

Complete College Georgia Status Report - Response
Albany State University
August 29, 2013

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 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 upon 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 gradebook to be submitted to the Department Chair at the end of each semester. Additionally, when Desire2Learn (D2L) is implemented at ASU in the spring of 2014, faculty will be able to track attendance within their courses and immediately contact students who are not attending to remind them to return to classes. The academic advisors of these students will be notified and will discuss with the students in subsequent advisement sessions the issues of attendance and/or academic success and available resources for the students. 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 within the report submitted. To resolve 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 Chairs will contact non-attending students to discuss reasons for absence and plans to attend. Deans will maintain data on faculty contacts of students. In addition, the Office of Academic Services and Registrar will post notices to faculty prior to the mid-term grade due date and will notify Deans of any faculty members who have not posted mid-term grades to have their grades submitted as well as discuss why grades were not posted as required. The Deans Council will develop strategies to alleviate non-attendance based on collected student and faculty input. Courses with the highest failure rates will be disaggregated and faculty in those departments will develop strategies to enhance teaching and learning of the content. These strategies will be reported and tracked in the annual action plans developed under ASU's Academic Review Process.

Following the report from the USG, ASU reviewed course grades and realized the need to disaggregate 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).

Table 1. Undergraduate Course Completion Rates (August 2013)

Completion Rates				
	Midterm Success	Final Success	Midterm Deficient	Final Deficient
201208	78.9%	77.3%	21.10%	22.70%
201108	79.10%	77.30%	20.90%	22.70%
201008	78.40%	77.10%	21.60%	22.90%

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 Academic Advising and Retention Center (AARC) will report names of these students to faculty in their major for advisement and support.

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

Beginning Spring 2014, ASU will transition to D2L which will allow for tracking of attendance as well as academic progress of students. Success will be recognized through faculty reporting student progress every 3 weeks through GradesFirst; through AARC monitoring and by referrals from Academic Departments as well as by having the Department faculty contact students regarding attendance as well as supplemental instruction. AARC and Academic Departments will provide Deans with reports on their interactions with students for use in their development of 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 by having: a) faculty in each course track and monitor attendance of undergraduate students and refer those who are not attending one or more classes to the AARC who will contact the students as well as follow up with department faculty; b) faculty require an adequate amount of course assignments completed prior to midterm in order to provide a 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 is being done to signal a major shift in our approach to student engagement and interaction.

A problem encountered with Study Tables, implemented in Fall 2011, was having a consistent location, but there were still some favorable outcomes. At the end of Spring 2012, the mean cumulative GPA of the Study Table group was 2.35 (SD of 0.941). Due to the oversight of the Study Tables being moved from Student Affairs to the AARC, data for 2012-2013 were not available for analysis. Data on the Study Tables will again be collected and analyzed each semester, beginning Fall 2013. Beginning Fall Semester 2013, peer tutors will conduct Study Tables in the Atrium of the Academic Building each week on Monday through Thursday from 3-8 pm in the areas of English, Math and Science. Additionally, Supplemental Instruction will be offered in English, Math, and Science in the respective departments each week on Monday through Thursday. The AARC will offer Study Strategy Workshops for students weekly in the evening on campus (see Appendix B).

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 enroll 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 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 needs to develop a process to assess all LC students for grades in core courses, GPAs, retention, etc. in comparison to students who do not participate in LCs. Development of these assessments will be a focus beginning in October 2013.

