**	**14**	**948**
2010 Summer	161	1	63	4	229
2010 Fall	235	4	63	6	308
2011 Spring	327	6	74	4	411
2011-2012	**728**	**6**	**229**	**24**	**987**
2011 Summer	142	4	46	4	196
2011 Fall	242	1	83	6	332
2012 Spring	344	1	100	14	459
2012-2013	**785**	**10**	**215**	**38**	**1048**
2012 Summer	132	1	41	3	177
2012 Fall	269	4	89	19	381
2013 Spring	384	5	85	16	490

Note: This does not include students who complete the equivalent of an associates degree (60 hours) and do not graduate. It also does not include students who graduate from another USG institution.

3. Quality

Metric 7: First-time and ultimate student success rates in gateway courses
(Source: WCCG 0500)

	2009 Sum		2009 Fall		2010 Spr.		2010 Sum		2010 Fall	
	1st	Ult	1st	Ult	1st	Ult	1st	Ult	1st	Ult
CHEM 1211K	79.1	81.4	69.9	78.4	62.6	71.8	78.4	83.8	76.2	82.0
CHEM 1212K	82.1	92.9	57.1	64.3	73.8	76.2	66.7	80.0	71.1	77.8
ENGL 1101	68.4	78.9	85.1	91.4	80.9	83.8	97.1	100	88.2	90.7
ENGL 1102	84.2	86.8	80.4	87.4	86.2	90.6	83.3	83.3	77.4	85.6
MATH 1111	63.2	78.9	72.5	80.4	58.4	75.3	67.9	71.4	78.2	82.0
MATH 1113	73.9	87.0	75.9	83.3	74.4	82.6	78.7	93.6	70.6	81.4
MATH 2253	68.1	79.7	64.1	80.4	67.3	79.4	70.3	84.4	67.6	76.5
MATH 2254	65.0	80.0	47.8	68.6	70.7	81.0	37.5	71.2	56.5	69.9
MATH 2306	90.7	92.6	65.1	82.0	76.4	87.4	81.8	92.7	65.4	77.6
PHYS 1111K	62.3	71.7	53.3	62.0	57.9	67.3	57.4	61.1	42.1	51.2
PHYS 1112K	42.9	64.3	64.7	68.6	62.2	66.7	80.0	80.0	76.3	81.6
PHYS 2211K	67.7	77.4	64.3	71.4	60.3	70.9	61.2	82.1	68.4	71.9
PHYS 2212K	86.4	93.9	70.1	80.4	71.4	78.2	78.9	86.0	71.1	77.2

	2011 Spr		2011 Sum		2011 Fall		2012 Spr		2012 Sum	
	1st	Ult	1st	Ult	1st	Ult	1st	Ult	1st	Ult*
CHEM 1211K	63.6	71.1	51.1	60.0	63.6	67.2	66.3	71.9	82.9	82.9
CHEM 1212K	55.7	69.3	81.8	81.8	62.9	68.6	78.2	79.5	68.8	68.8
ENGL 1101	76.0	78.8	91.7	91.7	82.6	87.2	83.3	86.4	96.0	96.0
ENGL 1102	87.5	90.9	69.8	76.7	77.8	81.3	83.8	87.4	75.7	80.0
MATH 1111	68.5	71.7	44.8	51.7	63.5	68.1	63.2	77.2	52.4	77.8
MATH 1113	75.9	81.4	52.8	65.3	71.3	75.2	63.2	73.7	63.2	74.5
MATH 2253	67.8	74.7	62.1	69.7	61.6	65.3	62.7	71.9	65.6	76.7
MATH 2254	56.6	66.4	44.6	55.4	44.0	52.4	52.2	68.1	43.2	62.8
MATH 2306	65.6	72.5	63.5	75.0	71.2	73.3	70.0	80.0	65.5	78.2
PHYS 1111K	62.5	65.4	59.5	59.5	50.5	53.5	51.2	59.1	44.1	52.9
PHYS 1112K	65.9	68.3	66.7	66.7	61.9	69.0	69.3	73.2	60.0	70.0
PHYS 2211K	64.4	70.2	54.8	61.6	61.4	66.3	68.9	73.5	73.5	80.3
PHYS 2212K	71.1	76.3	70.8	77.1	67.0	73.8	58.4	65.5	88.2	92.0

	2012 Fall		2013 Spring	
	1st	Ult*	1st	Ult
CHEM 1211K	72.6	77.1	60.8	
CHEM 1212K	62.5	64.6	71.8	
ENGL 1101	88.8	91.3	82.9	
ENGL 1102	79.8	81.5	85.1	
MATH 1111	59.6	70.4	61.3	
MATH 1113	66.3	75.1	57.7	
MATH 2253	62.4	65.7	47.0	
MATH 2254	57.9	66.7	54.2	
MATH 2306	67.9	76.7	82.8	
PHYS 1111K	62.1	70.2	57.9	
PHYS 1112K	75.0	75.0	79.0	
PHYS 2211K	54.7	64.6	58.6	
PHYS 2212K	59.1	65.4	56.8	

* subject to change as courses are repeated in future semesters.

Metric 8: Professional accreditation of academic programs

Program	Agency	Currently Accred?	Status of Accreditation
Accounting	ACBSP	No (New Program)	ACBSP 2013; AACSB by 2020
Architecture	NAAB	Yes	Currently at Highest Level
Biology	None Avail.	No	None
Business Administration	ACBSP	Yes	AACSB by 2017
Chemistry	ACS*	No	ACS by 2017
Civil Engineering	ABET	No (New Program)	Apply ABET 2013
Civil Engineering Tech.	ABET	Yes	Currently at Highest Level
Computer Eng. Tech.	ABET	Yes	Currently at Highest Level
Computer Game Design	ABET	Yes	Currently at Highest Level
Computer Science	ABET	Yes	Currently at Highest Level
Construction Engineering	ABET	Yes	Currently at Highest Level
Construction Management	ACCE	Yes	Currently at Highest Level
Education--Biology	PSC, NCATE	Yes	Approved by GA PSC
Education--Chemistry	PSC, NCATE	Yes	Approved by GA PSC
Education--Mathematics	PSC, NCATE	Yes	Approved by GA PSC
Education--Physics	PSC, NCATE	Yes	Approved by GA PSC
Electrical Engineering	ABET	No (New Program)	Apply ABET by 2013
Electrical Engineering Tech	ABET	Yes	Currently at Highest Level
English + Prof. Comm.	None Avail.	No	None
Industrial Eng. Tech.	ABET	Yes	Currently at Highest Level
Information Technology	ABET	Yes	Currently at Highest Level
International Studies	None Avail.	No	None
Mathematics	None Avail.	No	None
Mechanical Engineering	ABET	No (New Program)	Apply ABET by 2013
Mechanical Eng. Tech.	ABET	Yes	Currently at Highest Level
Mechatronics Engineering	ABET	No (New Program)	Apply ABET by 2013
Physics	None Avail.	No	None
Political Science	None Avail.	No	None
Psychology	None Avail.	No	None
Software Engineering	ABET	Yes	Currently at Highest Level
Surveying and Mapping	ABET	Yes	Currently at Highest Level
Systems Engineering	ABET	No (New Program)	Apply ABET by 2013
Technical Communication	None Avail.	No	None
Telecom. Eng. Tech.	ABET	Yes	Currently at Highest Level

Number of undergraduate programs: 34
Number currently professionally accredited: 19
Number of programs too new to be accredited: 6
Number of programs where no accreditation exists: 8

% Accredited: 55.9%   % New Program: 17.6%   % No Accred. Exists: 23.5%

*The American Chemical Society (ACS) *certifies* chemistry programs.

<div align="center">4. Other Metrics</div>

Metric 9: Fraction of unique courses taught in online and hybrid formats

	# Unique Courses	# Hybrid	%	# Online	%
Summer 2011	302	68	22.5	80	26.4
Fall 2011	583	62	10.6	138	23.6
Spring 2012	607	61	10.0	151	24.8
Summer 2012	297	73	24.5	95	31.9
Fall 2012	610	73	12.0	187	30.7
Spring 2013	621	72	11.6	186	30.0
Summer 2013	287	59	20.6	119	41.5

Note: Courses in which multiple sections are taught count as one unique course.

Metric 10: Access through transfers from Technical College System of Georgia

	2009-10	2010-11	2011-12	2012-13
# Students	201	275	335	284
# Cr. Hrs. transferred	6,478	10,488	12,970	9,691

By Semester:

	2009		2010			2011			2012
	Sum	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring
# Students	30	101	70	44	135	96	61	153	121
% of Transfer	25.2	17.6	26.54	37.92	22.53	33.79	48.02	28.95	38.78
# Cr. Hrs. transferred	1009	2940	2529	1643	5053	3792	2117	5949	4904
% of Transfer Cr. Hrs	13.75	9.09	17.44	24.39	13.87	20.48	25.19	19.17	25.09

	2013		
	Sum	Fall	Spring
# Students	57	134	93
% of Transfer	38.77	19.59	29.89
# Cr. Hrs. transferred	2186	4217	3288
% of Transfer Cr. Hrs	20.76	10.31	16.95
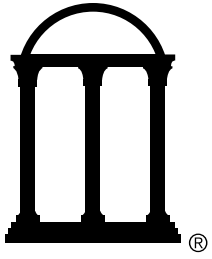
THE UNIVERSITY OF GEORGIA
Complete College Georgia Plan

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	Implemen-tation of DegreeWorks	Intensive Multi-Component Program
Goal 1	x	x	x	x			x	x
Goal 2		x						
Goal 3			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 (PDSD)**: The PDSD 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) 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

Four-year Average Retention Rate
Comparator Peer Institutions

Institution	Percent
University of Florida	96
University of Georgia	94
University of Maryland - College	94
Ohio State University	93
University of California - Davis	92
Michigan State University	91
North Carolina State University	91
Average Comparator Peer	88
Iowa State University	86
University of Missouri -	85
University of Iowa	85
Louisiana State University	84
University of Kentucky	81
University of Arizona	78

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

Six-Year Graduation Rate
Comparator Peer Institutions

Institution	Percent
University of California - Davis	86
University of Florida	84
University of Georgia	83
University of Maryland - College	82
Ohio State University	80
Michigan State University	77
Average Comparator Peer	72.6
North Carolina State University	72
University of Iowa	71
University of Missouri - Columbia	69
Iowa State University	68
Louisiana State University	62
University of Arizona	61
University of Kentucky	59

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

Four-year Average Retention Rate
Aspirational Peer Institutions

Institution	Percent
University of North Carolina - Chapel	97
University of California - Berkeley	97
University of California - Los Angeles	97
University of Virginia	97
Cornell University	97
University of Michigan	96
Aspirational Peer Average	94.6
University of Georgia	94
University of Illinois	94
University of Wisconsin - Madison	94
Pennsylvania State University	93
University of Washington	93
University of Texas - Austin	92
University of Minnesota	89

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

Six-Year Graduation Rate
Aspirational Peer Institutions

Institution	Percent
University of Virginia	94
Cornell University	93
University of California - Berkeley	90
University of North Carolina -	90
University of California - Los	90
University of Michigan	90
Pennsylvania State University	87
Aspirational Peer Average	85.9
University of Georgia	83
University of Wisconsin - Madison	83
University of Illinois	82
University of Texas - Austin	81
University of Washington	80
University of Minnesota	70

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

UGA Academic Performance Metrics
2000-2011
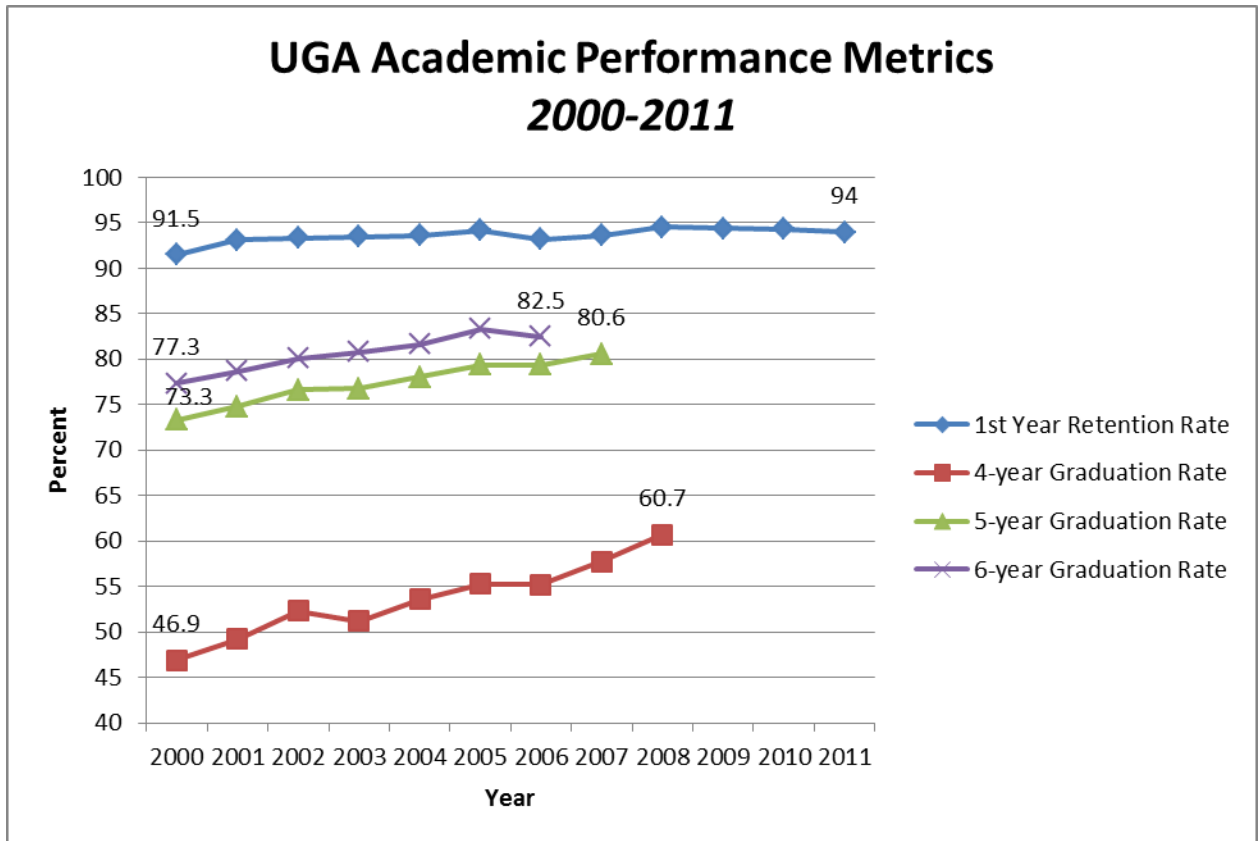
Notes: The percentage of UGA first-time, full-time freshmen returning for their second year has risen from 89.9% for the 1999 cohort to at least 94% for the five most recent freshman classes. The six-year completion rate for the 2006 cohort was 82.5%, after reaching 80% for the 2002 cohort. Four-year 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

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

UGA Freshmen Completion Rates

Cohort	N	Cumulative Completion Rates (through Summer Terms)				
		2Yrs	3Yrs	4Yrs	5Yrs	6Yrs
1999	4375	0.8%	2.6%	44.2%	70.1%	74.9%
2000	4203	0.7%	2.5%	46.9%	73.3%	77.3%
2001	4454	0.5%	2.6%	49.2%	74.8%	78.7%
2002	4281	0.9%	3.1%	52.3%	76.6%	80.1%
2003	5156	0.7%	2.9%	51.2%	76.8%	80.8%
2004	4500	0.7%	2.7%	53.6%	78.0%	81.6%
2005	4654	0.7%	2.6%	55.3%	79.4%	83.3%
2006	5059	0.7%	3.0%	55.2%	79.4%	82.5%
2007	4675	0.8%	3.0%	57.8%	80.6%	
2008	4778	0.8%	3.3%	60.7%		
2009	4675	0.6%	2.5%			
2010	4667	0.6%				
2011	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
FYOS Goal 1- engage in academic culture								
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
FYOS Goal 2- student-faculty interaction								
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
FYOS Goal 3- engage in mission of Univ.								
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 *outside of the classroom* (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
FYOS Goal 1- engage in academic culture								
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
FYOS Goal 2- student-faculty interaction								
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
FYOS Goal 3- engage in mission of Univ.								
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

University of Georgia	
STEM Majors and Degrees Awarded AY 2012 - 13	
TOTAL STEM MAJORS	**AY2012-2013 (Summer 2012, Fall 2012, and Spring 2013)**
	5246
A. STEM Discipline	**4935**
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. STEM Education	**311**
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 Mddle 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)	
TOTAL STEM DEGREES AWARDED	**AY2012-2013 (Summer 2012, Fall 2012, and Spring 2013)**
	945
A. STEM Discipline	**835**
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. STEM Education-Teacher Production	**110**
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 Mddle 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

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

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

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

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   **Total** **1085**

Table 11. Summer 2012 Innovative Instruction Faculty Grants

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

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

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
Largest Sources of Federal Student Aid						
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%
Largest Sources of State Student Aid						
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.

