

**University of North Georgia
Complete College Georgia Plan
Status Report**



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September 3, 2013

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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.

Complete College Georgia, Goals and Metrics

Strategy 1: Enhance partnerships with K-12

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

Complete College Georgia, Goals and Metrics

Strategy 2: Improving access and completion for students traditionally underserved

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.

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

Complete College Georgia, Goals and Metrics
Strategy 3: Improve Time to Degree Completion

Goal 3.1: Identify and eliminate barriers to completion

Responsible						
Tactics	Strategy	Measure	Assessment Method	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

Responsible						
Tactics		Measure	Assessment Method	Party		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

Complete College Georgia, Goals and Metrics
Strategy 4: Restructuring instructional delivery

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		Restructuring position. Position 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 capture 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 swine 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

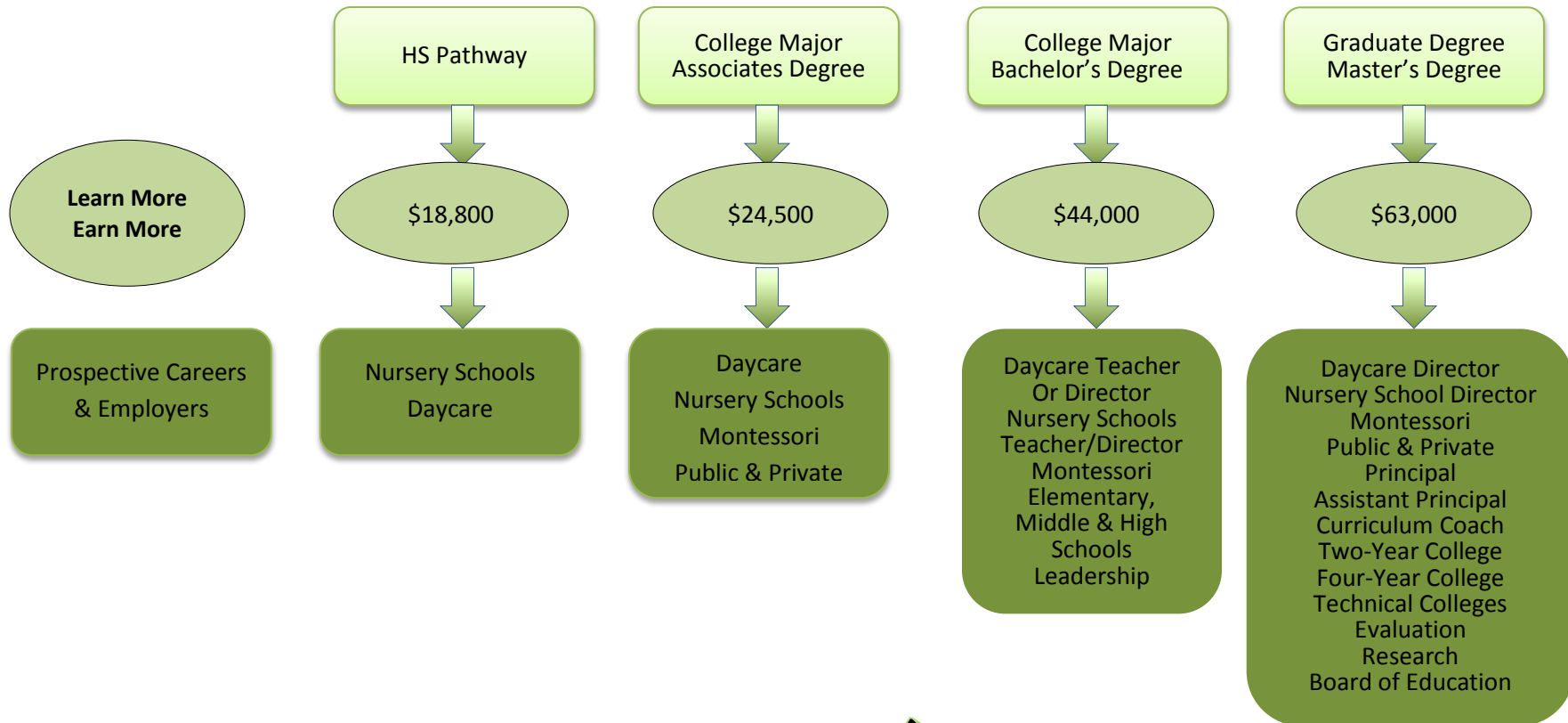
Tactics	Measure	Assessment Method	Responsible Party	Notes		
5.2.1	Create a Summer Bridge Program for student who place into remediation	# of students who place into remediation and participate in a summer bridge program	Change in number of remediation students participating in summer bridge program from 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