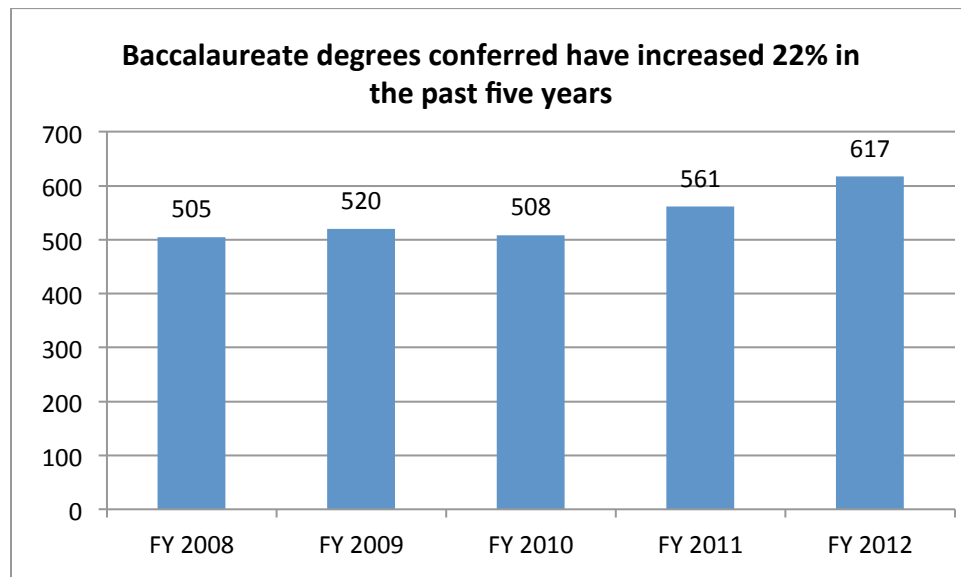
c. Graduation

ASU used several methods to increase our 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 the same 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 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/poortal/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 both Figure 1 and Appendix D, 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 should examine key indicators to further promoting greater retention and graduation rates among African American males (Appendix D).

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



ASU will attain full membership in eCore and eMajor by the 2014-2015 Academic Year, thus assuring student access to 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 same. 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 schools, technical colleges and other institutions (see Appendix D) to recruit and create retention strategies for students in special education, middle grades math or science, and secondary science and to offer professional development opportunities to individuals in the field of early intervention. ASU works with various technical and state colleges to ensure students who receive an associate degree in various areas transfer and complete a bachelor's degree. ASU partners with P-12 students to enhance academic competencies.

ASU collaborates with area businesses, offices, and community organizations such as the Marine Corps Logistics Base, Chick-Fil-A, UPS, U.S. Forestry Service, and Coca Cola for students to develop skills and proficiencies needed in their careers (see Appendix D). Student clubs have established partnerships with small business owners aimed at providing consultation services as well as enhancing student development and retention. Some examples of activities include students assisting in completion of tax returns free of charge for individuals as well as local businesses, exposure of students to the corporate world, to provide internships and professional development activities. These activities have allowed students to enhance their marketability by including additional skills and competencies in their resumes as well as assisting in their finding jobs after graduation.

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

Admission criteria were enhanced beginning with Fall 2012 cohort. Applications from first time full time freshmen for Fall 2012 were 8,370 and admissions for Fall 2012 were 632.

ASU needs to institute better methods of student tracking from 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 hired a new director for AARC in fall 2012. In February 2013, a new Registrar/Chief Data Officer was hired. In addition a new Provost/Vice President for Academic Affairs was installed in July 2013 and an interim Vice President for Student Affairs began her duties in summer 2013. An Institutional Assessment director was hired in August 2013. The last of the positions (IR Professional) is currently being advertised for the third time.

ASU needs to 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 and encourage them to return to ASU. Department Chairs will submit a report on their activities to the Deans each semester. The Deans' Council will develop strategies for recruiting back the students who have stopped out, based on

information gleaned by the Chairs. Again, the success of these strategies will be tracked and reported annually.

Opportunities for non-traditional learners need to 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 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 outcomes will be that each faculty member will integrate 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 were previously collected by the IR Professional who assumed another position in August 2012 and thus the availability of data support for Academic Affairs has been inconsistent. A new Registrar/CDO 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. Also utilize the Center for the African American Male (CAAM) to focus on strategies to enhance the retention and graduation of African American males (some CAAM activities in Appendix D). 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