	Georgia Resident	Non-Resident
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
TOTAL	**$22,064**	**$40,274**

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

2012-13 Undergraduate Financial Aid Gap - Aid Recipients with Complete FAFSAs[1] and Need						
	Resident		Nonresident		Combined	
Number of Students	10,670		531		11,201	
	Total	**Average**	**Total**	**Average**	**Total**	**Average**
Financial Need[2]	$169,116,284	$15,850	$14,646,261	$27,582	$183,762,545	$16,406
Gift Aid[3] (to meet financial need)	$80,132,828	$7,510	$6,624,184	$12,475	$86,757,012	$7,745
Financial Aid Gap[4] (unmet need)	$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).

Source: Office of Student Financial Aid – University of Georgia; Fall 2012 UGA Fact Book   7/23/13

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.

University of North Georgia
Complete College Georgia Plan
Status Report

Submitted by:
Dr. Bonita C. Jacobs, President
September 3, 2013

Table of Contents

Section 1: Updated, Progress and Future Work

Updates, Progress and Future Work

For the University of North Georgia, the fact that the first year of our Complete College GA plan has coincided with the work of consolidating Gainesville State College (GSC) and North Georgia College & State University (NGCSU) has provided both great opportunities and challenges to the implementation of our plan. The process of consolidation has given us the opportunity to integrate the goals and strategies of our Complete College GA plan into the fabric of the university and into our strategic planning process. While the goals we established under each of the five strategies in our original plan remain the same, we have made some adjustments to the tactics we are using to achieve those goals. These adjustments are discussed in the progress report on the individual goals below. Baseline data for each of the tactics are detailed in the appendix to this report.

Strategy 1: Enhance Partnerships with K-12
Goal 1.1: Expand Efforts to Increase the Regional College Participation for Underserved Populations
The University of North Georgia has successfully implemented the Near Peer Mentoring Program at Gainesville High School. The Near Peer Program is an early intervention program, targeted to help students meet college readiness standards. Over the past year, we have successfully served seventy students that are first generation, low-income and minority. We are currently expanding the program to serve Lumpkin County High School, located in the Dahlonega service area. The Georgia Appalachian Center for Higher Education (GACHE), housed on the Dahlonega campus, works with school systems to promote college readiness. GACHE's research-based model provides scholarships, financial aid assistance and information to keep students on track for graduation. Students who participate in GACHE's programs show a 54% postsecondary enrollment rate.

The ACCEL Dual Enrollment program can play a significant role in increasing college participation. ACCEL participants also have a 54% success rate of transitioning into college immediately upon high school completion compared to 46% of the general population. UNG currently has 268 high school students enrolled in the ACCEL program. Conversations in the community, with frontline staff, and with school systems have shown us that we need a strategic approach to our dual enrollment program that includes a mix of delivery modes tailored to the needs of the individual school systems and the circumstances of the students. In Forsyth County, we have had much success with a cohort model that brings groups of high school students to our campus for a specific line-up of courses scheduled in conjunction with the high school. In other parts of our service area, the mobility of the students and/or distance from campus is an issue. We are beginning conversations with those school districts to determine which courses they need, and if we can deliver them at the high school or even virtually. We have redefined the role of our Director of Academic Transitions to focus more heavily on building the relationships with the high schools and communicating post-secondary opportunities to the students and their parents.

In our original plan, we envisioned holding a K12/higher education regional summit to bring college faculty together with high school faculty to collaborate on aligning the new Department of Education Career Clusters being implemented in K12 with the degree options and pathways available at UNG. We have not abandoned those outcomes, but decided that they could be best achieved through other means. Our Director for Complete College GA has experience doing similar curricular alignment projects with the TCSG. She has taken on responsibility for developing these Roadmaps. This project is nearing completion. A sample Roadmap is included in the Appendix to this report. Once developed, they will be shared with high school counselors and used in conjunction with our recruiting materials. We are bringing faculty together with K12 through the professional development committees established through the College of Education.
Strategy 2: Improve Access and Completion
Goal 2.1: Improve Access for the Economically Disadvantaged by Increasing the Number of Pell Eligible Students Who Apply to College

In the process of developing the mission statement and tuition structure for UNG, we adopted a model of multiple pathways that preserves access. Students may choose the associate degree pathway which has admissions standards and a tuition structure consistent with the admissions standards and tuition of the state college sector, or they may choose direct admission into the baccalaureate degree pathway which follows the admission standards and tuition structure of the state university sector. Both institutions previously had FAFSA workshops, but they were not heavily attended. In addition to those sessions sponsored by the Office of Financial Aid, we plan to expand the number and formats of financial aid workshops offered by collaborating with various organizations across our campuses, particularly those organizations and offices which provide services to traditionally underserved populations, with the goal of increasing FAFSA completion.

In addition to scholarship funds, one form of alternative funding that we can tap into, although not needs based, is to assist students in taking advantage of the ACCEL program, in particular promoting it to students who are college ready but economically disadvantaged. We are actively seeking grants to support textbook scholarships for ACCEL students and to deliver courses online to rural counties. We are in conversation with Gainesville High School and other school systems about delivering ACCEL courses to their students in the online format.

Goal 2.2: Increase the Number of Students in Each Underserved Population
The first step in recruiting for UNG was simply to develop new materials reflective of our new institution with its expanded range of degree programs and various pathways. Now we are beginning to develop more targeted recruiting materials in line with some of our CCG tactics. Our Complete College GA Director (hired in July) and our new Executive Director of Undergraduate Admissions (named in July) are working together to develop an action plan to recruit minorities to UNG and to develop recruiting materials on the ACCEL program.

As we have worked internally with the transition of students between our associate and baccalaureate programs, we realized the opportunities offering a reverse transfer policy could present for our students. We believe this can be an effective tool for recruiting adult learners. Now that the National Institute for the Study of Transfer Students is located on our Dahlonega campus, we have local expertise that we can take advantage of in creating an effective policy. We have formed a team that is drafting an initial policy. Since our institution now offers the full range of degree programs from certificates and associate degrees to graduate degrees, we can contact those students who left NGCSU or GSC previously without completing a baccalaureate degree and invite them to apply for an associate degree. This would allow those students to earn a credential for the work that they did complete, and provide an opportunity to reach out to them and inform them of the opportunities we now provide to earn credit for prior learning as well. We believe this recruiting effort will complement the recruiting done through our participation in the GOAL campaign and through the Adult Learning Consortium.

Goal 2.3: Provide Support for Completion to Underserved Populations
In the past year, we have expanded the services offered through our Center for Adult Learners and the Military. The Military Resource Center on the Gainesville campus provides a lounge and a study area for veterans, resource materials, refreshments, and tutoring. A similar center has been opened on the Dahlonega campus, and our CALM coordinator maintains office hours on three campuses in order to assist students in accessing appropriate campus resources and advise them on the credit opportunities available to them for their prior learning experiences. A comparable lounge and study area for adult learners is available on the Gainesville campus.

The Office of Multi-Cultural Affairs received grant funding to expand its African American Male Initiative for fall 2013, offering mentoring, tutoring and cultural activities to African-American males on the Dahlonega and Gainesville campuses. That office will also be hosting a Diversity Conference on the Gainesville campus for college students and students from three area high schools fall semester 2013. In addition to the existing

student clubs that support Latinos, African-Americans, Asians, veterans, and adult learners, the office launched the Trailblazers Club this fall to support first-generation college students. The club has a schedule of workshops focusing on support services, financial aid, and other aspects of college culture to assist first generation students with the transition to college and degree progress.

Strategy 3: Improving Time to Degree Completion
Goal 3.1: Identify and eliminate barriers to completion
While GSC had been a member of the Adult Learning Consortium (ALC) prior to consolidation, NGCSU was not. In the process of consolidation, work groups reviewed new policies as they were developed to ensure they met both ALC guidelines and Servicemembers Opportunities Colleges (SOC) guidelines. The University of North Georgia is a member of ALC and SOC now. We have established residency requirements and raised the number of credits that can be awarded for prior learning to be consistent with SOC principles for the institution. We have adopted all of the American Council on Education (ACE) recommendations for credit by examination for CLEP and DSST, as well as the awarding of credit for military experience, and developed procedures for the awarding of that credit. In addition, the new institution adopted the use of the FLATS test for foreign language credit, which had previously only been used at GSC. This test is particularly useful in assessing ability and awarding academic credit for languages that are of strategic use in the military but often not taught in the university. The Prior Learning Assessment (PLA) course and the policy for awarding credit by examination or portfolio has been approved by the faculty. We are still in the process of getting AP cut scores approved that are more in line with ACE recommendations.

Goal 3.2: Decrease excess credits earned at degree completion through enhanced Early Intervention protocols
Targeted academic advising is a key component of the UNG Complete College GA plan. In our original plan we had micro-level targets identified, but the work we have done in this area has expanded beyond our original vision, attacking the macro-level, addressing the overall advising culture and comprehensive structure of advising at the institution. We have had the opportunity within our institution to "share lessons learned" across our four campuses, combining the best of what was taking place at our previous institutions as well as those lessons learned from research into best practices in the field, and applying them to the building of a new advising structure. This new structure includes mandatory advising for all students up to 42 credit hours, expanding the Academic Success Plan model used with students Not in Good Standing at the former GSC campuses to all campuses of the institution and to Financial Aid Appeal students, and assigning all undecided students to professional advisors in the advising centers who can help them identify a major and avoid excess credits early in their college careers. The Director of Academic Advising is working with a professional advisor in the College of Education and with the nursing department to ensure effective advising for students who have declared that major, but are not on track for admission into their chosen program of study.

Strategy 4: Restructure Instructional Delivery
Goal 4.1: Expand online courses and programs
Expanding online courses and programs by affiliating with eCore, has involved substantial work by faculty and staff working groups, first for the faculty to approve the core, and then to build the courses and registration into our new banner system and catalog. UNG has signed an MOU with eCore, and we anticipate offering eCore courses as an affiliate institution in spring 2014. Now that the faculty have completed the work of aligning curriculum from the two previous schools and made adjustments to the degree programs, which was a necessary part of consolidation, and we have implemented Quality Matters review of all existing online courses, we are primed to develop new online courses and programs. The Criminal Justice department is one of the departments eager to begin this work and where the Adult Learning Consortium has identified a need among adult learners.

Goal 4.2: Expand the use of Supplemental Instruction, especially in STEM and Gateway courses to improve completion.

The use of Supplemental Instruction has been expanded at UNG to include all introductory Chemistry (1112 & 1212) and Biology (1107 & 1108) courses on the Dahlonega campus and all sections of introductory biology courses on the Gainesville campus. Lower numbers on the Gainesville and Oconee campuses are due to issues with finding qualified facilitators. Currently, these courses are not offered on the Cumming campus. We have found that Supplemental Instruction has not been as effective in Math courses at raising GPA and course completion rates as we had hoped, so the SI Director and the Director of Tutoring are working on an alternative approach that would increase utilization of the math tutoring services.

Goal 4.3: Expand the implementation of High Impact Practices

In the areas of undergraduate research, service learning, and study abroad, faculty liaisons to each campus have been created and/or professional development activities for faculty have been offered on all campuses to encourage expansion of these programs, including a year-long Faculty Academy comprised of 10 faculty fellows, focused on using engaging pedagogies and high impact practices in the classroom. Faculty seminars on civic engagement were sponsored on three of our campuses by the AACU Bringing Theory to Practice Project and the UNG Center for Teaching, Learning and Leadership. In addition, President Jacobs has announced the dedication of $90,000 to the creation of the Presidential Academic Innovation Awards to support projects that promote institutional practices that support student engagement and student success, such as first-year student programming, learning communities, services learning, global engagement, capstone project development, civic engagement, leadership development, economic development, and other community partnerships.

The First Year Experience Committee for UNG believes in a strong first-year experience program and has identified four elements integral to a successful FYE program: orientation, weeks of welcome, first-year seminar/study skills courses, and opportunities for undergraduate research. Each of the four campuses has hosted or is hosting orientation sessions, some sort of welcome activities for the first week of classes, first-year student courses, and undergraduate research opportunities. In addition, from this point forward, orientation sessions will be mandatory for all first-year students with less than 20 earned hours.

Strategy 5: Transform Remediation

Goal 5.1: Eliminate barriers to remediation completion

UNG received an exemption from the USG late SPR 2013 semester, permitting students with an A or B in an Exit-level Learning Support course to have their Learning Support requirement satisfied without taking the COMPASS Exit test. We will continue to track these students to assure their success in their subsequent collegiate-level course.

Goal 5.2: establish enhanced non-credit remediation programs

In summer 2013, we held our first summer bridge program. The summer bridge program is an academically intensive summer experience for students who either aren't admissible to UNG due to their COMPASS scores or are enrolled in a Learning Support course. Students spend five weeks working with UNG faculty taking math, reading, writing, and a college success courses. Post-bridge students retake the COMPASS in hopes of gaining admissions or testing out of their LS requirements.

A pre-orientation workshop to assist students with COMPASS test-taking strategies, sound financial aid decision-making, and other key decision-making processes is planned for implementation in spring 2014. These workshops are intended to intercept students before SOAR, after their initial placement test, but before retesting.

Goal 5.3: Provide multiple and flexible pathways to satisfy remediation requirements
We have several pilot projects going across all three areas of learning support. In math we are continuing with our Quantway Math project. Additional sections have been offered to accommodate students who work full time and require this alternative pathway through Learning Support math. We also plan to address math remediation through the development of stretched math courses, which will be implemented Fall 2014.

Intervention strategies are implemented based on campus needs. At our Oconee campus, we have piloted two Accelerated Learning English classes, allowing students to complete ENGL 1101 and 0099 in a single semester. We have continued this offering through Summer 2013 and Fall 2013. We will monitor progress of students enrolled in this program through ENGL 1102. LS Reading and English classes are offered at the Dahlonega Campus, in a combined ACAE 0099 format. The students with ENGL 0099 only requirements are co-enrolled in a specified section of ENGL 1101. We will track the success of these students in ENGL 1102 and/or their subsequent reading-based course. Additionally, we recently received an external foundation grant to develop an adaptive learning approach to English 0099 and Reading 0099.

 The Director of Learning Support and team members will continue to meet with students in their final attempt in learning support that are otherwise in good academic standing. Ongoing implementation of this strategy has been a beneficial intervention in the past; connecting students with relevant resources and helping them make more informed decisions, academically and otherwise.

Partnerships
Prior to consolidation, NGCSU was designated as a Community Engagement institution by the Carnegie Foundation, a designation which UNG will apply to renew in 2018. GSC also had a history of strong involvement with the local community. In creating the structure for our new university, the area of External Affairs was organized to include government relations, continuing education, community engagement, global engagement and grants and contracts. Active engagement in the local community with chambers of commerce, local city and county officials, business and community partners, K-12 connections, local and regional economic development councils, etc. in four specific locations greatly enhances the institution's ability to be responsive to the community needs, build partnerships, and create opportunities for our students. The External Affairs unit works collaboratively with all areas of the university to promote community engagement.