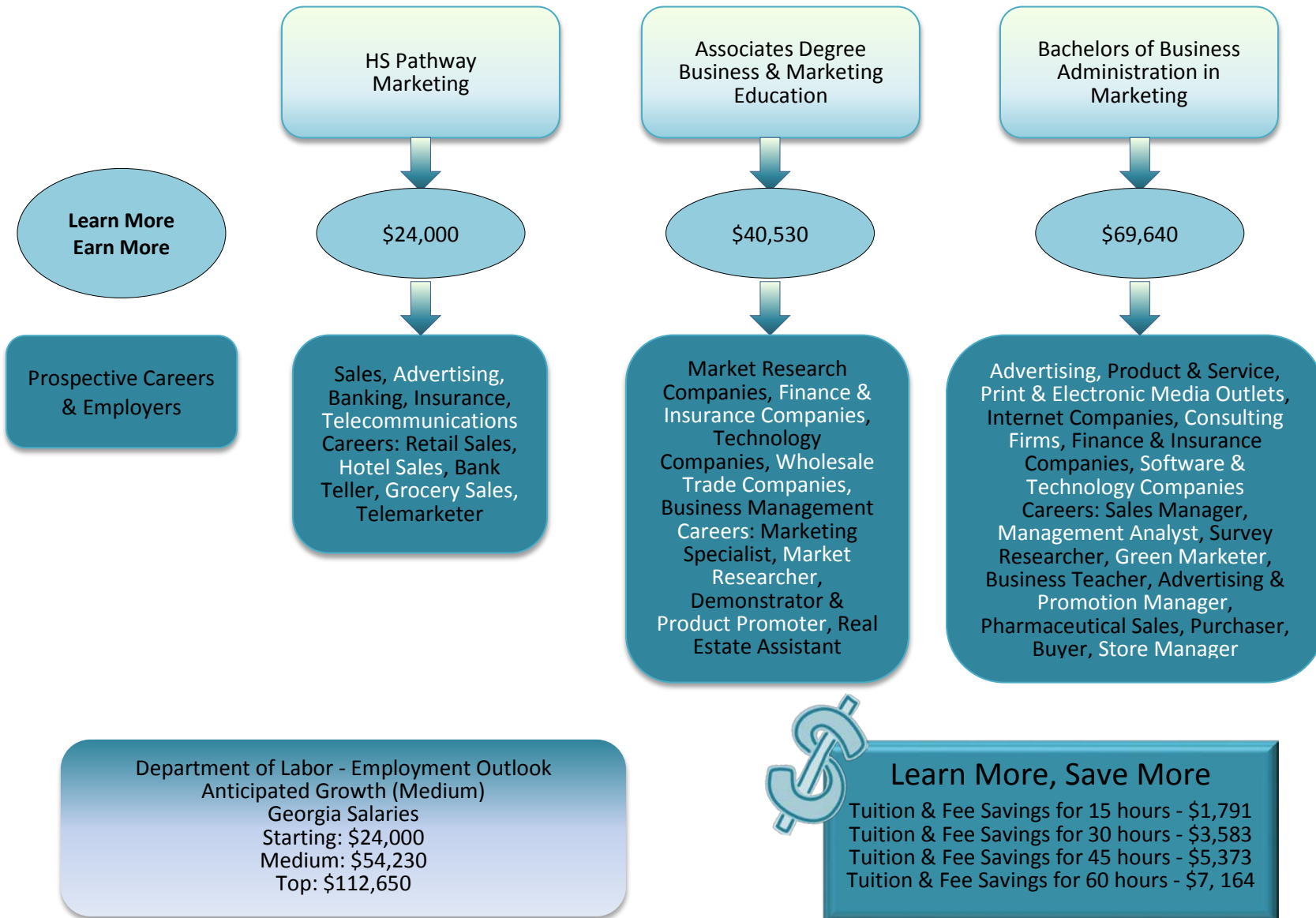
Department of Labor - Employment Outlook
 2010 Employment: 3,080 (Very Large)
 Anticipated Growth in this Occupation by 2020: 37%
 Anticipated Employment Growth by 2020: 22%
 Annual Job Openings Anticipated: 180 (Very High)

