Clayton State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Clayton State University, located 15 miles south of downtown Atlanta, serves a diverse socioeconomic, multi-ethnic, and multi-cultural student population primarily from the Atlanta metropolitan area and its adjacent counties. The University's mission, reflecting this diversity, is to cultivate an environment of engaged, experience-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and career.

The fall 2013 population totaled approximately 7,260 (6458 undergraduate, 430 dual enrolled, and 368 graduate). Of the undergraduate population, a majority fall into the underserved populations as defined in the University System of Georgia (USG) *Goals, Strategies, and Metrics Guide*. See Attachment 1 for the complete demographics.

- 46% are part-time students
- 39% are adult learners (age 25 or older at time of matriculation)
- 6% are military or former military
- At least 40% are first-generation
- Over 65% are an underserved minority
- 74% are female
- 61% of Pell-eligible undergraduates are Pell recipients

The relative percentage of these populations has remained steady since fall 2009 with the exception of percentage of Pell recipients, which has increased from 53% to 61%.

Since Clayton State has such a large population of adult and part-time learners, the institution's completion priorities are designed to support completion for these groups. The focus on adult degree completion also aligns with Clayton State's USG Adult Learner Friendly Degree Program (ALFDP) designation, which promote degree completion for adults with some college credit population.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Clayton State's goals and strategies focus on flexible learning (online, blended, evening), credit options, and student advising to support adult learners.

TABLE 1: CLAYTON STATE COMPLETION GOALS AND STRATEGIES

Completion Goal	Strategies
Goal 1: Increase the number of undergraduate degrees awarded by USG institution.	1. Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.
Goal 2: Provide intrusive advising to keep students on track to graduate.	2. Develop a more centralized advising system that uses consistent guidelines and tools (Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.
Goal 3: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.	3. Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, and portfolio review.
Goal 4: Restructure instructional delivery to support educational excellence and student success.	4. Expand completely online opportunities. 5. Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.

Goal 1: Increase the number of undergraduate degrees awarded by USG institution.

Increasing degrees awarded will be achieved by targeting increases in access and completion for adult and military learners. The other three goals and associated high impact strategies will also support this goal.

Goal	*Increase the number of undergraduate degrees awarded by USG institution.*
High-impact strategy	Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.
Summary of Activities	Clayton State has met or is in the process of meeting the Adult Learner Friendly Degree Program (ALFDP) institution designation criteria including an adult degree completion website, 100% online courses/programs, a reentry concierge/online advisor, and acceptance of prior learning. The Enrollment Management division also hosted a Degree Completion open house for those students with some college credit.
	The university is also a military friendly campus. Veteran Resource Center Coordinator led development of a military admissions guide, academic coaching program, early registration, and policy on awarding credit for military training.
Interim Measures of Progress	The interim measure of progress will be increases in the number of entering adult learners and military.

Population	Fall 2012	Fall 2013	Change
Adult Learner (25+ at matriculation)	601	622	3.5%
Military	83	98	18.1%

Measures of Success	The measure of success will be a 5% increases in degrees awarded to adult learners and military each year.

Degree	2011-2012	2012-2013	Change
Adult Learner			
Associate	35	31	-11.4%
Bachelor	728	701	-3.7%
Military			
Associate	1	3	200%
Bachelor	52	64	23.1%

Key Leads	Dr. Jill Lane, Dean of Assessment and Instructional Development
	Justin Mays, Director of Distance Learning Programs
	Tina Lake, Veterans Resource Center Coordinator
	Dr. LaJuan Simpson-Wilkey, Chair, Department of Interdisciplinary Studies
	Becky Gmeiner, Registrar

Goal 2: Provide intrusive advising to keep students on track to graduate.

The current advising structure at Clayton State includes a First Year Advising and Retention Center (FYARC) for freshmen and professional and faculty advisors in the four colleges. The FYARC advisors follow a holistic advising model that includes student assessments, multiple advising meetings, and other targeted first year programs.

Professional advisors and faculty may use some of the same intrusive advising techniques as FYARC. However, because advising is decentralized among the colleges and students may see multiple advisors, the processes, expectations, and data for advising are harder to track. More importantly, the transition between advisors hinders the student's advising relationship and may also result in the student receiving inconsistent guidance.

Over the next year, Clayton State will move to a more centralized advising system that uses consistent guidelines and tools (EAB Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track. The university is currently conducting a search for a new director of advising.

Goal	*Provide intrusive advising to keep students on track.*
High-impact strategy	Develop a more centralized advising system that uses consistent guidelines and tools (EAB Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.

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Summary of Activities	Since opening in Fall 2011, the First-Year Advising and Retention Center (FYARC) continues to advise first-year students using a holistic advising model. Key components include multiple advising visits and use of assessment tools including MAP-Works, a student retention management system, and MajorFOCUS, a career assessment.
	The Division of Enrollment Management implemented DegreeWorks over the past year and provided training on the system. This fall, all advisors will use the Student Success Collaborative (SSC) to track students at risk. An advising taskforce will also examine the advising structure.
Interim Measures of Progress	Hiring a director of advising All professional advisors use DegreeWorks and SSC on a regular basis
Measures of Success	TBD - Measures of success will be determined upon advisor restructure
Key Leads	Dr. Mark Daddona, Associate VP for Enrollment Mgmt & Academic Success Dr. Susan Hornbuckle DeLandra Hunter, First Year Advising & Retention Center Director

Goal 3: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Clayton State awards dual enrollment credit and credit for prior learning. The dual enrollment program serves students from Fayette, Henry, Clayton, and Coweta counties. Credit awarded increased nearly 46% between fall 2012 and fall 2013 while the number of students increased from 270 to 430.