In March, we held a briefing on our UNG Complete College GA plan for both internal and external constituents. The purpose of this briefing was to share our plans with educational and community leaders, inviting TCSG and K12 partners and representatives of local industry, in order to begin engaging them in the conversation with us around the CCG plan. This summer, under the leadership of President Jacobs, the University of North Georgia with additional support from United Community Bank and McDonalds, hosted a series of REED (Regional Education and Economic Development) Task Force meetings. The purpose of the REED Task Force is to identify opportunities and the necessary resources for preparing an educated workforce to sustain economic vitality for our region and state. We are using the information gathered from the REED task force meetings, the responses to our briefing in March, and the work being done in Executive Affairs to guide UNG's community engagement and identify areas for collaboration. These include identifying unmet educational needs in the region, collaborations with K-12 and non-profits to enhance college readiness, awareness of developing trends in the workforce, and expanding internship and service learning opportunities for our students, as well as research partnership opportunities for our faculty. Through the development of certificates and degree programs, and on-going conversations with industry leaders about the skills and preparation needed in their field, we are ensuring that our curriculum is preparing students for their future as productive employees. By expanding service learning and internships opportunities for our students, we provide them with real hands- on experience and are utilizing pedagogies that are known to increase persistence and completion.

We have on-going strong partnerships with Pioneer RESA and GACHE, as well as professional development committees organized by our College of Education in partnership with K12 educators. We also partner with local schools and organizations such as Junior Achievement to offer programs on our campuses on topics such as financial literacy, business ethics, and to promote college readiness. The annual Service Learning Fair on the Gainesville campus brings in fifty plus community partners who are potential matches for students in their service learning projects. Students in our nationally accredited program in Human Services Delivery and Administration are required to do a set number of hours of service learning every semester in the program such that when they graduate, they have completed the necessary internship hours and are ready to sit for their licensing exams.

In the coming months we have meetings scheduled with North Georgia Technical College, Lanier Technical College and the Department of Labor to explore ways in which we can collaborate to meet educational needs and create pathways of "stackable" credentials. Academic leaders from UNG have already met with Northeast Georgia Medical Center, one of the largest employers in the region, to discuss the educational needs of their employees and anticipated areas of growth in employment.

Key Observations and Evidence
Data Collection
In developing our Complete College GA plan, we were working with the data originally provided to us from the USG. Because we were in the midst of consolidating, we disaggregated the data by GSC and NGCSU. Comparisons of these data demonstrated the very real need to be able to break our future data sets as the University of North Georgia down by campus. Our four campuses have different student populations with different needs, and the delivery of support services and programs is not uniform across all four. We need to be able to identify which practices are having the biggest impact on each campus so we can allocate resources and expand those practices appropriately. For example, our Learning Support program is most developed on the Gainesville campus because that is where we have the largest population of students needing that type of support. We have a more modest population in Oconee. When we opened the Cumming campus in the fall of 2012, we did not anticipate having a population that needed learning support on that campus. However, in the first semester we discovered that we do have enough students there with learning support needs to justify offering remedial courses on the Cumming campus, and we began to do so fall semester 2013.

All three of these campuses are part of our access mission, and yet the variations in the population and their needs dictate different formats for the delivery of those services. As we pilot the various programs of remodeled remediation, campus location is one consideration in creating the pilot group. Institutional Research has developed systems this year to be able to provide us with data that are broken down by campus. The metrics we identified to be tracked at the campus level include: UNIV ID, DOB, name, gender, race, ethnicity, state of origin, full-time/part-time status, Pell award, credit hours attempted, credit hours earned, math remedial enroll, English remedial enroll, math remedial complete, English remedial complete, math enroll (post remedial enroll), English enroll (post remedial enroll), math complete (post remedial enroll), English complete (post remedial enroll), year one fall to fall retained, year two fall to fall retained, major code, minor code, graduation date, degree code, and degree type. Additional metrics we are adding include transfer status, transfer institution, and dual enrollment status.

The Institutional Effectiveness Office has identified liaisons with each department responsible for one of the tactics in our plan in order to establish the baseline measures and on-going tracking systems for each of the CCG tactics. The status of the data collection on each of our tactics is detailed in the appendix to this report. One of the primary responsibilities of the new Complete College GA director will be to review and analyze the data

coming in from each of the programs along with the campus-based data so that we can identify those strategies that are having the most success, those that are not progressing as anticipated, and make adjustments to our plan as needed.

 Another data gathering mechanism that we are very excited about is the institution of a swipe card system to collect student data. Both Student Affairs and University Affairs will begin using a swipe card system this fall to collect data on student participation in student activities and academic support services. Although NGCSU previously had a Saints card, its use in collecting data on student participation in academic services was limited. GSC had no such card. This fall, the card system is being implemented on the Gainesville and Oconee campuses. An Incubator Grant from the USG is providing the financial support for us to send our Academic Support people for training in how to use the associated OrgSync software and to purchase the additional units we will need in order to monitor student use of academic support services. Because the OrgSync system can be tied to Banner student records, we believe it will allow us to better assess the impact of academic support services on student progress and retention. Working with faculty and building on the results of a pilot project in the math lab, we believe this card swipe system will facilitate the creation of scalable, timely intervention strategies for students that are struggling, not only in math, but other areas as well.

Next Steps
Evaluation of our progress to date reveals that in the areas of recruitment and advising interventions we have not advanced as much as we would have hoped. A variety of factors have influenced our ability to advance the tactics for these goals that we outlined in our plan, including technological difficulties with the Banner system, the development of UNG recruiting materials, the changes in programs of study and courses, as well as the hiring of some key personnel. Our ACCEL strategy, reverse transfer policy, and minority outreach strategies are priorities for recruiting traditionally underserved populations to UNG. Working closely with school systems in our service area to deliver the ACCEL program more effectively will also strengthen our relationships with our K12 partners.

In the area of advising, we are currently focused on the effective implementation of mandatory advising for the first 42 credit hours in time for pre-registration for spring 2014 and on expanding the use of the Academic Success Plan for students Not in Good Standing across all four campuses. We anticipate piloting some of the targeted advising protocols for highly competitive majors during spring 2014.

Sharing Lessons Learned
Two key lessons we have learned in the process of creating our Complete College Georgia plan are the importance of internal communication and the use of data. There were many successful projects at both NGCSU and GSC prior to consolidation that we have built into our plan. However, these successful projects had often remained at the project stage, thus they had limited impact. Those projects that had good data to demonstrate their results were easy to target for incorporation into our plan and for expansion. The issue of scalability is an important consideration in an institution of 16,000 students across four locations. Good data on the campus level is necessary in order to determine which programs should be operating on which campuses. Good data also enabled us to make the case for allocation of resources and to attract external funding to support of our efforts. The Gates Foundation grant in the amount of $99,999 that we recently received for our adaptive learning project is a case in point.

The second lesson learned relates to internal communication, particularly with those in the trenches. As we developed our plan it was important for us to have conversations with those actively engaged in the work across all four campuses. We have used a multi-pronged communication strategy, beginning with engaging the various consolidation working groups, and including both formal and informal avenues. Internal media such as UNG

News, presentations to various groups at every level of the organizational chart, special events such as the CCG Briefing held in March and faculty workshops, as well as informal conversations with functional groups and stakeholders have been utilized. This process helped bring to light some issues that needed to be addressed in the implementation of the plan in order for it to be successful. Conversations with areas such as academic testing, academic advisors, the business office, IT and the Banner group, academic affairs groups and admissions counselors led to tweaks in the implementation of the expansion of CLEP and DSST testing, the implementation of the Academic Success Plan through the advising centers on each campus, the timing of eCore affiliation and the change in emphasis on our ACCEL program. Data collected in the tutoring labs, studies done by the Director of Learning Support, close work with the office of Grants and Contracts, and conversations with faculty have led to a variety of pilots in transforming remediation and external funding to support those projects. Conversations held broadly across all areas of campus allowed us to leverage the work being done in Student Affairs with swipe cards in order to implement the program for academic support services and reduce costs. In the next phase of our communication strategy, we plan to develop a more robust website which will include a dashboard of progress on the various goals and the use of an internal listserv to communicate with key people involved in implementation of the plan. Now that our CCG Director is in place, we will create a committee structure based on cross-functional groups to address specific issues. For example, a committee charged with examining Financial Barriers to Completion has recently been formed with representation from enrollment management, financial aid, financial literacy programs, the Office of Advancement, and the UNG Foundation. In order to achieve the USG goals for Complete College GA, the plan for any institution cannot remain a static document, completed with boxes checked, and placed on a shelf. It must remain a living, dynamic plan that is flexible, has broad buy-in, and in which data is collected and used to inform decision-making.

Goal 1.1: Expand efforts to increase the regional college participation for underserved populations

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
1.1.1	Develop targeted intervention outreach service learning program	# of HS seniors participating in service learning program that successfully transition into higher education	Compare numbers of HS students transitioning into higher education participating in service learning program to non participants	College of Education	Target for baseline is from Fall 2013	Program Implemented in FY 2010. First graduating class Spring 2014.
1.1.2	Institute collaborative K-12/Higher Educational Regional Summit	# of institutions participating in summit	Compare change in the number of institutions participating in annual summit from fall 2013 baseline	University Affairs	N/A	Tactic changed
1.1.3	Develop roadmaps for student success from new DOE career concentrations in and through higher education	# of roadmaps developed	Completed development of all ten roadmaps based on DOE career concentrations	Director of Academic Transitions	Target is 16 completed Road Maps	12 Roadmaps Developed (Appendix C)
1.1.4	Develop Comprehensive Summer Strategy	Plan Developed	# increase of students enrolled in summer courses	Director of Supplemental Instruction	Served 26 students in Summer Bridge Program FY 2013	Comprehensive plan not yet developed; existing programs continuing Summer Bridge added

Goal 2.1: Mitigate financial barriers to admission by increasing the number of Pell eligible students who apply to college

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
2.1.1	Adopt a tuition model for the new consolidated institution that preserves accessibility	# of Hispanic, Black, and non-traditional students	Compare change in the number of Hispanic, Black, and non-traditional students who apply, those accepted, and those enrolled from Fall2012 baseline	Financial Aid	Apply Hispanic - 703, Black - 643, Non-Trad - 2,338 Enrolled & Accepted Hispanic - 485, Black - 285, Non-Trad-1,294	
2.1.2	Implement FAFSA completion workshops	# of completed FAFSA forms	Compare change in the number of completed FAFSA forms by enrolled UNG students from Fall2012 baseline	FA ICW CE	Fall 2012 Baseline - 13,232 loaded FAFSAs	Fall 2013 - 19,538 FAFSA has been loaded

Goal 2.2: Increase the number of students in each underserved population (African American, Hispanic, Asian, veteran and military personnel, and adult learners) through targeted recruiting.

Tactics		Measure	Assessment Method	Responsible Party		Notes
2.2.1	Actively recruit minority students	# of Hispanic, Black, and Asian students	Compare change in the number of Hispanic, Black, and Asian students who apply, those accepted, and those enrolled from Fall2012 baseline	Student Affairs	Fall 2012 Baseline Seeking Enrollment - Hispanic - 996, Black - 555, Asian - 463	Developing action plan to target all underserved populations
2.2.2	Streamlining admissions for military and adult learners and supporting their matriculation	# of military and adults learners applying as well as number of accepts	Compare change in the number of military and adult learners applying and accepts from Fall2012 baseline	Student Affairs ICW CALM		Data inquiry in process / Possible need to shift baseline due to Banner issues
2.2.3	Actively recruit adult and veteran students	# of military and adults learners applying as well as number of accepts	Compare change in the number of military and adult learners applying and accepts from Fall2012 baseline	Student Affairs ICW CALM		Data inquiry in process / Possible need to shift baseline due to Banner issues
2.2.4	Develop a Comprehensive UNG Diversity Plan	Plan Created	% departments engaged in the plan	Director, Diversity Initiatives & Intercultural Relations		Director position not yet filled
2.2.5	Increase # of Accel Participants	Increase number of enrolled ACCEL Participants	% of participants that matriculate upon high school completion	Student Affairs	Fall 2013 Baseline data is 268 for ACCEL Participants.	74 Accel Participants matriculated upon completion. 38% persistence rate.

Goal 2.3: Provide support for completion to underserved populations

Tactics		Measure	Assessment Method	Responsible Party		Notes
2.3.1	Provide financial management workshops to matriculated students	% of students with FA reaching financial probation status during first year	Compare % of FA students reaching financial probation in first year for those who	Student Affairs		13 students participated in FY 2012.
2.3.2	Deliver CALM (support for military and adult learners)	% of military students/dependants utilizing services	Compare change in utilization of CALM services from fall 2012	CALM		Expansion of offices to three campuses as of Fall 2013 / possible swipe

Goal 3.1: Identify and eliminate barriers to completion

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
3.1.1	Identify and update policies that are barriers to completion	# of identified policies updated	# of identified policies updated	Academic Affairs		
3.1.2	Expand Prior Learning Assessment options	# of adult learners earning credit through PLA	Compare change in the number of students earning credit through PLA from Fall2012 baseline	CALM		
3.1.3	Publish guaranteed three-year evening course schedule	Published three-year evening schedule	Published three-year evening schedule	Academic Affairs	Baseline Year 2013	Due to consolidation and Banner changes, the baseline year will

Goal 3.2: Decrease accel credits earned by degree completion through enhanced early intervention protocols

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
3.2.1	Implement targeted advising for students in highly-competitive majors	% of students in competitive majors receiving developmental advising	Change in the percent of students in competitive majors receiving developmental advising from fall 2012 baseline	Advising	Baseline Year 2013	Spring 2014 - Mandatory advising for all students up to 42 credit hours
3.2.2	Implement targeted advising for students who are not progressing	% of students who have not completed at least one English and one Math upon reaching 30 credit hours	Compare change in the % of students who have not completed at least one English and one Math upon reaching 30 credit hours from Fall2012 baseline	Advising	2,986 students served not meeting college readiness standards	1,515 students completed both Math & English in First 2 semesters. 50.74% success rate

Goal 4.1: Expand online courses and programs

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
4.1.1	Join eCore as soon as possible after consolidation	# of students participating in eCore	Change in number of students participating in eCore from fall 2013 baseline	Academic Affairs	Fall 20123 Baseline	
4.1.2	Develop online courses and degree programs for adult learners and military students	# of adult learners and military students participating in online courses/programs	Change in number of adult learners and military students participating in online courses/program from fall 2013 baseline	University Affairs	Fall 2012 - 14, 276 adults over the age of 25 enrolled	Data for Military Learners - Baseline has been shifted to 2014

Goal 4.2: Expand the use of supplemental instruction, particularly in STEM and gateway courses

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
4.2.1	Increase the number of sections in STEM courses that include SI	# of SI STEM sections	Change in number of SI STEM sections from fall 2012 baseline	Director of Supplemental Instruction	Fall 2012 - 5 SI Stem Sections / Fall 2013 26 SI Stem Sections	Exceeded Target Goal
4.2.2	Expand the number of gateway courses for which we offer SI	# of SI sections in ENGL1101, MATH0097, MATH1111, READ0099	Change in number of SI gateway course sections from fall 2012 baseline	Director of Supplemental Instruction	Fall 2012 - 2 Math 1111 & 1 English 1101	Fall 2013 - Zero sections of Math 1111 & 6 English 1101 sections

Goal 4.3: Expand implementation of high impact practices

Tactics	Strategy	Measure	Assessment Method	Responsible Party	Baseline Data	Notes
			Change in			