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

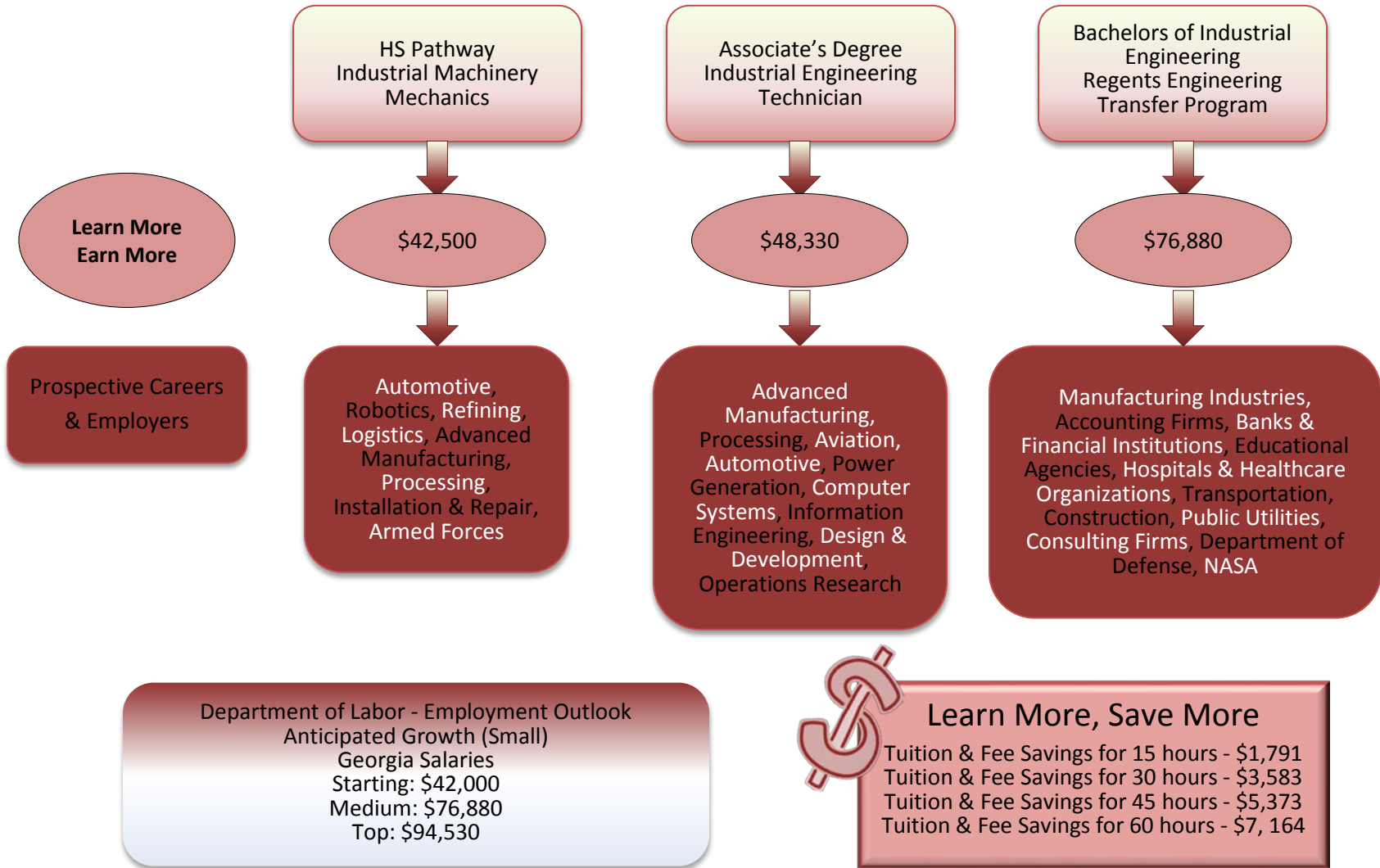
MARKETING & MANGEMENT CLUSTER

Marketing Pathway



MANUFACTURING CLUSTER

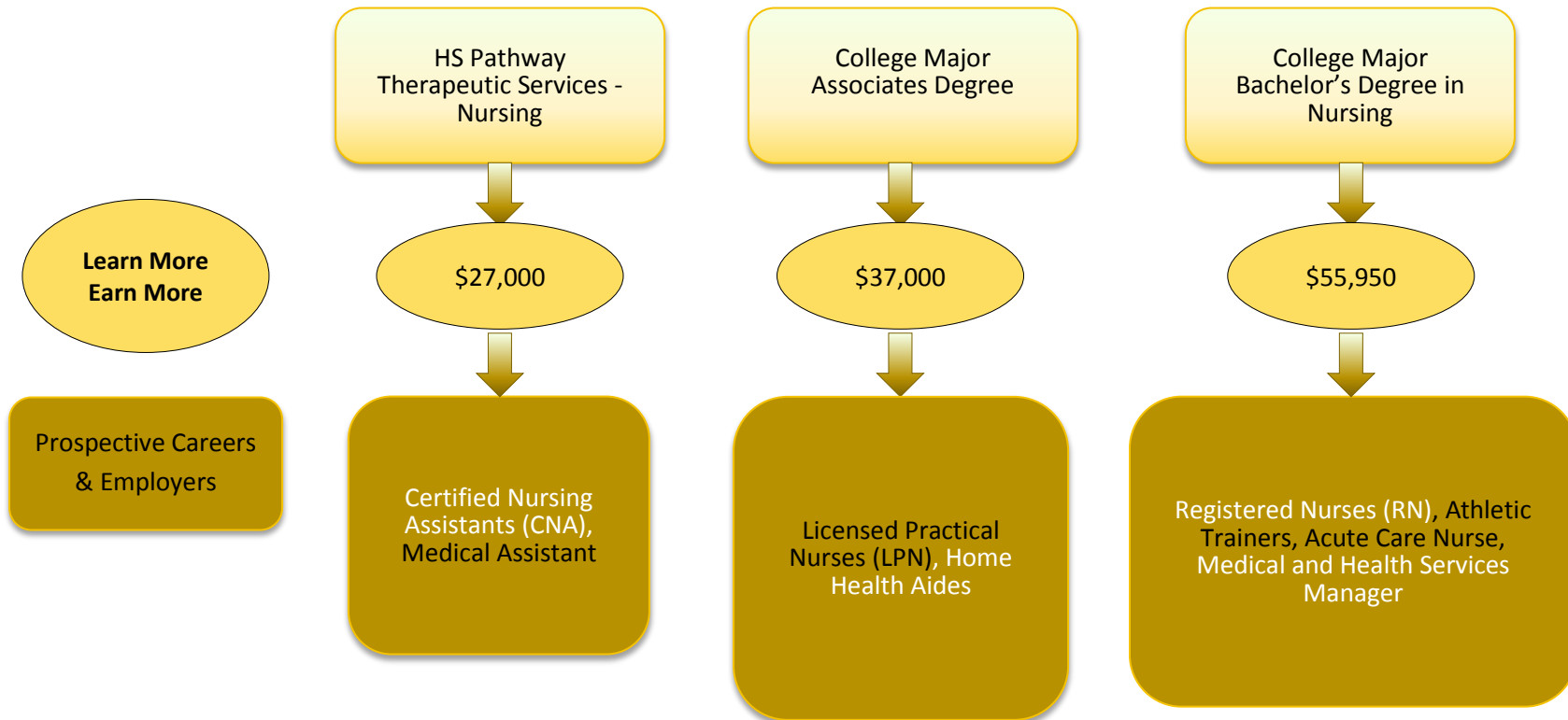
Mechatronics Pathway



Global Skills Needed: Safety, Quality Assurance, Forecasting, Statistical Analysis, Problem Solving, Control Processes, Improve Systems

HEALTH SCIENCE CLUSTER

Therapeutic Services - Nursing Pathway



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: TEG15-10, www.doleta.gov)
TCSG	Technical College System of Georgia
UNG	University of North Georgia
UNIV	University
USG	University System of Georgia