



Kennesaw State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

On January 6, 2015, the Board of Regents of the University System of Georgia voted to approve the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). The new mission statement (Appendix A) emphasizes KSU’s values, stating:

“The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality and respond to public demand for higher education.”

The work of consolidation requires that mission, purpose, and processes be examined at every level so that the emerging institution is comprised of the best of both institutions with student success front and center. This work is recognized in the first goal of the 2015-16 KSU Consolidated Strategic Plan which is to “Transform two distinct educational institutions into one student-centered comprehensive university.” Although a combined student profile can be generated for the newly consolidated Kennesaw State University, the consolidation is not an additive process. A new KSU, having reaffirmed its commitments to being student-centered and to its students’ success, awaits the fall 2015 class.

Enrollment

For reporting purposes and when possible, historical institutional data are combined. Although concurrent enrollment did occur between KSU and SPSU, a National Student Clearinghouse report on concurrent enrollment for fall 2012 undergraduates revealed that the two institutions only shared 18 students for that term. No adjustments were made to any of the combined data under the assumption that there were equally small numbers of shared undergraduate students for the other fall terms. Additional enrollment data for the newly consolidated KSU as well as pre-consolidation data for each institution are detailed in Appendix B.

Table 1. Combined Enrollment for KSU and SPSU

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Enrollment	28,966	29,959	30,806	31,178	32,500
Undergraduate	26,279	27,357	28,086	28,353	29,563
Full-time	76%	74%	74%	74%	74%
Female	52%	51%	50%	50%	50%
Degree-Seeking	99%	98%	99%	98%	98%
First-time	14%	13%	14%	14%	16%
Transfer-ins	12%	12%	12%	12%	11%
First-time Freshmen Profile					
Total First-Time Freshmen	3,610	3,592	3,984	4,034	4,665
Full-time	96%	97%	97%	97%	97%
Female	51%	51%	50%	50%	47%
Race/Ethnic Minority	27%	29%	31%	33%	35%

Source: IPEDS Enrollment Reports

The gender ratio for the combined fall 2014 first-time freshmen cohort is very different from previous years. As shown in Table 1, the combined first-time freshmen profile is 47% female and 53% male. This is not simply an artifact of the predominantly male SPSU campus. The Kennesaw Campus was consistently 41% male from fall 2010 to fall 2013 with actual counts ranging from 1,233 to 1,317 students. In fall 2014, there were 1,674 male students comprising 45% of the incoming first-time freshmen, over 300 more male students than in previous years. There was a 2% increase at the Marietta Campus – or an additional 107 male students. Students associated with KSU’s new football team and marching band as well as the addition of the predominantly male Marietta Campus shifted the gender proportions for incoming freshmen.

Retention

Kennesaw Campus retention rates were relatively flat from fall 2009 to fall 2013. Retention rates for fall 2013, full-time, first-time students showed a 3% increase compared to the fall 2012 cohort (see Table 2). The Marietta Campus experienced a 3% increase for the fall 2013 as compared to the fall 2012 cohort. Five-year retention rates for part-time students are detailed in the Appendix C. Transfer rates and continuing enrollment rates are included in Appendix D.

Table 2. Retention Rates for First-time, Full-time Freshmen

Fall Cohort Year	2009	2010	2011	2012	2013
KSU Combined Cohort	3,250	3,445	3,459	3,834	3,909
Retention Rate	77%	77%	76%	75%	78%
Kennesaw Campus Cohort	2,723	2,895	2,904	3,091	3,148
Retention Rate	77%	77%	76%	76%	79%
Marietta Campus Cohort	527	550	555	743	761
Retention Rate	74%	76%	76%	72%	75%

Source: IPEDS Enrollment Reports

Graduation Rates

Over the last five years, graduation rates for first-time, full-time freshmen have increased at both campuses although the patterns are slightly different (see Table 3). At the Kennesaw Campus, the 4-year graduation rate increased 5% from 11% to 16% while the 6-year graduation rate increased 2% from 41% to 43%. At the Marietta Campus, the 4-year graduation rate increased 2% from 8% to 10% and the 6-year rate increased 4% from 33% to 37%. It should be noted that the architecture baccalaureate, a 5-year program, is located on the Marietta Campus. For the 8-year graduation rate of the same cohorts, there was a 2% decrease over three years for the Kennesaw Campus and a 3% increase for the Marietta Campus. Combined, the 4-year graduation rate for KSU for the fall 2008 cohort is 15%, the 6-year rate is 42%, and the fall 2006 cohort 8-year rate is 46%.