4.3.1	Expand current undergraduate research opportunities	# of opportunities for undergraduate research	number of opportunities in undergraduate research from 2012 baseline	Director, CURCA		Restructing position. Postion posted, but vacant.
4.3.2	Expand current service learning opportunities	# of service learning opportunities	Change in number of service learning opportunities from fall 2012 baseline	Director, CTL & External Affairs		Devising new data collection system. Previous records did not caputure all activity.
4.3.3	Expand student and faculty participation in study abroad	# of faculty and students participating in study abroad programs	Change in number of faculty and students participating in study abroad programs from fall 2012	Executive Director, Center for Global Engagement		Data not yet reported for FY 2012
4.3.4	Implement a FYE program across the new univeristy	One semester and one year retention for students participating in FYE	Difference in retention of students participating in FYE from those not participating (esp for high-risk groups)	Dean, University College	Mandatory Orientation Sessions Implemented for all first year students with less than 20 hours earned	Each campus hosted orientation sessions, weeks of welcome, first year seminar/study skill courses / Tracking with swipe card

Complete College Georgia, Goals and Metrics
Strategy 5: Transforming remediation

Goal 5.1: Identify and eliminate barriers to remediation completion

Tactics		Measure	Assessment Method	Responsible Party		Notes
5.1.1	Elimination of COMPASS exit exam	# of students repeating a LS course based solely on COMPASS exit exam score	Change in number of students repeating a LS course based solely on COMPASS exit exam score from fall 2013 baseline	University College	UNG received exemption, permitting students with an A or B to have LS requirement satisfied	Tracking students to ensure continued success

Goal 5.2: Establish enhanced non-credit remediation programs

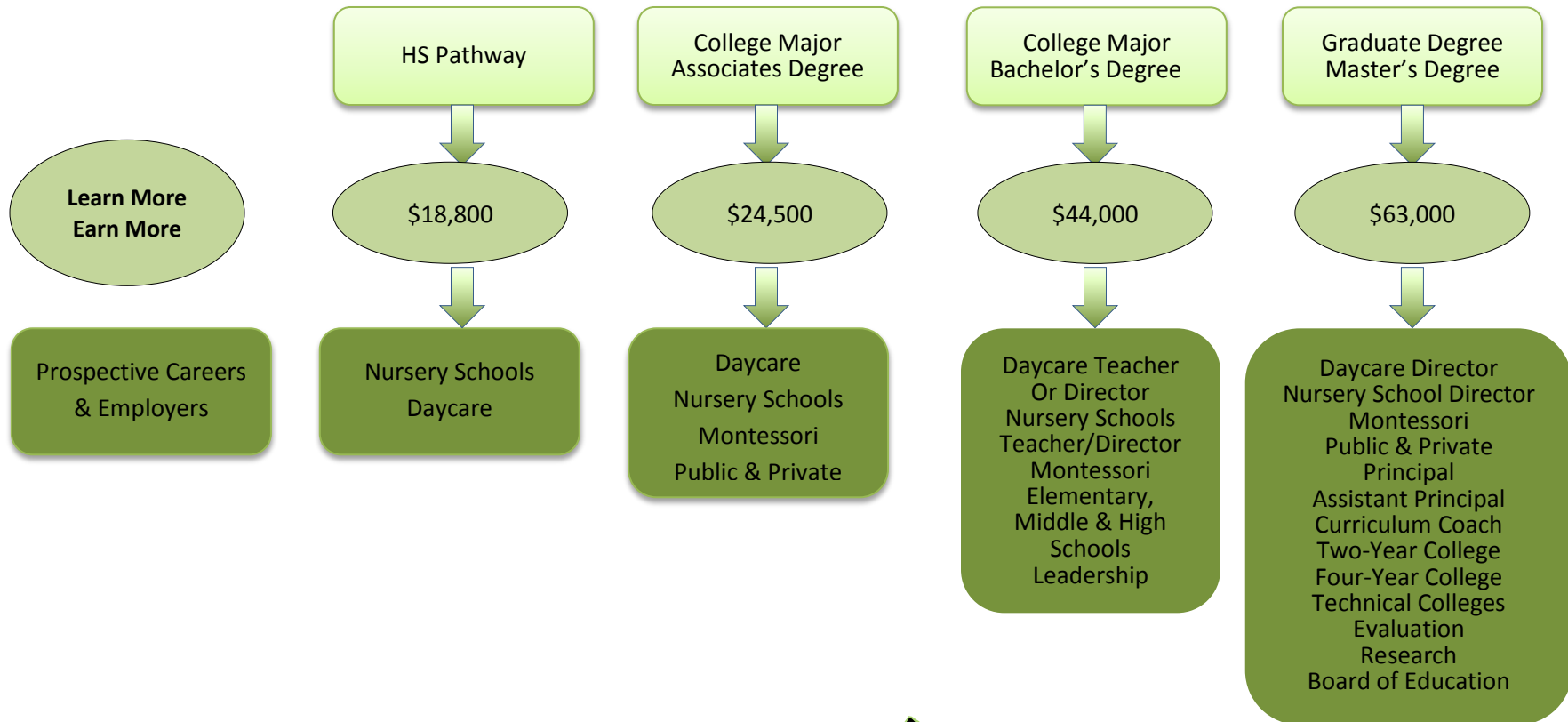| Tactics		Measure	Assessment Method	Responsible Party		Notes
5.2.1	Create a Summer Bridge Program for student who place into remediation	# of students who place into remediation and participate in a summer bridge program	Change in number of remediation students participating in summer bridge program from fall 2013 baseline	University College	Served 26 students in Summer Bridge Program	Pre-Bridge and Post-Bridge assessments were conducted. 11 out of 26 students were program ready at end of program. 42% success rate.
5.2.2	Create year-round refresher courses in Math, English, Reading, and COMPASS preparation	# of students who participate in an English, Math, Reading, or COMPASS prep refresher course	Change in number of students participating in refresher course from fall 2013 baseline	University College	Fall 2013 Baseline	Pre-orientation workshops implemented Spring 2014 to assist students with COMPASS test-taking strategies

Goal 5.3: Provide multiple and flexible pathways with support to satisfy remediation requirements

Tactics		Measure	Assessment Method	Responsible Party		Notes
5.3.1	Implement a required skills course for students in READ0097 and/or MATH0097	Completion and retention rates for students enrolled in READ0097 and/or MATH0097 who participated in skills course with those who did not	Compare completion and retention rates for students participating in skills class (beginning fall 2013) with those who did not in fall 2012	Coordinator of University and General Studies	Fall 2013 Baseline	UNIV 1101. Success Strategies for College Students launched this Fall 2013
5.3.2	Expand Quantway Math enrollment for students not in STEM or Business majors	# of students enrolled in MLCS0099	Compare enrollment in MLCS0099 with fall 2012 baseline	Learning Support Director		Awaiting enrollment numbers.
5.3.3	Pilot accelerated learning programs in English	ENGL1101 completion rates (grade of C or higher) for students co-enrolled in a combined ENGL 0099	Comparison of ENGL1101 completion rates between students co-enrolled in ENGL/READ0099 and those not	English Dept. ICW LS director		Need more robust data.
5.3.4	Pilot stretched courses for students in final LS attempt	MATH1001/1101/1111 completion rates (grade of C or higher) for students enrolled in a stretched math course	Comparison of MATH1001/1101/1111 completion rates (grade of C or higher) and course grades for students enrolled in a stretched math course with those LS students who were not	Math Dept ICW LS Director	Fall 2013 Baseline	Math Department - Planned implementation Math Pilot Fall 2014
5.3.5	Deliver enhanced intervention protocols for students in final learning support attempt	% of students passing final LS attempt	Comparison of LS grade at final attempt for student receiving enhanced intervention protocol with those who did not	University College		Director of Learning Support meeting with students in final LS courses to connect them to relevant resources

EDUCATION & TRAINING CLUSTER
Early Childhood Education Pathway

HS Pathway	College Major Associates Degree	College Major Bachelor's Degree	Graduate Degree Master's Degree

Learn More Earn More

$18,800	$24,500	$44,000	$63,000

Prospective Careers & Employers

Nursery Schools Daycare	Daycare Nursery Schools Montessori Public & Private	Daycare Teacher Or Director Nursery Schools Teacher/Director Montessori Elementary, Middle & High Schools Leadership	Daycare Director Nursery School Director Montessori Public & Private Principal Assistant Principal Curriculum Coach Two-Year College Four-Year College Technical Colleges Evaluation Research Board of Education

Department of Labor - Employment Outlook
2010 Employment: 3,080 (Very Large)
Anticipated Growth in this Occupation by 2020: 37%
Anticipated Employment Growth by 2020: 22%
Annual Job Openings Anticipated: 180 (Very High)

Learn More, Save More
Tuition & Fee Savings for 15 hours - $1,791
Tuition & Fee Savings for 30 hours - $3,583
Tuition & Fee Savings for 45 hours - $5,373
Tuition & Fee Savings for 60 hours - $7,164

Global Skills Needed: Communication, Organization, Classroom Management, Conflict Management, Mediation Techniques, Confidentiality

MARKETING & MANGEMENT CLUSTER
Marketing Pathway

HS Pathway Marketing	Associates Degree Business & Marketing Education	Bachelors of Business Administration in Marketing

Learn More Earn More

$24,000

$40,530

$69,640

Prospective Careers & Employers

HS Pathway Marketing: Sales, Advertising, Banking, Insurance, Telecommunications Careers: Retail Sales, Hotel Sales, Bank Teller, Grocery Sales, Telemarketer

Associates Degree: Market Research Companies, Finance & Insurance Companies, Technology Companies, Wholesale Trade Companies, Business Management Careers: Marketing Specialist, Market Researcher, Demonstrator & Product Promoter, Real Estate Assistant

Bachelors of Business Administration: Advertising, Product & Service, Print & Electronic Media Outlets, Internet Companies, Consulting Firms, Finance & Insurance Companies, Software & Technology Companies Careers: Sales Manager, Management Analyst, Survey Researcher, Green Marketer, Business Teacher, Advertising & Promotion Manager, Pharmaceutical Sales, Purchaser, Buyer, Store Manager

Department of Labor - Employment Outlook
Anticipated Growth (Medium)
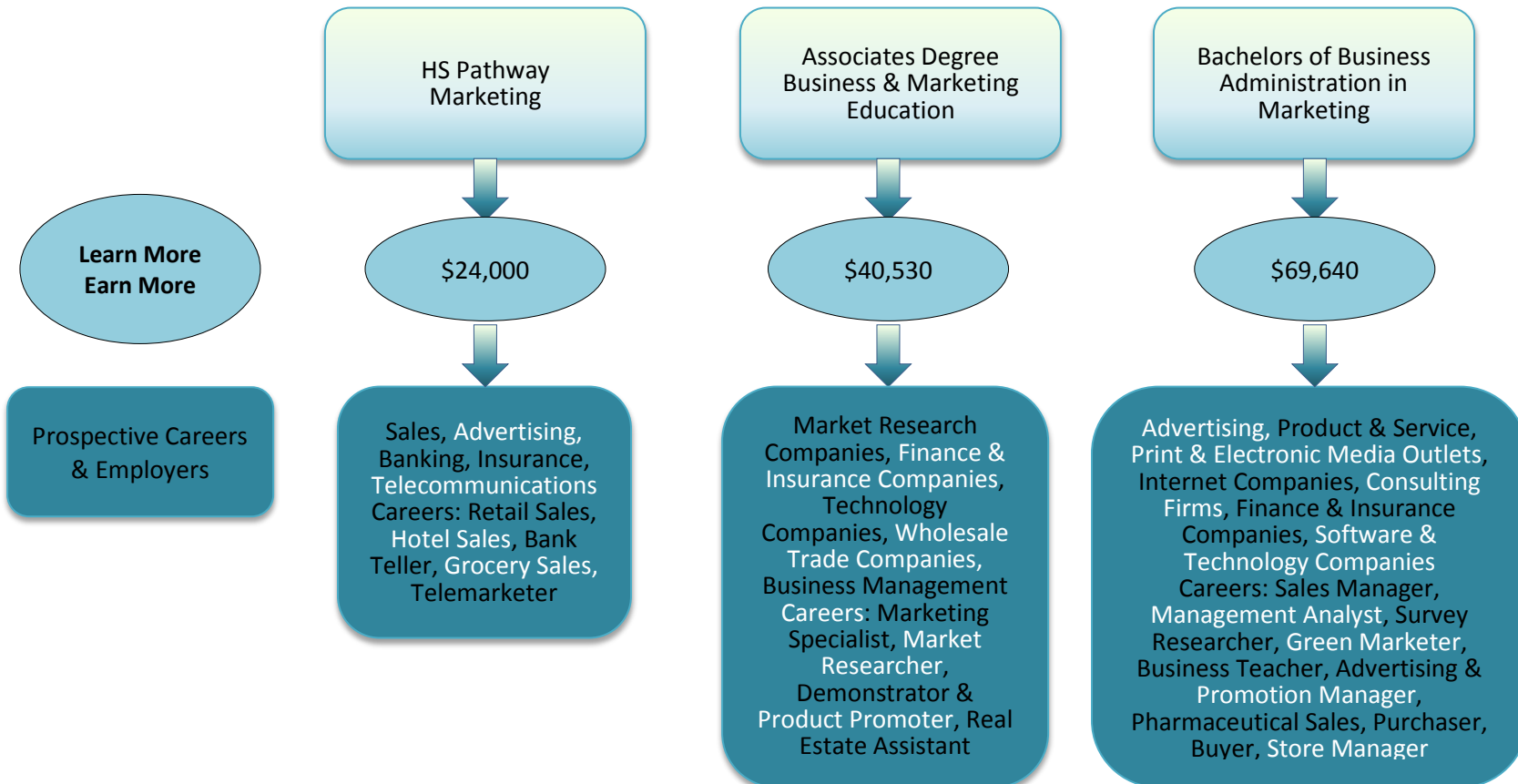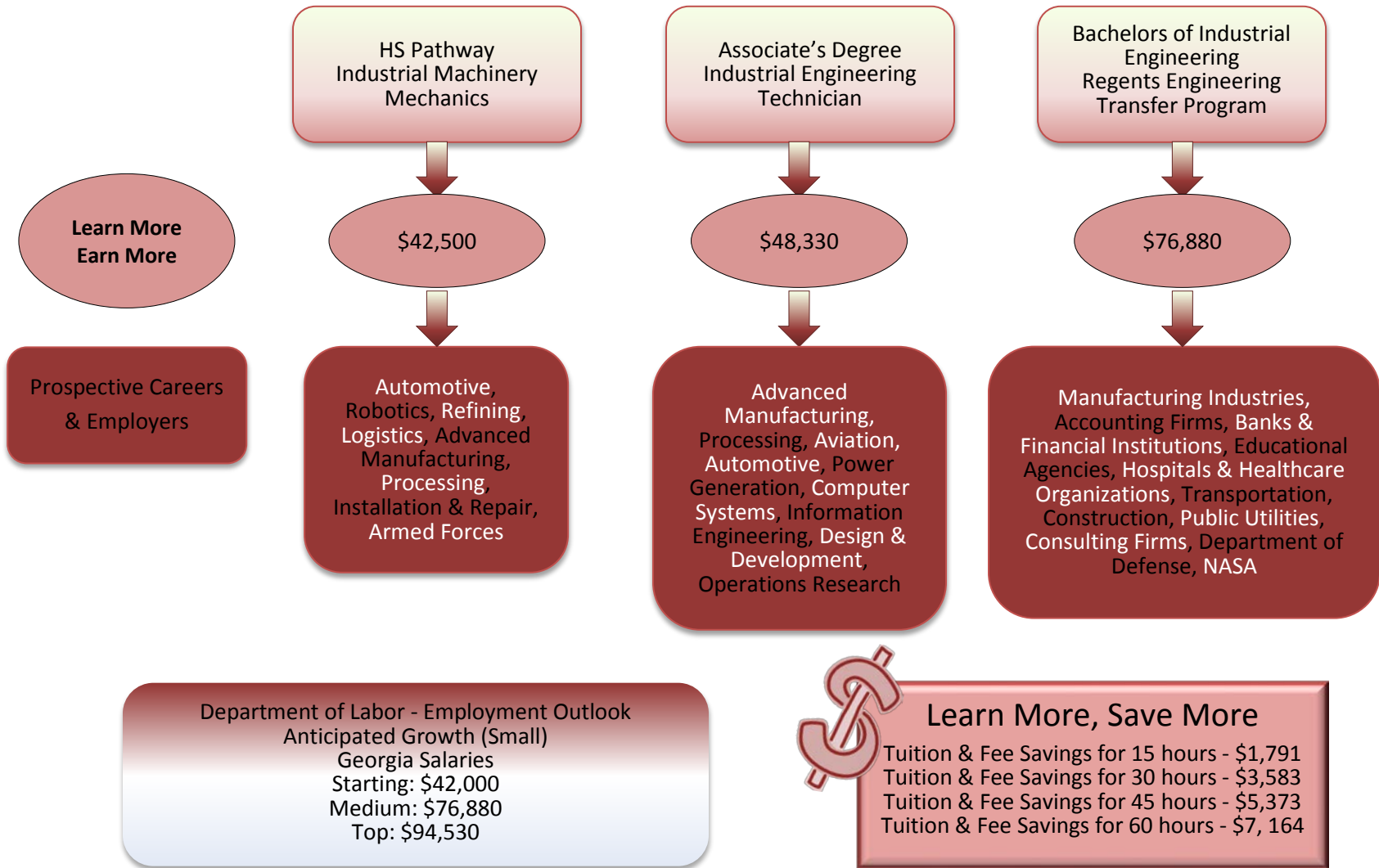Georgia Salaries
Starting: $24,000
Medium: $54,230
Top: $112,650