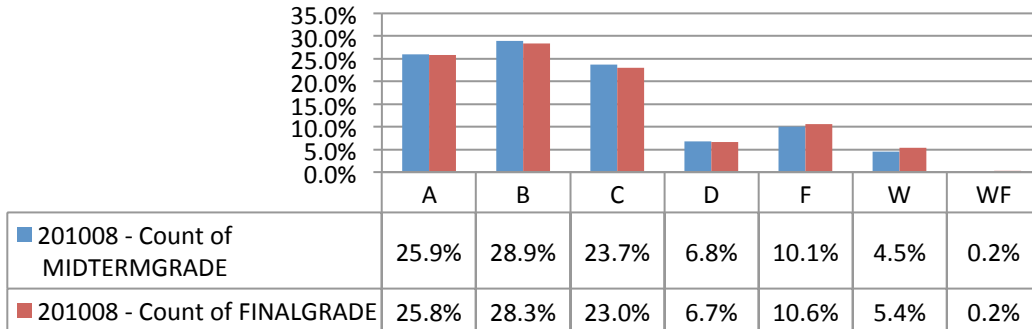
Assistant Vice President for Academic Affairs – Dr. Linda Grimsley

Faculty member – Dr. Emmanuel Konde

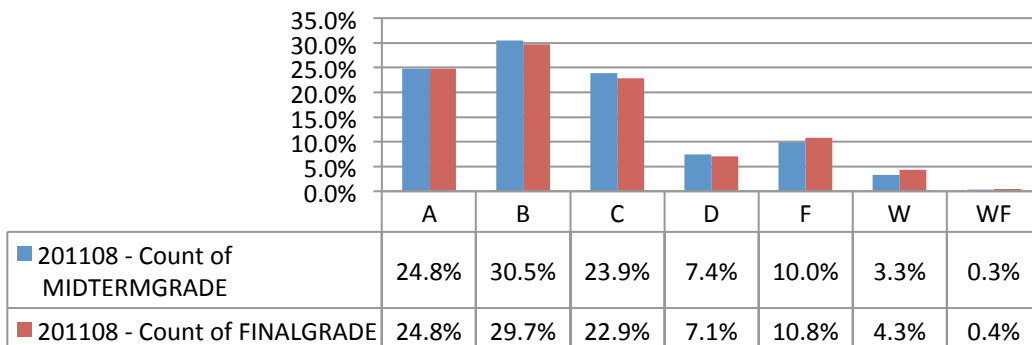
Registrar/CDO – Mrs. Tarrah Mirus

Appendix A Mid-Term and Final Undergraduate Grades
(ASU Banner INB/Argos Report – August 2013)

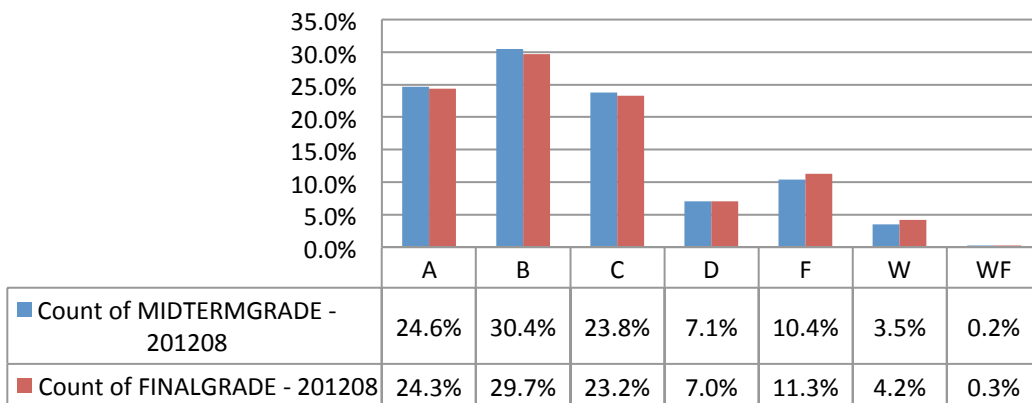
201008 - Mid to Final Grades



201108 - Mid to Final Grade Comparison



201208 - Mid to Final Grade Comparison



Appendix B

Below is a Study Strategy Schedule for Fall 2013.