Table 3. Graduation Rates

Cohort Year	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
KSU Combined Cohort	2,066	2,478	2,811	2,824	3,163
4-year (100%)	10%	11%	13%	14%	15%
6-year (150%)	39%	39%	41%	42%	42%
8-year (200%)	47%	45%	46%	-	-
Kennesaw Campus Cohort	1,658	2,083	2,411	2,356	2,639
4-year (100%)	11%	12%	14%	15%	16%
6-year (150%)	41%	41%	42%	43%	43%
8-year (200%)	49%	46%	47%	-	-
Marietta Campus Cohort	408	395	400	468	524
4-year (100%)	8%	7%	7%	10%	10%
6-year (150%)	33%	34%	37%	38%	37%
8-year (200%)	39%	39%	42%	-	-
USG State Universities	10,370	11,006	11,872	-	-
4-year (100%)	14%	14%	15%	-	-
6-year (150%)	37%	37%	38%	-	-

Source: USG, Academic Data Mart

Prior to being reclassified as a comprehensive university, KSU was one of thirteen state universities as was SPSU.

Complete College Georgia | Campus Plan Updates 2015

For the fall 2006 cohort, the 4-year graduation rate for the Kennesaw Campus, 14%, was slightly below the USG average of 15% whereas the Marietta Campus was less than half at 7%. The 6-year rate for the Kennesaw Campus was 4% higher than the USG 6-year rate and the Marietta Campus was 1% below the average. More detail on graduation rates can be found in Appendix D.

As noted in the enrollment description, fall 2014 showed a marked shift in the composition of the incoming first-time, full-time freshmen. Graduation rates for males tend to be lower than those of females. For example, the fall 2007 cohort graduation rates of males versus females for eighteen USG institutions (25,571 students) revealed a 10% difference in the 4-year rate and an 8% difference in the 6-year rate (see Table 4). Changes in the composition of the student population will be monitored to ensure that appropriate support services are devised and implemented as well as for their potential effect on RPG metrics.

Degrees Conferred

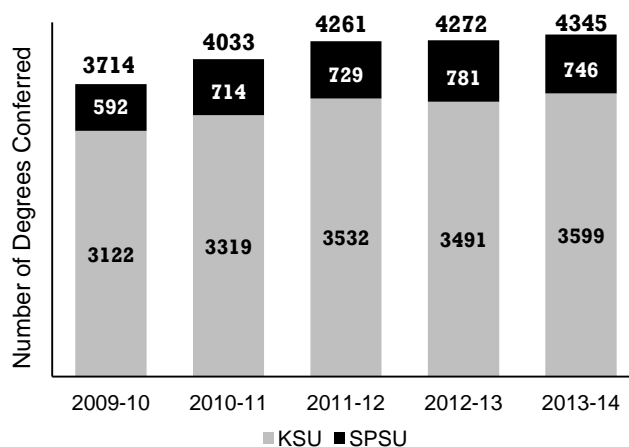
The number of bachelor's degrees conferred for both campuses is shown in Figure 1. More detail is available in Appendix E regarding the characteristics of graduates.

Table 4. Fall 2007 Cohort Graduation Rates

	Males	Females	Difference
4-year (100%)	22%	32%	-10%
6-year (150%)	50%	58%	-8%

Source: IPEDS Graduate Report

Figure 1. Bachelor's Degrees Conferred for KSU and SPSU with Combined Total



Source: IPEDS Completion Report

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

The main goal of the Complete College Georgia (CCG) initiative is to increase the number of undergraduate degrees awarded. This goal is elaborated in the KSU Consolidated Strategic Plan: "Improve recruitment, retention, progression, and graduation rates (RRPG) in accord with Complete College Georgia by enhancing the quality, breadth, and relevance of academic programs so graduates are prepared for work and life."

To this end, KSU is pursuing 8 of the 9 CCG goals. They are to:

- CCG1 - increase the number of degrees awarded,
- CCG2 - increase the number of degrees earned "on time,"
- CCG3 - decrease excess credits,
- CCG4 - provide intentional advising,
- CCG6 - shorten time to degree completion (Dual Enrollment, Prior Learning Assessment (PLA), etc.),
- CCG7 - to transform remediation,
- CCG8 - to restructure instructional delivery,
- CCG9 - improve access for underserved and/or priority communities.

As stated previously, increasing degrees awarded is the overarching goal so that graduates are prepared for work and life. It is expected that the more articulated goals – advising, dual enrollment/PLA, remediation, and instructional delivery – will contribute to increased degrees awarded "on-time" without excess credits.