Learn More, Save More
Tuition & Fee Savings for 15 hours - $1,791
Tuition & Fee Savings for 30 hours - $3,583
Tuition & Fee Savings for 45 hours - $5,373
Tuition & Fee Savings for 60 hours - $7, 164

Global Skills Needed: Self-Motivation, Assertiveness, Creativity, Communication, Public Speaking, Problem Solving, Analytical Skills

MANUFACTURING CLUSTER
Mechatronics Pathway

HS Pathway Industrial Machinery Mechanics	Associate's Degree Industrial Engineering Technician	Bachelors of Industrial Engineering Regents Engineering Transfer Program

Learn More Earn More

$42,500	$48,330	$76,880

Prospective Careers & Employers

Automotive, Robotics, Refining, Logistics, Advanced Manufacturing, Processing, Installation & Repair, Armed Forces	Advanced Manufacturing, Processing, Aviation, Automotive, Power Generation, Computer Systems, Information Engineering, Design & Development, Operations Research	Manufacturing Industries, Accounting Firms, Banks & Financial Institutions, Educational Agencies, Hospitals & Healthcare Organizations, Transportation, Construction, Public Utilities, Consulting Firms, Department of Defense, NASA

Department of Labor - Employment Outlook
Anticipated Growth (Small)
Georgia Salaries
Starting: $42,000
Medium: $76,880
Top: $94,530

Learn More, Save More
Tuition & Fee Savings for 15 hours - $1,791
Tuition & Fee Savings for 30 hours - $3,583
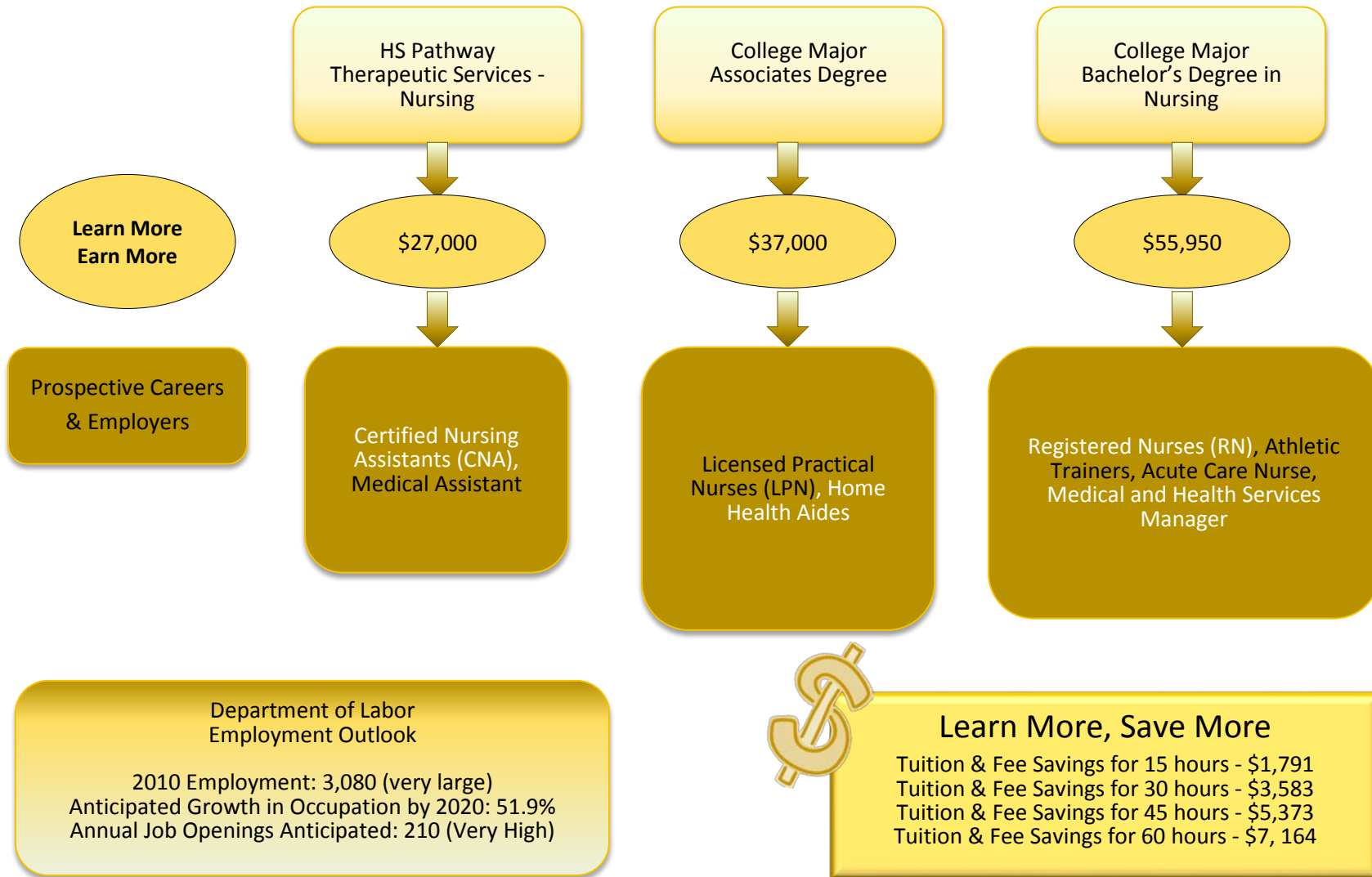Tuition & Fee Savings for 45 hours - $5,373
Tuition & Fee Savings for 60 hours - $7, 164

Global Skills Needed: Safety, Quality Assurance, Forecasting, Statistical Analysis, Problem Solving, Control Processes, Improve Systems

HEALTH SCIENCE CLUSTER
Therapeutic Services - Nursing Pathway

Learn More Earn More

Prospective Careers & Employers

HS Pathway Therapeutic Services - Nursing	College Major Associates Degree	College Major Bachelor's Degree in Nursing
$27,000	$37,000	$55,950
Certified Nursing Assistants (CNA), Medical Assistant	Licensed Practical Nurses (LPN), Home Health Aides	Registered Nurses (RN), Athletic Trainers, Acute Care Nurse, Medical and Health Services Manager

Department of Labor Employment Outlook

2010 Employment: 3,080 (very large)
Anticipated Growth in Occupation by 2020: 51.9%
Annual Job Openings Anticipated: 210 (Very High)

Learn More, Save More

Tuition & Fee Savings for 15 hours - $1,791
Tuition & Fee Savings for 30 hours - $3,583
Tuition & Fee Savings for 45 hours - $5,373
Tuition & Fee Savings for 60 hours - $7,164

Global Skills Needed: Communication, Observation, Problem Solving, Critical Thinking, Leadership, Crisis Management

Appendix C - Glossary of Terms/Acronyms

AACU	Association of American Colleges & Universities
ACAE0099	Remediation in Language Arts course
Accel	The Accel Program is for students attending eligible public or private secondary educational institutions, including unaccredited home study or home school programs. The program allows students to pursue postsecondary study at approved public and private colleges and technical colleges while receiving dual high school and college credit for courses successfully completed.
ACE	American Council on Education
ALC	Adult Learning Consortium
AP	Advanced Placement
CALM	Center for Adult Learners & Military
CCG	Complete College Georgia
CLEP	College Level Examination Program
DANTES	Defense Activities for Non-Traditional Education
DSST	Defense Subject Standardized Test
DANTES	Subject Standardized Tests
eCore	Electronic Core Curriculum
FLATS	Foreign Language Achievement Testing Service
FYE	First Year Experience
GACHE	Georgia Appalachian Center for Higher Education
GOAL	Georgia Opportunity for Adult Learners
GSU	Gainesville State University
K-12	Kindergarten through 12th Grade
MOU	Memorandum of Understanding
NGCSU	North Georgia College & State University
OrgSync	OrgSync is a campus engagement network that connects your students to organizations, programs, and departments on campus in a private online community.
PLA	Prior Learning Assessment
REED	Regional Economic and Educational Development
RESA	Regional Educational Service Agency
SI	Supplemental Instruction
SOC	Servicemembers Opportunities Colleges

Appendix C - Glossary of Terms/Acronyms

Stackable Credentials	Part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs. (Source: TEGL15-10, www.doleta.gov)
TCSG	Technical College System of Georgia
UNG	University of North Georgia
UNIV	University
USG	University System of Georgia

Complete College Georgia
Campus Plan Status Report

Myrna Gantner, Academic Affairs
Scot Lingrell, Student Affairs

Submitted on behalf of:
Kyle Marrero, President
September 3, 2013

UPDATES, PROGRESS, AND FUTURE WORK

The *August 2012 UWG Complete College Georgia (CCG) Campus Plan* includes 18 strategies. Together, these address the four required CCG components: K-12 Partnerships, Access and Completion, Shorten Time to Degree, and Restructuring Instructional Delivery. We did not include Remediation in our original campus plan, as our institution does not engage in that work. The appendix provides student performance data in gateway courses (English and Mathematics), retention and graduation rates, existing campus-specific metrics related to the completion agenda, and academic standing trends for new freshmen. Progress to date for each UWG-CCG Campus Plan strategy follows:

Strategy 1 Promote dual enrollment with K-12 students through eCore® and face-to-face campus classes.
Baseline data for dually enrolled students (CCG Campus Plan) indicated that 30 students participated in dual enrollment in 2011-2012 (excluding the Advanced Academy that serves academically gifted, residential high-school juniors and seniors). As of August 14, 2013, dual enrollment figures increased to 68 students, with an average enrollment of 6.8 credit hours per student.
The significant growth is associated with our new admission standards for the dual enrollment program. The changes were the outcome of meetings with our PK-12 partners, who requested increased opportunities for their high school students to accelerate their college education. Superintendents specifically asked that we reconsider our dual enrollment admission standards, which were more stringent than BOR requirements or our peer institutions' requirements. We agreed to study their request. We then surveyed high school counselors in nine local school systems, requesting feedback about UWG's dual enrollment admission standards. The counselors' survey data and eCore® student success data for eCore® dual enrolled students (i.e., 91% success rate aggregated across all eCore® institutions) led to the decision to revise our standards. This is because eCore® students were admitted to affiliate institutions under policies that align with the USG policy[1], which supported the notion that future students admitted under the proposed revised standards for dual admission would do well. With data to support the rationale for the change, the UWG Faculty Senate approved the new Dual Enrollment Admission Standards in April, 2013.
Strategy 2 Develop a K-16 Curriculum Alignment Model to enhance college readiness. At a March 18, 2013, meeting with PK-12 superintendents, we discussed a PK-16 Curriculum Alignment Model. Superintendents, while supportive of the idea, were concerned about realistic expectations, considering the workload of PK-12 and university faculty. The meeting concluded with superintendents inviting UWG faculty and/or administrators to partner with existing curriculum committees in their systems, to provide – in their words – "welcome input from university faculty" regarding curriculum decisions for high school students.
Strategy 3 Develop a K-12 Career Exploration/Career Development Model to expand students' knowledge of potential careers. At the same March 18, 2013, meeting, superintendents asked that we not pursue Strategy 3 at this time, because additional budget cuts have forced them to lay off high school counselors and increase the workloads of remaining counselors. Thus, UWG changed this strategy, focusing on entering UWG freshmen and their career development needs. Indeed, we emphasized career development activities with incoming freshmen and their parents/guardians at each of the Freshman Orientations that concluded August 22, 2013.
Strategy 4 Recruit and serve veterans and their families with appropriate support services. Funding for our proposed Adult and Veterans Services Office came with the FY14 state appropriations from the University System of Georgia. We developed the functional area plan during Summer 2013 and will hire staff by early Fall 2013. Next year will be devoted to developing the functional area and assessment to benchmark FY15 metrics.
Strategy 5 Strategically increase the number and diversity of distinctive, high quality, online offerings, to include participation in eCore® and possibly eMajor, to meet student demand and leverage institutional

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[1] *USG Academic and Student Affairs Handbook, 3.2.6 Special Admissions, Opportunities for High School Students, General Admission Standards. Dual enrollment admission standards: Combined SAT of 970 (or ACT 20), SAT Critical Reading 430 (or ACT English 17), SAT Math 410 (or ACT Math 17), High School GPA of 3.0, principal or counselor's letter of recommendation (home schooled students are exempt from the letter of recommendation requirement).*

strengths. Annual enrollment numbers in our online B.S. in Criminology program grew by 61% from 993 students in FY12 to 1599 in FY13. FY14 enrollments look promising, with a 39% increase from 310 in Summer 2012 to 430 in Summer 2013. Across all undergraduate offerings, both the enrollment in fully online undergraduate courses and course sections grew by 5% from FY12 to FY13, while the variety of unique online courses grew by 15%. This growth supports the recommendation of our UWG Online Degrees Task Force that UWG develop additional 100% online degree programs at the undergraduate level in order to increase access and further the aim of Complete College Georgia. Though we have many undergraduate programs moving a wider array of upper-level courses online, the B.S. in Criminology remains our only "officially online" undergraduate program.

As an eCore® affiliate, UWG eCore® course offerings are included in those that are offered across the affiliate institutions as part of the system-wide collaborative program. To further the goals of CCG, UWG's eCore® Administrative Services office began implementing short term courses in Summer 2012. What began as a gradual addition to the traditional full term course plan, with three courses offered in Summer 2012, has now evolved into 15 of the available 24 courses being offered in multiple 8-week sessions during Fall 2012 and Summer 2013. The 8-week courses and full term courses require identical course learning outcomes and rigor. Restructuring course delivery, thus shortening time to degree completion, is in direct response to the CCG plan. UWG's eCore® Administrative Services office reports a 10% growth in enrollment from FY12 to FY13 (64% from FY11 to FY13), for offerings that UWG facilitates across the state. Though the number of unique courses remains 24, with 289 sections offered in FY13 (288 in FY12, 191 in FY11), the average class size grew from 26 in FY12 to 29 in FY13. Additionally, UWG's eMajor Administrative Services facilitated the offering of 22 additional undergraduate courses (24 sections) in Fall 2012; 25 courses and sections in Spring 2013; and 17 courses (18 sections) in Summer 2013.