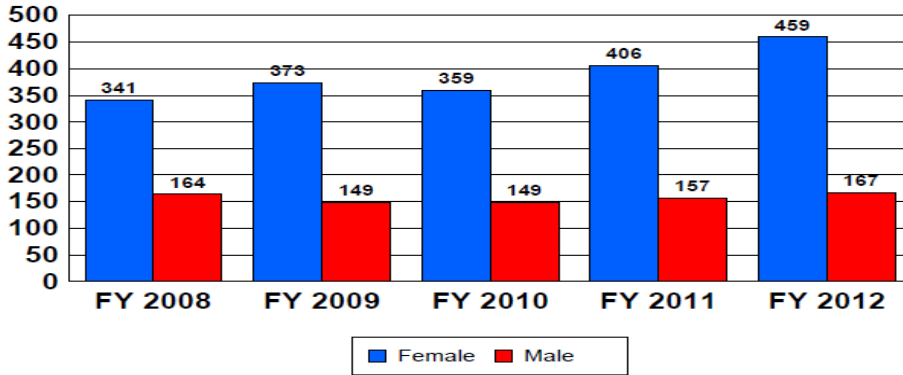
Date	Time	Title	Location	Presenter
9/10	7:00 p.m.	Getting It Together	NSC Ballroom	Burgess
9/17	7:00 p.m.	Before, During, and After Class Strategies for Success	NSC Ballroom	Williams
9/24	7:00 p.m.	How to Make Golden A's This Semester	NSC Ballroom	Woodard
10/1	7:00 p.m.	Preparing for Mid-Terms: Study and Test-Taking Strategies	NSC Ballroom	Woodard
10/2	7:00 p.m.	Overcoming Test Anxiety	NSC Ballroom	Bryant
10/22	7:00 p.m.	Staying Academically Focused	NSC Ballroom	Woodard
10/29	7:00 p.m.	Writing Knockout Papers	NSC Ballroom	Woodard
11/5	7:00 p.m.	Delivering Effective Presentations	NSC Ballroom	Burgess
11/12	7:00 p.m.	Stress Management Techniques	NSC Ballroom	Bryant
11/19	7:00 p.m.	Finishing Strong: Study and Test Taking Strategies for Finals	NSC Ballroom	Woodard

Appendix C

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



Appendix D

ALBANY STATE UNIVERSITY PARTNERSHIPS

Program	Partnership activities/purpose	Participants
COLLEGE OF ARTS & HUMANITIES		
Law offices/Judicial Offices/ Law Enforcement	Work with multiple local and area law offices and law enforcement as part of an internship	9 students/semester
Community Organizations	Learning roles of community service and organizers as part of their education	8 students/semester
City/County Offices	Engagement with elected and hired employees in a variety of local governmental offices	4-5 students/semester
Congressional office	Experience with US area congressman's local office	1 student/semester
COLLEGE OF BUSINESS		
Accounting Club	Assisted in preparation of free tax returns for community members and businesses	7 students 60 individuals and businesses
Black Executive Exchange Program	A partnerships with companies such as Chick-Fil-A, UPS, US Forestry Service, Coca Cola, the CIA, etc. to expose business students to the corporate world.	500+ attended lecture series 10-15 upper level students interviewed, offered internships and training opportunities
Marketing Club	Sponsored advertising projects to assist area businesses with marketing plans; joined forces with local small business owners to provide economic stimulus	Advertising projects – 25 students; 20-30 local businesses; economic stimulus packages offered to ASU students and faculty
Center for Advanced Logistics Management (CALM)	Formed partnerships with local and regional logistics companies to offer student tours, interns, and professional development activities; Partnered with Marine Corps Logistics Command to provide BS degrees to Logisticians	In initial stages but growing interests 4 CALM graduates currently employed at MCLB
CALM	Submitted formal proposals to Savannah River Remediation, LLC, in response to contract opportunities	1 proposal awarded; 2 other remain under review
ENCOMPASS: Partnership with Albany Chamber of Commerce	Project involving graduating seniors to provide consultation services to area businesses (i.e. Carpet World, Lou Ann Best, DMD, Albany Autism Center, Allstate, Live Naturally, Webb Properties, Elements, and Lee County Optical	30 graduating seniors