During the next year, Clayton State will increase credit awarded via prior learning assessment to support adult learners. The PLA policy, passed in January 2014, provides additional guidance on the awarding of PLA credit. Clayton State has awarded PLA credit for several years via College Level Examination Program (CLEP), Advanced Placement (AP), Foreign Language Achievement Testing Service (FLATS), and International Baccalaureate. The new policy adds guidelines on awarding credit via challenge exams and portfolio review.

The main challenges with awarding credit via prior learning include translating military training into college credit and some existing policies. To address the military credit, the Veteran's Advisory Team will propose a policy for awarding block credit for military training. The Deans, Departments, and Registrar will be examining any other potential roadblocks, such as policies, to awarding credit via alternate assessment.

Goal	*Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.*
High-impact strategy	Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, FLATS, and portfolio review.
Summary of Activities	Clayton State's dual enrollment program serves students from Henry, Clayton, Fayette, and Coweta Counties. Dual enrollment has shown increases each year for the past five years, with the largest increase over the past year from 270 to 430. The percentage of dual enrollment students who enroll is around 20% (shown in attachment 1). Clayton State's goal is to grow that number.
	The PLA policy, passed in January 2014, provides detailed guidance on the awarding of PLA credit. The Veteran's Advisory Council is currently working on a policy for awarding block credit for military training.
Interim Measures of Progress	Dual enrolled students: 430 (Increase from 270 in fall 2012) PLA policy passed in 2014
Measures of Success	Increase dual enrollment (DE) credits successfully completed annually and the ratio of credits successfully completed

Measure	Fall 2012	Fall 2013	Change
DE credits completed	2143	3127	+46%
DE completed credit ratio	94.5%	96.1%	+1.6%
PLA Credits awarded	867	1151	+33%

Key Leads	Academic Departments Tina Lake, Veterans Resource Center Coordinator Becky Gmeiner, Registrar

Goal 4: Restructure instructional delivery to support educational excellence and student success.

Clayton State continues to increase the number of courses offered online or via alternate delivery format, while ensuring the quality of these courses and providing support for online students. Last fall, Clayton State offered seven fully online degree programs with a total enrollment of 206 students. The average age was 38.

Goal	*Restructure instructional delivery*
High-impact strategy	Expand completely online opportunities.
Summary of Activities	Clayton State offers fully online programs and courses. An online student success advisor was hired in fall 2013 to support online students. The success advisor contacted students who withdrew from eCore courses, were referred by faculty as being at risk, and who needed assistance navigating Clayton State systems.
	Clayton State implemented SmarterMeasure for spring 2015 online courses as an orientation and readiness screening tool to help students be successful in their online courses. By fall 2015, data from SmarterMeasure will be shared with advisors to guide advisement of online students. Once enough data is gathered, we plan to develop a profile of a successful online student at Clayton State.
	We're also currently exploring an early alert/academic alert tool, Intelligent Agents in D2L, which could improve DFW rates.

Interim Measures of Progress

Increase number of Clayton State fully online courses

Fall 2012	Fall 2013	Change
65	78	20.0%

Increase enrollment in 100% online degree programs

Fall 2012	Fall 2013	Change
83	206	148%

Measures of Success

Increases in credits successfully completed and ratio of credits successfully completed for fully online courses

Measure	Fall 2012	Fall 2013	Change
Clayton State 100% online courses			
Credits Completed	3605	4058	12.6%
Completed credit ratio	80.5%	81.1%	0.6%
eCore credits			
Credits completed	1066	1106	3.8%
Completed credit ratio	56.6%	64.8%	8.2%

Increases in degrees awarded to students in 100% online programs

2012-2013 (Base)
13

Key Leads

Dr. Jill Lane, Dean of Assessment and Instructional Development
Justin Mays, Director of Distance Learning Programs

Goal	*Restructure instructional delivery*
High-impact strategy	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.
Summary of Activities	Clayton State offered 77 hybrid courses and four emporium-model courses in fall 2013.

Interim Measures of Progress

Number of Clayton State courses offered via alternative delivery format

Type	Fall 2012	Fall 2013	Change
Hybrid	73	77	5.5%
Other			
Emporium		4	

Measures of Success

Increase in credits successfully completed for courses offered via alternative delivery format

Type	Fall 2012	Fall 2013	Change
Hybrid	5058	5414	7.0%
Other		312	

Emporium

Increase in ratio of credits successfully completed for courses offered via alternative delivery format

Type	Fall 2012	Fall 2013	Change
Hybrid	85.4%	84.8%	-0.6%
Other			
Emporium		65.5%	

Key Leads   Dr. Jill Lane, Dean of Assessment and Instructional Development
Dr. Robert Vaughan, Associate Vice President for Academic Affairs
Sherry Southard

Observations

Clayton State continues to refine its original completion activities to focus on "game changing strategies" that will have the biggest impact on the diverse population, especially adult learners. The activities moving forward will also align with the designation of an institution that offers ALFDPs.

The strategies and activities that have shown success are the opening of the Veteran's Resource Center to support military (military enrollment increased over fall 2012), dual enrollment (enrollment and dual enrollment credit continues to grow), holistic advising of first-time freshmen (fall 2013 had the highest retention rate in 5 years with 72.15%), the offering of 100% online programs in which enrollment has grown by double between fall 2012 and fall 2013, and the addition of an online success advisor in fall 2013 (eCore success rates increased significantly over fall 2012). In the coming year, Clayton State will focus efforts on centralizing advising and implementing more intrusive advising practices, expanding PLA credit awarding options, and increasing online course opportunities for students