Lastly, UWG's FY14 state appropriation provided funding to expand our Online Faculty Development Center. A successful search was completed recently to hire an Online Learning Innovation Coordinator who can build capacity in faculty to strengthen their skills with online best practices with the goal of improving accessibility, scalability, and student success. The new hire will begin work in the Fall 2013 term.

Strategy 6 Develop a partnership with West Georgia Technical College. The A.S. in Criminology articulation agreement between UWG and West Georgia Technical College (WGTC) was approved at the August, 2013, BOR meeting. Because discussions involving both the WGTC and UWG teams during break-out sessions at the Summit 2013 were positive and enthusiastic with regard to strengthening collaborative activities, we anticipate that our relationship will continue to grow in ways that support the completion agenda.

Strategy 7 Expand the "Go West" marketing campaign to target the adult learner. University Communications and Marketing is actively and successfully looking for opportunities to incorporate adult learners and other CCG audiences into UWG's core messaging as appropriate. Once UWG online offerings are built up a bit more, UCM will pursue more aggressive marketing efforts (see Strategy 5).

Strategy 8 Require enrollment in Summer Transition Program for students whose admission scores are in the tenth decile (Freshman Index below 2120). In September, 2012, the UWG Faculty Senate approved more rigorous admission standards that increased the minimum Freshman Index from 2050 to 2120, essentially creating a pool of conditionally admitted students who will be required to complete the summer transition program – IGNITE – to gain regular admission for the Fall term. A new position (Assistant Director for First Year Programs) was hired before the Summer 2013 term to administer the IGNITE program, in addition to other duties. IGNITE 2013 conditionally admitted 62 students for the mandatory program. Of those, 51 were successful, earning regular admission for Fall 2013. The positive results are significant, because these 51 students were "bubble students" who did not appear to be ready for college. The transition program activities – combined with students' commitment to apply themselves in their IGNITE studies – produced positive outcomes for a subpopulation of students who might not otherwise have had attractive options.

Strategy 9 Implement an Early Alert/Early Intervention system. Fall 2012 baseline data indicated that faculty reported 1,247 students as "not engaged." These students were referred to 19 campus units who could help with interventions. For Spring 2013, faculty reported 796 students as "not engaged," who subsequently were referred to 20 campus units for interventions. To strengthen the effectiveness of these interventions, UWG

made the decision in late August, 2013, to divide the EXCEL Center into two units. One will become the Advising Center for undeclared students and will use a case management approach to advising. The second will keep the name EXCEL Center, but will incorporate a systematic approach to interventions with explicit goals for increased retention for first and second year students. These targeted interventions will begin in Fall 2013.

Strategy 10 Maximize use of credit by exam. UWG is moving forward to develop a campus Testing Center in order to administer exams such as CLEP; DSST/DANTES; English, Math, and Foreign Language placement tests; SAT-Subject Tests; and others that would help maximize credit by exam. The Director of Learning Support and Testing is in the process of collecting information from the relevant testing agencies as a first step in this process. Additionally, with the FY14 state appropriation, we received funding for a Coordinator of Pre-College Programs. This person will encourage students to take CLEP tests and submit AP test scores to UWG to gain college credit. Lastly, we also received funding to provide a one-course reassignment to support a faculty member in mathematics who will research national placement tests or develop an internal placement test in an effort to help students move more efficiently through the math course sequences required for their degree programs. (See 2012-2013 baseline AP and CLEP data in the Appendix of this CCG Status Report).

Strategy 11 Develop a new Withdraw/Retake campus policy. The faculty/staff committee charged with developing this policy researched policies at multiple institutions within Georgia and from other states. We also consulted with Georgia Southern University's IT personnel regarding Banner programming, as they developed and implemented a limited course withdrawal policy approximately three years ago. Our committee drafted the UWG Limited Course Withdrawal policy, which the Faculty Senate approved in April, 2013. The new policy, which will be effective in Fall, 2013, limits the number of student-initiated course withdrawals to a maximum of six over their entire UWG undergraduate career. Limiting the number of times a student can repeat a course was deliberately NOT included in the new policy, as we learned that Banner is unable to accommodate that action. The decision to use six as the limiting factor was based on institutional data that showed that students who withdrew from more than six courses rarely graduated.

Strategy 12 Clear course backlogs and Strategy 13 Clear backlog in foreign language seats (combined strategies). The UWG Deputy Provost developed a model to better predict the number of seats needed in core courses, which is where specific backlogs occur. This information, as well as data from professional advisors about courses in which students have difficulty scheduling, resulted in the approval to search for nine faculty positions. These searches have been completed and faculty hired, with a Fall 2013 start date. Additionally, a number of areas including Anthropology, Chemistry, and Sociology are in the process or have moved away from offering B.A. degrees in favor or B.S. degrees that do not require the foreign language.

Strategy 14 Develop and implement consistent advising practices in all departments and units. A list of "Bold Ideas" included in our UWG-CCG Campus Plan were not written as strategies, because they had not been vetted by the faculty and professional staff. However, we continue to have internal conversations about them, most particularly about "Bold Idea #6 – Create a University College." Because a University College and academic advising are linked conceptually and logistically, and because the University College idea is in a "pre-incubator" stage at this time, Strategy 14 is "on hold." Further, our FY14 state appropriation funded four additional Academic Advisors, allowing us to adequately staff our Excel Center (general and undecided professional advising) and provide a "case management" approach to first and second year advising. Thus, the first two years of professional advising will emphasize major selection and career development, creating a more comprehensive approach to career decision making (see Strategies 3 and 9).

Strategy 15 Develop a Center for Teaching and Learning. The Center for Teaching and Learning was funded in the FY14 state appropriation and the successful search for a director was just completed; the new director will start November 1, 2013. This new center is expected to significantly influence our ability to improve the quality of teaching and learning at UWG.

Strategy 16 Reward excellent teaching through new promotion and tenure guidelines. The 2012-2013 P&T dossiers reflected the guidelines in place prior to the Fall 2012 General Faculty Meeting when the new guidelines were approved. Progress with Strategy 16 is expected with new faculty who will earn tenure under the newly implemented P&T guidelines.

Strategy 17 Develop strategies to intervene with struggling students in Gateway courses. (MATH 1001, 1111, 1113, 1634 and ENGL 1101, 1102).

MATH: Mathematics faculty recently began conversations about student performance in the introductory math courses. At that time, the dean of the College of Science and Mathematics charged the faculty with piloting new instructional approaches (new for the faculty) for three sections of MATH 1001 Quantitative Reasoning (math for non-majors) in Spring 2013. The Spring 2013 DFW rate for these three pilot sections combined was 10.1%, far better than the 27.9% rate for the non-pilot sections. Although these rates are encouraging, the design of the pilot project did not permit comparisons of student achievement based on common assessments; therefore, revisions will be made in the Fall 2013 sections to provide this information. This "lesson learned" underscores one reason why we enthusiastically anticipate the opening of our new Center for Teaching and Learning, funded through the FY14 budget allocation. To further support the completion agenda, seven sections of MATH 1111 and two sections of MATH 1113 being taught in Fall 2013 will have three hours of supplemental instruction for students. (See the Appendix for Gateway MATH student performance data).

ENGLISH: The English faculty spent one year redesigning the first semester course ENGL 1101 English Composition I, after reviewing student performance data in introductory English courses (First Year Writing Program). Their recommendations for the repurposed ENGL 1101 course align with UWG's SACSCOC Quality Education Plan (QEP), which focuses on improving student writing. Recommended pedagogies include text-based analysis, argumentative and thesis-driven writing, teaching and practicing rhetorical strategies, and the sequential scaffolding of skills. Faculty developed a common writing handbook for students and will use a collaboratively-developed, common rubric to assess student writing and provide feedback. The repurposed ENGL 1101 course will be introduced in Fall 2013. (See the appendix for student performance data in these Gateway English courses).

Strategy 18 Expand the use of faculty mini-grants to encourage experimentation with pedagogies new to the faculty member that hold promise for increasing student success. The UWG Institutional STEM Excellence (UWise) program, part of the USG's STEM Consortium project, funded faculty mini-grants to improve the quality of teaching and student learning in the introductory science and mathematics courses. Eleven projects that involved 12 faculty members were supported with mini-grants. Four were in math, two were in physics, and two were in biology. One project was supported in each of the following areas: chemistry, computer science, and science education. With this year's awards, a total of 27 science and mathematics faculty have participated in the mini-grant program.

The physics mini-grant (Principles of Physics I and II Workshops, designed to support students' problem-solving capacity), has been so successful that the department will institutionalize the strategy in Spring 2014, making attendance in the workshop mandatory for students enrolled in PHYS 2211 and PHYS 2212. Three semesters of PHYS 2211 data (through Fall 2012) produced consistent results from term to term. Students who attended at least two-thirds of the workshop sessions outperformed those who did not participate: 25% DFW rates (N=69) for participants vs. 75% DFW rates (N=53) for non-participants.

Additionally, faculty who were awarded FY13 UWise mini-grants were required to participate in a Faculty Learning Community led by an outside consultant with expertise in educational research and program evaluation. The consultant worked with faculty to design research studies to answer questions about the effectiveness of their mini-grant strategies in improving student learning. Examples of significant findings include (1) student performance in PHYS 1112 (problem solving workshop attendance), where the percentage of students earning a grade of D or F or withdrawing from the class was 4.26% for workshop attendees, while it is 46.15% without workshop participation; (2) online tutoring for freshman sequence math courses; findings indicated that the DFW rate for online tutoring users was 13% in core math courses, which is significantly lower than last year's Spring 2012 DFW rate (46%). A project on the effects of supplemental instruction (SI) on students' achievement in 1000-level math courses showed positive effects. The course average for students who attended 15 or more sessions was 84%, compared to 67% for students who attended between 1 and 14 sessions. For MATH 1111, the average final course grade for high risk students who attended 15 or more SI sessions was 79.5. For MATH 1113 it was 79.1.

SIGNIFICANT CHANGES/DIFFERENCES IN THE GOALS AND STRATEGIES, PER ORIGINAL CAMPUS PLAN

We have combined several of our CCG strategies, based on feedback from PK-12 partners, recent program changes, and the FY14 state appropriation that will facilitate our work with adult learners.

- Combine Strategy 3 (high school partnership with career exploration) with Strategy 14 (academic advising), because local PK-12 superintendents asked that we not do Strategy 3, due to continued PK-12 budget cuts. Career exploration, designed to aid major selection, will now become a deliberate component of academic advising with professional advisors.
- Combine Strategy 4 (veteran support services) with Strategy 7 ("Go West" marketing to target adult learners), because (1) our FY14 state appropriations will fund a new Veterans office and (2) the marketing campaign for adult learners is expected to attract a significant number of veterans.
- Combine Strategy 12 (clear course backlogs) and Strategy 13 (clear course backlogs in foreign languages), because both address the same general topic.

PARTNERSHIPS

Approximately one month after Summit 2013, we met with four local PK-12 superintendents and some of their senior staff to discuss university/PK-12 collaborative activities that could help us achieve our CCG goals. Although we discussed Strategies 1-3, most attention was devoted to discussing ways to strengthen participation in dual enrollment. In April, 2013, this conversation culminated in the Faculty Senate's approval of revised dual admission standards for our institution.

At Summit 2013, our UWG participants met with WGTC team members formally during the regional meeting and informally at other times. Our discussions about course offerings, to include the articulation agreement for the A.S. in Criminal Justice program, were fruitful. This agreement, which was approved by the BOR at its August, 2013, meeting, serves as a model for future agreements. Indeed, our Deputy Provost has initiated conversations with the WGTC VPAA and VP for Institutional Effectiveness regarding the development of additional agreements.

UWG hired a new Director of Career Services (start date July 5, 2013) who will work with local businesses to increase students' opportunities for internships and experiential learning.

KEY OBSERVATIONS AND EVIDENCE

We have incorporated the following strategies to help sustain CCG-related data collection, analysis, and data-driven decision making:

- We incorporated CCG program reporting into the Annual Report process (due each August) administered by our Office of Institutional Research and Planning (IRP), with the August, 2013, cycle serving as a pilot. Responders answer questions within the annual report about their units' work that contributes to the completion agenda. Lessons learned from the pilot will inform improvements to the electronic data collection system for full scale production for FY14.
- Our IRP office is undergoing transition, moving to an institutional effectiveness model. An interim director assumed leadership of the office on July 1, 2013.
- UWG's FY14 state appropriation funded a new Enrollment Analyst position. This person will help provide more consistent and thorough analyses of data related to the completion agenda.
- Argos Analytics, a new reporting tool, was implemented in May, 2013, and staff have begun using it to guide decision-making.
- UWG Key Performance Indicators, in place since 2009, are used consistently to guide decision-making related to RPG and graduation (see appendix).

SHARING LESSONS LEARNED

We have been very intentional about aligning our internal budget process with the BOR's priorities and CCG requirements. This alignment was instrumental in helping the campus take notice of the importance of the completion agenda and how it fits into strategic plans at the level of the governor's office, system office,

and our own institution. Our entire FY14 state appropriation reflects the completion agenda. *Implications for other institutions*: The tight alignment of planning (mindful of BOR priorities), assessment, and the budget helps institutions achieve their goals.

We have learned that building capacity in faculty to engage meaningfully in work that contributes to the completion agenda must be intentional, purposeful, on-going, embedded in their daily work, and rewarded. *Implications for other institutions*: Recognize that strengthening faculty capacity to positively influence CCG outcomes will take commitment on the part of the institution's leadership to provide resources as needed and stay the course. What gets measured consistently gets done. That which is rewarded systematically will be achieved.

We recognize that CCG is about underrepresented populations (i.e., adult learners) and undergraduates. To fully influence institutional retention and graduation rates, we will continue to include the traditional first-time full-time freshman student, which we have done by combining RPG and CCG initiatives. Additionally, as a comprehensive institution, our institutional mission includes graduate professional preparation most particularly at the master's level in business, education, and healthcare; all are critical for economic workforce development in the western part of Georgia. *Implications for institutions*: Integrate CCG initiatives into an institution's strategic plan in ways that make sense for its mission and efficiently leverage ongoing, as well as redirected work.

APPENDIX

ENGLISH GATEWAY COURSES – PERFORMANCE BY STUDENT TYPE. Both ENGL 1001 and 1002 are required courses in the Core, Area A1. A grade of C in ENGL 1001 is a prerequisite for enrollment in ENGL 1002.

ENGL 1101 English Composition I. Three year rolling averages indicate that performance is improving steadily for full-time, younger (age 24 and under) students. Of concern is the decreasing performance of part-time students and uneven performance of adult learners. Adult students (age 25 and older) had difficulty in Fall 2011, but recovered in Fall 2012. Part-time students dropped significantly from 76% pass rates in Fall 2010 to 58% in both Fall 2011 and 2012.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
ENGL 1101	24 & UNDER	67.91%	32.09%	68.80%	31.20%	71.11%	28.89%
	25 & OLDER	67.95%	32.05%	64.18%	35.82%	72.50%	27.50%
	Full Time	67.51%	32.49%	69.32%	30.68%	71.92%	28.08%
	Part Time	76.71%	23.29%	58.04%	41.96%	58.10%	41.90%
	All	67.91%	32.09%	68.63%	31.37%	71.14%	28.86%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

ENGL 1102 English Composition II. Three year rolling averages reveal that performance for all groups can be improved. Significant drops in pass rates in Fall 2011 for younger and full-time students recovered somewhat by Fall 2012. Adult students performed significantly better in Fall 2011 than in Fall 2010; however, they dropped again Fall 2012.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
ENGL 1102	24 & UNDER	72.25%	27.75%	62.16%	37.84%	67.82%	32.18%
	25 & OLDER	64.29%	35.71%	75.93%	24.07%	70.00%	30.00%
	Full Time	72.16%	27.84%	63.07%	36.93%	67.80%	32.20%
	Part Time	65.33%	34.67%	66.20%	33.80%	69.35%	30.65%
	All	71.22%	28.78%	63.46%	36.54%	68.03%	31.97%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATHEMATICS GATEWAY COURSES – PERFORMANCE BY STUDENT TYPE

MATH 1001 Quantitative Skills and Reasoning, MATH 1111 College Algebra, MATH 1113 Precalculus, and MATH 1634 Calculus I are the required Quantitative Skills courses for Core Area A2. Students choose one of the four based on their major. Science, computer science, math, math education, and science education students must take MATH 1113 or higher. Nursing majors take either MATH 1001 or MATH 1111. Engineering majors must take MATH 1634. Business majors are urged to take either MATH 1111 or 1113.