COLLEGE OF EDUCATION		
Network for Enhancing Teacher Quality (NET-Q)	Collaborate with GSU, CSU, CLU, multiple P-12 schools to recruit for special education, middle grades math or sciences, and secondary science	22 individuals recruited into critical shortage fields 14 earned degrees or certification in their areas; 8 candidates currently enrolled
Skilled Credentialed Early Interventionists (SCEIs)	Collaborate with GSU, UGA, GRU, and MGSC to recruit for professional development opportunities to individuals in field of early intervention	Over 12 years, ASU has hosted more than 1,000 middle school students from over 20 counties throughout Georgia
ASU Education Candidates	Work with P-12 classroom teachers on identified projects to gain understanding of teaching profession and how to impact student achievement and academic gains	Over 100 ASU education candidates annually
Involvement with P-12 schools	Education candidates work with classroom teachers on identified projects to demonstrate understanding of teaching profession and the ability to impact student achievement and academic gains; Candidates enrolled in content courses of math, social science, reading, and science develop and implement sequenced activities for participants in ASU Early Learning center, ASU Early College, DOCO Schools Extended Day, Girls Inc., and YMCA	45 courses with enrollments of 25-30 candidates each semester in the 24 county service area Annually more than 100 ASU education candidates work with over 250 P-12 students in these environments.
COLLEGE OF SCIENCES & HEALTH PROFESSIONS		
Summer Transportation Institute	Includes summer math, science, and English content enhancement for high school students	30 students/year
Collaborations with local and regional agencies and professional offices	Collaborations allow criminal justice students field experience with local and regional agencies and professional offices, i.e. Albany Policy Department, Dougherty County Sheriff's Office, US Army Criminal Investigations Laboratory, GBI, Doctors' Lab (Valdosta)	Annually more than 65 students
Nebraska Institute of Forensic Sciences	Offers students online opportunity to become certified in forensic science	6-8 students annually
Math Tournament	Department of Math and Computer Science sponsors a math tournament in partnership with 9 area schools	90 students/year

ASU U*STAR (MARC grant)	Math and Computer Science collaborated with Natural Science Department to offer classes in English, math, biology, and critical thinking for high school students during the summer	15 high school students
Collaborations with local and regional organizations and businesses	Organizations such as Equinox, Marine Corps Logistics Base, Southwest Georgia WorkForce offer students financial support and work experiences	20+ students/year
Workforce Diversity Grant (sponsored by HRSA)	Department of Nursing offered a boot camp program for students in grades 9-12 each summer in order to increase the number and diversity of health care workers in rural areas	33 students in 2012 50 students in 2013 Anticipate 75 students in 2014
Workforce Diversity Grant (sponsored by HRSA)	Program to provide a bridge between high school and ASU for graduating high school seniors accepted to ASU	2011 – 15 participants 2012 – 35 participants
Contracts and MOUs with area health facilities/agencies	Nursing program has over 350 agreements with area health care facilities/agencies (i.e. Phoebe Putney Memorial Hospital and south Georgia public health districts) for clinical sites/preceptor experiences for undergraduate and graduate students	60-75 students/semester
High School/High Tech (HS/HT) Program	A summer work experience program provided jobs for students to work in the local area	30 students
THE CENTER FOR THE AFRICAN AMERICAN MALE (CAAM)		
CAAM – Spirit Day Parade	CAAM continued its partnership with Morningside Elementary School to encourage students to realize their future potential	122 students including ASU cheerleaders, athletes, band members, student leaders, and CAAM members and leaders
CAAM involved with various ASU student organizations, classes; and other activities	Offered workshops such as ASU student athletes in the Hall of Fame for African American Athletes; dialogues on various topics and concerns that impact ASU students	476 ASU students and academic leaders
CAAM Mentoring Project	Partners with Albany Early College to provide mentorship to 8 th grade males weekly	225 mentees

CAAM Member Development	<p>CAAM monthly meetings held to inform students on areas affecting matriculation, scholarships, and community and academic success initiatives on and off campus;</p> <p>Student Academic Success Workshops provide students' academic resources such as time management, successful study tips, community involvement, retention and graduation, and resume building;</p> <p>National MALES Conference addressed issues such as health care, financial security, masculinity, and gang violence</p>	<p>210 CAAM members</p> <p>66 CAAM Members and other ASU students</p> <p>155 CAAM members and leaders as well as the local sheriff</p>
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Data submitted by each College Dean, August 2013