MATH 1001 Quantitative Skills and Reasoning. The mathematics department piloted three sections of MATH 1001 in Spring 2013, using pedagogies that were new for the math faculty. Improvements in student grades appear impressive, although the research design did not permit comparisons of student achievement based on common assessments. Younger, full-time students outperformed adult learners and those who were part-time (it is likely that adult and part time students overlap). In Fall 2013 the department will use several common assessments to better understand the effectiveness of the pedagogies for improved student learning.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1001	24 & UNDER	64.94%	35.06%	75.12%	24.88%	87.12%	12.88%
	25 & OLDER	70.59%	29.41%	84.00%	16.00%	75.00%	25.00%
	Full Time	69.41%	30.59%	75.86%	24.14%	87.50%	12.50%
	Part Time	33.33%	66.67%	78.26%	21.74%	73.33%	26.67%
	All	65.96%	34.04%	76.11%	23.89%	86.29%	13.71%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1111 College Algebra. Performance in MATH 1111 is weak, particularly for adult learners and part-time students. (Again, there may be some overlap in these two categories). There is room for improvement in all groups. Younger, full-time students are improving, although only two-thirds were successful in Fall 2011 and 2012. Although most efforts to improve performance are focused on MATH 1001 at this time, the math department has added 3 hours of supplemental instruction for students enrolled in seven sections of MATH 1111 in Fall 2013.

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1111	24 & UNDER	58.19%	41.81%	68.21%	31.79%	67.99%	32.01%
	25 & OLDER	64.29%	35.71%	62.50%	37.50%	55.56%	44.44%
	Full Time	58.77%	41.23%	68.87%	31.13%	67.95%	32.05%
	Part Time	56.18%	43.82%	58.40%	41.60%	57.94%	42.06%
	All	58.59%	41.41%	67.86%	32.14%	67.18%	32.82%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1113 Precalculus. Performance in MATH 1113 is also weak. Like MATH 1111, the adult learners and part-time students struggle more than do the younger, full-time students. Only 47-64% of the students have passed the course over the past three years, except for younger, full-time students in Fall 2011 (72% passed).

COURSE		Fall 2010		Fall 2011		Fall 2012	
		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1113	24 & UNDER	60.37%	39.63%	72.24%	27.76%	62.75%	37.25%
	25 & OLDER	47.06%	52.94%	56.25%	43.75%	64.29%	35.71%
	Full Time	59.50%	40.50%	72.46%	27.54%	63.68%	36.32%
	Part Time	59.38%	40.63%	61.40%	38.60%	56.90%	43.10%
	All	59.50%	40.50%	71.30%	28.70%	62.85%	37.15%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

MATH 1634 Calculus I. For the most part, only half to two-thirds of Calculus I students in all groups have been successful over the three year period.

		Fall 2010		Fall 2011		Fall 2012	
COURSE		PASS	DFW	PASS	DFW	PASS	DFW
MATH 1634	24 & UNDER	60.34%	39.66%	54.45%	45.55%	66.01%	33.99%
	25 & OLDER	60.00%	40.00%	53.85%	46.15%	57.14%	42.86%
	Full Time	58.76%	41.24%	54.89%	45.11%	67.88%	32.12%
	Part Time	83.33%	16.67%	50.00%	50.00%	52.17%	47.83%
	All	60.32%	39.68%	54.41%	45.59%	65.63%	34.38%

NOTE: PASS (A, B, C, S, K); DFW (D, F, WF, W, U); OTHER GRADES (I, IP, V, etc.) NOT INCLUDED

RETENTION AND GRADUATION RATES – FALL FIRST-TIME FULL-TIME FRESHMAN STUDENTS

		Entered Fall 2002	Entered Fall 2003	Entered Fall 2004	Entered Fall 2005	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009	Entered Fall 2010	Entered Fall 2011	Entered Fall 2012
MEAN	*SATV*	*506*	*508*	*508*	*515*	*507*	*508*	*510*	*503*	*494*	*499*	*486*
	SATM	*502*	*500*	*498*	*506*	*501*	*502*	*502*	*496*	*488*	*492*	*477*
	HSGPA	*2.98*	*2.96*	*2.97*	*3.01*	*3.00*	*3.09*	*3.04*	*3.04*	*3.06*	*3.06*	*3.08*
First Year	N=	1625	1728	1701	1653	1700	1793	2007	1909	1848	1931	2021
Second Year	Fall	1127	1240	1203	1163	1238	1345	1471	1397	1346	1355	
		69.35%	71.76%	70.72%	70.36%	72.82%	75.01%	73.29%	73.18%	72.84%	70.17%	
Third Year	Fall	813	920	879	921	917	1022	1126	1100	1053		
		50.03%	53.24%	51.68%	55.72%	53.94%	57.00%	56.10%	57.62%	56.98%		
Fourth Year	Fall	691	811	751	809	808	932	1014	924			
		42.52%	46.93%	44.15%	48.94%	47.53%	51.98%	50.52%	48.40%			
Fifth Year	Fall	471	544	524	563	489	587	651				
		28.98%	31.48%	30.81%	34.06%	28.76%	32.74%	32.44%				
Sixth Year	Fall	192	225	228	235	201	209					
		11.82%	13.02%	13.40%	14.22%	11.82%	11.66%					
Graduation Rate	N=	177	208	198	207	248	298	303				
	4 yr	10.89%	12.04%	11.64%	12.52%	14.59%	16.62%	**15.10%**				
	N=	417	507	474	492	533	641					
	5 yr	25.66%	29.34%	27.87%	29.76%	31.35%	**35.75%**					
	N=	513	627	587	632	618						
	6 yr	31.57%	36.28%	34.51%	38.23%	**36.35%**						

Note the following:
- Each entering class includes all entering freshmen enrolled full time whose first term is the fall indicated or the previous summer.
- Entering cohorts (beginning Fall 1996) have been revised to eliminate all pre-freshmen students. These revisions were made in Fall 2006.
- Graduation rates were updated as of the end of Summer 2012. Summer 2013 data are not yet available.

Although our most recent Graduation and Retention data indicates impressive improvements for Fall 2013, these data will not be official until the census date later in the term. First year retention for students who entered in Fall 2011 is 70%, which is less than the group the previous year. Four year graduation rates hover around 15%. Six year rates have gone from 34% to 38% and, most recently, 36%. The latest 5 year rate for students who entered in Fall 2007 is 35.75%, which indicates that our next data point for 6 year rates should show improvement, since the five year rate for those who entered in Fall 2006 was 31.35%.

Campus-Specific Key Performance Indicators (KPI)

QUALITY AND EFFECTIVENESS: Retention and Graduation			
	AY 2010-2011	**AY 2011-2012**	**AY 2012-2013**
Avg. SCH Load (UG) for Fall & Spring	12.7	12.7	12.7
	Fall 2010	**Fall 2011**	**Fall 2012**
Undergraduate Credit Hours Successfully Completed as % Credit Hours Attempted (Grades A, B, C)	77.5%	78.3%	79.8%
Undergraduate Credit Hours Successfully Completed as % Credit Hours Attempted (Grades A, B, C, D, S, K)	84.8%	85.7%	86.7%
	AY 2010-2011	**AY 2011-2012**	**AY 2012-2013**
Freshmen Success Rate	50.7%	53.3%	63%
	Fall 2010	**Fall 2011**	**Fall 2012**
E-Core Completion Rate (did not withdraw)	83.7%	87.4%	87.9%
E-Core Successful Completion Rate (A, B, C, S, K)	58.1%	63.9%	62.9%
	AY 2010-2011	**AY 2011-2012**	**AY 2012-2013**
Licensure Examination Pass Rates: NCLEX- RN Pass Rates (1st attempt)	90.5%	88.7%	Not available
	AY 2010-2011 Graduates	**AY 2011-2012 Graduates**	**AY 2012-2013 Graduates**
Average Time to Degree (in number of semesters) for Non-transfer UG Students	12.3	12.2	12.5

The Average Semester Credit Hour load for undergraduates has remained consistent at 12.7 hours per term over the past three years. The Freshman Success Rate, defined as the "percentage of freshmen earning at least 24 credit hours with no lower than a 2.0 GPA in their first year," has improved steadily, moving from 50.7% in AY 2010-2011 to 63% in AY 2012-2013. This improvement is also reflected in the ratio of undergraduate (UG) credit hours successfully completed to credit hours attempted; that figure for AY 2012-2013 is 86.7%, having risen from 84.8% in AY 2010-2011.

The e-Core Successful Completion Rate (defined as "did not withdraw") is also improving, with 87.9% of students completing their eCore classes in Fall 2012. The e-Core success rate (grades of A, B, C, S, K) is also improving, with 63% of students passing their eCore classes in Fall 2011 and 2012.

The Average Time to Degree (number of terms to graduate) was slightly higher in AY 2012-2013 (12.5 terms) than it was in either AY 2010-2011 (12.3 terms) or AY 2011-2012 (12.2 terms).

CREDIT HOUR LOADS – Disaggregated by Full-time and Part-time Students

Credit Hour Loads	FY 2010-2011	FY 2011-2012	FY 2012-2013
Full-time Students (% = Percentage of undergraduate students who are full-time)	13.9 (82%)	13.8 (81%)	13.9 (81%)
Part-time Students (% = Percentage of undergraduate students who are part-time)	7.3 (18%)	7.6 (19%)	7.7 (19%)
All Combined	12.7	12.7	12.7

Whereas the "All Combined" Credit Hour Loads are holding steady at 12.7 semester credit hours per term, the figures reveal interesting trends when disaggregated by full-time and part-time students. These trends are significant, because the state's Completion Agenda calls for a concerted effort to recruit more adult learners who have some college credit, but dropped out for various reasons. Returning adult students are likely to enroll part-time, diluting our six-year graduation rates, although increased numbers of adult learners should be an indicator of success for Complete College Georgia. It would make sense, then, for the new USG metrics to consider graduation rates for both full-time and part-time students.

PERCENT OF FRESHMEN STUDENTS ON ACADEMIC WARNING AFTER THE FIRST TERM
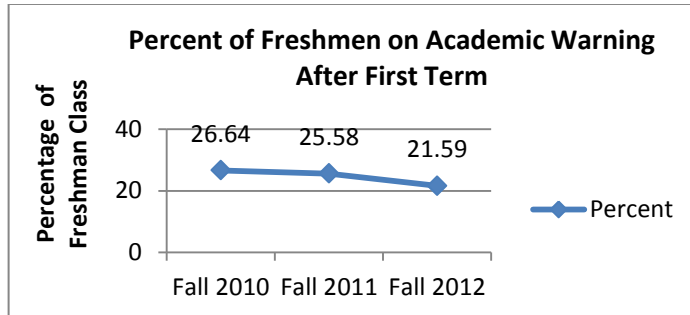
The Freshman Success Rate continues to improve, as noted in the graph above. Whereas more than one quarter of the freshman class went on Academic Warning after their first term in Fall 2010, that figure has dropped to slightly more than one fifth of the class in Fall 2012.

SHORTENING TIME TO DEGREE (baseline data disaggregated by term for the CCG Initiative)

AP CREDIT	Number of Students	Number of Semester Hours Earned through AP Credit	Average Credit Hours Earned Per Student
Fall 2012	309	983	3.18
Spring 2013	29	89	3.07
Summer 2013	2	6	3.00
CLEP CREDIT	Number of Students	Number of Semester Hours Earned through CLEP Credit	Average Credit Hours Earned Per Student
Fall 2012	51	194	3.80
Spring 2013	64	253	3.95
Summer 2013	28	105	3.75

Complete College Georgia (CCG) Status Report
Valdosta State University

Valdosta State University (VSU) has made observable and measurable progress toward implementing our Complete College Georgia (CCG) plan which was submitted to Governor Deal in 2012. We have reorganized staff members and redirected resources to maximize the use of our data warehouse to create additional reports and to identify major strategies to address quality completion for Georgia's citizens. VSU's original plan is located at http://www.valdosta.edu/planning/documents/ccgplan.pdf

Primary Lessons. VSU's CCG leadership team has learned several lessons this past year which we believe could be applicable at all USG institutions. The three most important lessons were the need to:
1) Centralize certain processes. The first steps are underway to organize a Centralized Advising Center for ALL incoming first-time students. VSU is developing an in-take model which will work with these students from summer orientation through approximately the first 30 hours; at that point, students in good standing will move to advising in their major departments. This will help us to ensure that the tools in the Data Warehouse are being utilized to support first-year student success. In the first year, the Data Warehouse tools were provided to all faculty, of which only 28% actively used the tools. Faculty development is also being more centralized through the I.D.E.A. Center (described below in greater detail).
2) Eliminate unnecessary roadblocks to student progression. We discovered many departments or units were accomplishing tasks related to student recruitment, retention, and graduation, but by unifying these efforts through reorganization and better planning, the result can be more directed and measurable. For example, we have many departments that apply holds to a student's account to prevent registration over seemingly minuscule issues; many times these holds and the process by which the student must go through to remove holds delay students from registration and require multiple offices' involvement.
3) Work in a clear and comprehensive way. VSU is realigning its organizational structure to reflect a student success and progression model. Student services departments are being relocated to a one-stop shop student services environment. VSU is also working more comprehensively on Strategy 2 by placing its Continuing Education division under its Center for eLearning to create an Office for Extended Learning; this model will provide more learning options for adults that will articulate as credit toward degrees.

Strategy 1: Partnerships with K-12

Original Objective: Early College and Joint/Dual Enrollment. Complete full implementation of the Valdosta Early College Academy (VECA) and transition students to dual enrollment with VSU in eleventh grade.
Progress to Date: VSU faculty in the Dewar College of Education worked closely with the VECA principal and VECA faculty to facilitate applications to VSU. Seven (of 20) VECA 11th grade students have been accepted for dual enrollment at VSU for 2013-14. During 2012-13, VECA enrolled 175 students in grades 6-10; an additional 45 will be added in 2013-14 bringing the total enrollment to 220. VECA is on track to achieve full implementation of grades 6-12 in 2014-15.
Modifications/Implications/Lessons Learned: Changes in professional standards for educator preparation will require VSU faculty to spend more time in classrooms observing teachers-in-training.

Original Objective: STEM Partnerships. Increase the number of students majoring in and retained in STEM disciplines (science, technology, engineering, and mathematics). Strengthen STEM instruction in area K-12 schools.
Progress to Date:
1. University-Wide Undergraduate Research Symposium. The first symposium was held in April 2012. The second symposium in April 2013 consisted of 123 presentations and posters (48% were in a STEM discipline).
2. Center for Applied Research retention and recruitment for STEM. Two faculty members participated in a two-day workshop funded by the NIH and HHMI to learn methods to improve STEM teaching; they are now fellows in this program. The Department of Biology submitted a S-STEM Scholarship Proposal to request tuition funding to assist 18

students majoring in Biology. A new course, Biology Freshman Seminar, was implemented to address retention issues and career planning.

3. Department of Mathematics and Computer Science's Student Learning Enhancement System offered tutoring to 126 students. The average pass rates in the first four computer science sequence courses increased by 17%.

4. In Summer 2012 and Summer 2013, the Dewar College of Education hosted summer workshops for 137 area math teachers of grades 35, funded by the Georgia Department of Education.

5. On April 30, 2013, VSU hosted a mathematics demonstration and tournament for 220 middle grades students to promote math learning and education.

6. The College of Arts and Sciences routinely hosts planetarium shows, Science Saturdays, Camp Discovery, and Camp Invention for area K-12 students.

Modifications/Implications/Lessons Learned:
In Fall 2013, the Department of Mathematics and Computer Science and Department of Chemistry will implement placement tests to help better retain freshman in STEM majors and improve degree completion by reducing the incidence of repeating math classes.

New Objective: Center for Excellence in STEM Education. After the relocation of the College of Nursing in 2014, Martin Hall will undergo a $2.5 million renovation to establish a STEM Center (18,373 sq. ft.) for occupancy in FY2015. This will be an interdisciplinary, multi-functional space for expanded efforts in STEM instruction. Math, science, and technology educators (VSU faculty and superior P-12 STEM teachers) can share this space to model/teach STEM education college classes, as well as to provide training and practice to enhance the skills of P-12 STEM educators in our region.

New Objective: LEAP Employer-Educator Compact.
Progress to Date: In April 2013, VSU signed LEAP's Employer-Educator Compact initiative sponsored by AAC&U. This national movement includes more than 100 college and university presidents, along with business and non-profit leaders that have pledged to work together to ensure that college students have access to a quality liberal education that fully prepares them for work, life, and citizenship. As part of the Employer-Educator Compact, Valdosta State is partnering with Azalea Health Innovations, South Georgia Medical Center, and the Valdosta-Lowndes County Chamber of Commerce to promote the economic value of liberal education and to provide students with more hands-on learning opportunities to connect their campus learning with real-world contexts and problems.

Strategy 2: Improving access and completion for students traditionally underserved

Original Objective: Expand online learning opportunities. This will improve completion of non-traditional students by providing flexible, timely course offerings so that they can achieve their educational goal(s) on time. Year 1 student enrollment is expected to be between 300 and 500 students, contingent upon launching all seven programs.

Progress to Date: VSU was awarded the lead institution designation and appointed a CEO for eMajor. Currently there are 417 unique students enrolled in eMajor courses which met the Year 1 goals. Our fully online BS in Organizational Leadership program has 69 majors (Spring 2013), for example.

Modifications/Implications/Lessons Learned: During 2012-13, only VSU programs were offered through eMajor. Additional time was spent investigating SACSCOC's policies regarding consortium and collaborative arrangements. Dalton State College is the first eMajor partner institution, beginning Fall 2013. VSU faculty members are working collaboratively with USG institutions to identify other academic programs with a fit for online learning (i.e., French).

Original Objective: <u>Student Employment Opportunities</u>. Increase the number of on-campus student employment opportunities and use a gap metric of unmet need as part of the hiring process. During the 2012-13 year, the data warehouse will have an unmet need indicator built in so that employers can review and consider unmet need as students apply for student employment.

Progress to Date: An unmet need indicator was created as a component of student assistant hiring. The number of on campus student assistants increased to 1,044 for 2012-13, consisting of 910 student assistant positions and 134 federal work study positions.

Modifications/Implications/Lessons Learned: We have learned that we need to refine the student employment process to better match student needs to employment opportunities. By developing a system to identify financially at-risk students, we can proactively recruit freshman to seek on-campus employment. We will also investigate the feasibility of combining Student Employment Services into the Office of Career Opportunities to promote a one-stop opportunity for students seeking employment both on and off-campus. Furthermore, since the Career Opportunities staff provides career counseling, the office can work to ensure that students are pursuing a part-time job that is more aligned with their career goals. The combining of staff would yield additional support for student employment.

Original Objective: <u>Adult learners and/or military</u>. To increase the number of enrolled non-traditional, adult, and military students. VSU enrolled 1,475 adult learners (Spring 2012) and plans to increase that number by 3%.

Progress to Date: The number of adult learners from Spring 2012 to Spring 2013 decreased by 4%, but VSU is placing intense effort towards achieving goal. A full-time Adult & Military Recruitment Officer was added to the staff, and a Coordinator for Off-Campus & Partner Programs was hired. The Adult & Military Programs Office relocated (November 2012) to a more easily accessible office for off-campus visitors. For the first time, VSU used Georgia411 admissions data to obtain baseline data about current military and veterans attending VSU (599 in Fall 2012).

Modifications/Implications/Lessons Learned: To provide increased options for adult and military learners, the Langdale College of Business Administration reduced its GPA entrance requirements from a 2.8 to 2.5. The College of Business Administration also placed 12 academic courses online in Summer 2013 to encourage timely degree completion; these courses completely filled during early registration. College faculty members are exploring options to add more online course offerings in business areas.

Original Objective: <u>Technical college transfers</u>. Increase the number of transfer students from technical colleges to VSU while making the process as seamless as possible. Identify at least one VSU academic department and technical college which could develop a BAS transfer program and increase the number of BAS tracks by 3. Increase the number of technical college transfers by 60 students.

Progress to Date: The Coordinator for Off-Campus Programs worked with area technical colleges to secure six transfer agreements for technical college students to the BAS Technical Studies program or the BS Organizational Leadership program. To make the Technical Studies major more attractive and better align with national trends, in April 2013, the USG system office approved the major's name change to Human Capital Performance. In Fall 2012 and Spring 2013, the number of technical college transfers totaled 68 which was a 1.5% decrease over the 2011-12 year.

Original Objective: <u>International students</u>. Continue to diversify the VSU student body by increasing the number of international students by 3.5%. VSU created an international admissions specialist position, housed in the Office of Admissions, to facilitate international applications. VSU will also begin work to identify institutions in Brazil for future exchange agreements.

Progress to Date: International enrollment was 198 students or 1.5% in Fall 2011 but increased to 262 or 2.1% in Fall 2012 making progress towards the 3% goal. An additional international admissions counselor was hired in 2012 who will specialize in international relations and transcript evaluation. In March 2013, three representatives from VSU visited China and anticipate growing our Chinese student enrollment between 1.0 to 1.5% in 2013-14.

Original Objective: <u>Freshmen retention rate</u>. Increase the retention rate of first-time freshmen. The three-year goal is to increase the retention rate by 5%.

Progress to Date: The Fall 2011 to Fall 2012 FTFT retention rate increased 0.4% (67.0% to 67.4%) over the prior Fall 2010 cohort. Although not yet final, we anticipate that the Fall 2012 to Fall 2013 FTFT retention rate will increase by approximately one percent. We have seen 0.5% increase in Fall 2012 to Spring 2013 retention of freshman over the prior year.

1. Targeted recruitment. VSU held four interest sessions in the Metro Atlanta region and throughout the state which attracted more than 300 prospective students. High-achieving students (based on SAT score) were the targeted audience for these events.

2. Data warehouse. Our data warehouse has significantly expanded in size and scope. The warehouse now includes an early warning system by which faculty can request an academic advisor or a residence hall assistant to contact students.

3. Freshman Learning Communities (FLC). The original goal to expand FLC enrollment by 2% of the freshman class was met in Fall 2012 (5% increase). In Fall 2012, 42.2% of first-year freshman students enrolled in a FLC.

Modifications/Implications/Lessons Learned: On August 9, 2013, each VSU academic dean hosted a two-hour mandatory freshman orientation to familiarize students with academic expectations, policies, and opportunities of college. In the coming year (2013-14), VSU will begin targeted recruitment in northern Florida to residents in Florida border counties who are now eligible to receive out-of-state tuition exemptions.

Original Objective: <u>Graduation rate</u>. Increase the four-year and six-year graduation rate of VSU students. VSU will expand tracking using the data warehouse so that we can provide information to advisors about students who are part of a cohort. Advisors will be better instructed to utilize DegreeWorks to aid students in progression and timely completion. We will work to develop further strategies to identify, target, enroll, and graduate students who may be traditionally underserved.

Progress to Date: This is a multiple-year objective which will require several years to see changes. The four-year graduation rate increased slightly from 16.0% to 16.6%, and the six-year rate decreased from 43.0% to 40.7% (for the most recent graduating cohorts).

Modifications/Implications/Lessons Learned: The widespread adoption and use of the Data Warehouse by faculty and staff as well as the new academic orientation are measures that VSU hopes will encourage student persistence and graduation.

New Objective. <u>Establish new student scholarships.</u>

Progress to Date: Recognizing that personal finances are the single largest barrier to underserved students, VSU established 10 new scholarship programs in FY2013. The total raised or pledged to these 10 new scholarships is $1,188,000. These scholarship funds will assist approximately 10 new VSU students annually with yearly awards of approximately $30,000. The primary recipients of these new scholarships will be first-time, full-time freshmen who are 1) extremely high academic achievers, or 2) first-generation college students.

Strategy 3: Shorten Time to Degree

Original Objective: <u>Better academic advising</u>. To improve the academic advising system and process for all students, especially those in an FTFT cohort.

Progress to Date: The campus continues to improve DegreeWorks and encourages use by advisors and students. At the end of Spring 2013, we contacted 549 first-time, full-time freshman who had not yet early registered for Fall 2013; of those, 49 early registered for Fall 2013. VSU has continued to enforce its Five Course Withdrawal Policy; this has resulted is a decrease of undergraduate course withdrawals by 12.0% from Fall 2011 to Fall 2012 and by 14.8% from Spring 2012 to Spring 2013. One hundred fifty (150) VSU faculty and staff attended Master Advising training

courses held in Fall 2012 and Spring 2013. More departments, such as English, are better utilizing social media as a method to contact students about advising.

Modifications/Implications/Lessons Learned: We need better coordination for advising, so a centralized advising center for students with 0-30 credits is being planned, and a full-time director was hired in August 2013. This item will support our goal of building a one-stop center for students.   There is also consideration at our institution about narrowing student choices when they register. For example, allowing students to register for classes only which are required on their program of study. National literature reveals that students are less overwhelmed and uncertain if they have 3-5 courses options.

Original Objective: <u>Prior Learning Assessment</u>. Increase the number of students participating in Prior Learning Assessment (PLA). Develop a coding system to track PLA students in Banner. We plan to increase the number of students pursuing PLA by 10 and increase the number of PLA course opportunities by 3 during the 2012-13 year.

Progress to Date: Our goal to develop a system in Banner or our Data Warehouse to track PLA students is in progress. We have 27 course assessments established and had six (6) students enrolled in PLA in 2012-13, a 50% increase over 2011-12.

Modifications/Implications/Lessons Learned: Departmental exams seem to be a more attractive option for students to earn credit on a per course basis. Efforts to better market/advertise the PLA program will be made in 2013-14.

Original Objective: <u>Scheduling for Freshman Learning Communities and others.</u> To increase the number of students participating in Freshman Learning Communities (FLC). In Fall 2011, 828 students participated in 42 FLCs, an increase of 5.1% from Fall 2010. The goal for Fall 2012 was to restructure FLCs to increase participation by 2% of the total freshman class.

Progress to Date: In Fall 2012, 881 students participated in 41 FLCs, which was an increase of 6.4% over Fall 2011. Of the Fall 2012 freshman class, 42% enrolled in an FLC which met our initial goal.

Strategy 4: Restructuring Instructional Delivery

Original Objective: <u>Alternative Delivery Methods</u>. Increase the number of online, hybrid, and distance course offerings. Also, reevaluate the length of current term offerings (i.e., 8-week sessions or 5-week sessions). A traditional 15-week semester creates a barrier for many non-traditional and military students. VSU will investigate a non-traditional college model (i.e., offering 7-week terms). Implement an institutional focus on online and distance education. Investigate shorter parts of term and multiple points of entry.

Progress to Date: The number of compressed course sections (5-week, 8-week) held flat at 78 in Fall 2011 and 77 in Fall 2012. Enrollment in compressed course sections remained level.

Modifications/Implications/Lessons Learned: Academic scheduling is a routine process for most departments, so we will emphasize methods to offer more sections of varying lengths (less than 15 weeks).

Original Objective: <u>Increase Degree Completion</u>. Increase degree completions for students by automating and awarding the associate credential upon completion of Areas A-F (60 hours) in our bachelor programs. Acquire authorization from the Board of Regents to award the A.S. degree.

Progress to Date: Beginning in Fall 2013, VSU will automatically transcribe students with the A.A. or A.S. degree, as appropriate. We anticipate transcribing 4,000 degrees initially this fall and then between 100-200 each term thereafter as students complete Areas A-F.

Original Objective: <u>Enhance Course Support</u>. Increase the number of student support opportunities (i.e., tutoring, supplemental instruction).

Progress to Date: In 2012-13, 15 supplemental instruction leaders were hired to serve in 13 historically-difficult

course sections within our Freshman Learning Communities (FLC) which was a 100% increase over the prior year. For 2013-14, we anticipate employing 16 supplemental instruction leaders to serve in 11 course sections.

In Fall 2012, VSU examined prior FTFT cohorts to identify student who exhibit academic characteristics which suggest they are at-risk. A flag was added to our data warehouse to alert faculty of students who may require extra attention in verbal or mathematics areas.

The Division of Athletics piloted an academic mentoring program in Spring 2012 with 22 students. This program continued in 2012-13 with 50 students (a 127% increase). Men's basketball increased the team cumulative GPA by 10%, and at-risk freshmen football athletes increased their fall to spring GPA by 48%.

To increase support in our online courses, the VSU Center for eLearning was reorganized and increased staff size with the addition of a director and instructional technology specialist.

Modifications/Implications/Lessons Learned: In Fall 2013, the College of Business Administration will utilize graduate-level business students to staff tutoring labs for students struggling in ACCT 2101 and ACCT 2102. VSU also utilizes embedded librarians in online and hybrid courses with 29 sections in Fall 2011 and 18 sections in Fall 2012.

New Objective: I.D.E.A. Center (Innovative Designs for Enhancing the Academy). In April 2013, VSU opened the I.D.E.A. Center (2,982 sq. ft.) which was the result of three years of work by our Faculty Excellence Initiative. This facility will consist of a Faculty Fellow-in-Residence and several Faculty Fellows who will encourage collaboration and special initiatives that focus on innovative pedagogy (focusing on increasing learning outcomes), research, teaching, and grant (external funding). We anticipate a wide variety of topics to emerge including improved use of technology in online instruction. VSU anticipates selecting up to nine additional faculty fellows.

Strategy 5: Transforming Remediation

Original Objective: MyFoundationsLab. Provide online software preparation for students prior to taking the COMPASS test to decrease the number of remedial courses needed by non-traditional students.

Progress to Date: In Spring 2012, VSU operated a pilot program with 15 potentially returning adult learners to complete the MyFoundationsLab before taking the COMPASS test. In this pilot of participating students, the level of improvement needed did not occur. The Year 1 goal was to negotiate a contract with Pearson to offer the product.

Modifications/Implications/Lessons Learned: Because the results were less than desirable, VSU will not pursue a formal contract with Pearson at this time. VSU has a small percentage (0.9%) of undergraduate students who require remedial education, so we will explore other methods to support those students.

Original Objective: Strengthen Partnership with South Georgia State College Entry Program. Increase transfer students from the South Georgia State College Entry Program which is located on the VSU campus.

Progress to Date: Initially, VSU would evaluate the MOU for the services VSU provides to South Georgia College Entry Students. The Office of Admissions directed students to the Entry Program which resulted in an increase of 100 additional students in the Entry Program.

Original Objective: Summer Bridge Academy. Develop a summer bridge program for at-risk freshman students who do not fully meet VSU's admissions requirements.

Progress to Date: The Summer Bridge Academy (SBA) is a program designed for a select group of students who wish to attend Valdosta State University but did not meet the requirements for regular admission. Over a 7 week period, students will take 8 hours of classes which will prepare them for educational success. The Summer Bridge Academy will help students meet the requirements necessary to become a regular student at VSU for the sequential Fall term and will be equipped with the tools to excel in their classes, have confidence in their academic ability, and be excited to get involved around campus, which will contribute to their personal success as well as to the institutional success of Valdosta State University. Thirty-eight students enrolled for the initial cohort, Summer 2013, of which 79% completed and enrolled full-time for Fall 2013.