SUMMARY OF GOALS, ACTIVITIES, INTERIM MEASURES OF PROGRESS, AND MEASURES OF SUCCESS

High-impact Strategy	Use of Ad Astra Platinum Analytics
Related Goals	CCG Goal 2: Increase the number of degrees that are earned “on time” CCG Goal 3: Decrease excess credits earned on the path to getting a degree
Summary of Activities	One of the barriers to timely completion can be course availability – especially in the case of high-demand and sequential courses. If needed courses are unavailable, students may take courses that do not contribute to program completion to maintain their full-time status. Ad Astra’s Platinum Analytics facilitates data-informed academic course scheduling by leveraging data in Banner and DegreeWorks. The implementation of this software has helped academic departments better determine course demands and identify course bottlenecks which impede the degree progression of students so that departments can better schedule course and seat availability to mitigate the bottle necks and improve the progression of students toward graduation.
Baseline Status	Prior to consolidation, in fall 2014: <ul style="list-style-type: none"> • 196 courses were identified as addition candidates (i.e., more seats were needed to meet the enrollment demands for KSU). For these courses, 2,500 additional seats were offered as compared to the same courses in fall 2014. • 39 courses were identified as reduction candidates (i.e., fewer seats were required to fulfill student demand) allowing resources to be utilized elsewhere. 500 seats were removed from these courses as compared to 2013. • 19 courses were identified as elimination candidates (i.e., low demand for the course).
Interim Measures of Progress	In fall 2015: <ul style="list-style-type: none"> • 961 courses were identified as addition candidates (i.e., more seats were needed to meet the enrollment demands for the newly consolidated KSU). For these courses, 8,304 additional seats are being offered as compared to the same courses in fall 2014. • 467 courses were identified as reduction candidates (i.e., fewer seats were required to fulfill student demand) allowing resources to be utilized elsewhere. • Astra Schedule was successfully utilized to allocate/reassign classroom space to colleges and academic departments based on projected enrollment demands. <p>It should be noted that the fall 2015 numbers were for both Kennesaw and Marietta Campuses. Given the complexities of scheduling courses across the two campuses, it is not surprising to see approximately 4x the number of courses with seat additions and 10X the number of courses with seat reductions as compared to the fall 2014 Kennesaw Campus only data.</p>
Measures of Success	It is expected that progression rates for students will improve and excess credits will decrease – especially for those student populations/majors who have historically experienced difficulty in scheduling due to bottleneck courses. The interim metric is presented as a current baseline because new progression baselines will be established for the consolidated KSU starting in fall 2015.
Lessons Learned	During consolidation, some departments and majors moved from their original campus thus creating new challenges in course and classroom scheduling. Fall 2015 will serve as the new baseline for the interim measures. Over the next two years, the Ad Astra data and the progression data for the consolidated KSU should provide institutional insight to assist in understanding the specific areas that are associated with student progress.

High-impact Strategy	Using predictive analytics, EAB-Student Success Collaborative (SSC), to help identify students who are off track and to help students understand their likelihood of success in particular programs.
Related Goals	CCG Goal 4: Provide intentional advising to keep student on track to graduate.
Summary of Activities	SSC-Campus is designed to support data-driven advising efforts that enable proactive, informed interventions with at-risk and off-path students. Ten years of Kennesaw State University data were mined in 2014 to generate actionable risk assessment for students enrolled in the 11 pilots on campus. Advisors use data about student progress and likelihood of success or completion to assist students in making better course and program decisions.
Baseline Status	The SSC-Campus system will be updated to include data for both the Kennesaw

	Campus and the Marietta Campus in November 2015. Information drawn from these data will be used in establishing baselines.
Interim Measures of Progress	At present, the pilot data are being used internally to identify issues that advisors may be experiencing in maintaining documentation to be used for assessment of both advisor utilization and student outcomes. Full implementation of SSC-Campus on both the Kennesaw Campus and the Marietta Campus begins summer 2016.
Measures of Success	Students' change in risk status (e.g., movement from at-risk to not-at-risk status) and the success of campaigns for targeted groups should contribute to a reduction in excess credits. Higher degree completion rates should occur for students who experienced a positive change in risk status.
Lessons Learned	The dissemination of the abundance of information available in SSC-Campus presented a challenge during the consolidation. KSU launched the pilots prior to consolidation and the availability of personnel to manage and monitor SSC-Campus was secondary to the time-intensive and time-sensitive demands of consolidation. However, information gleaned from the pilots is vital to understanding how best to move forward. There is great interest and enthusiasm within the advising community for building on the existing strong foundation to expand SSC-Campus to the entire KSU campus. Trainings with the instance updated with new colleges, schools, departments, majors, and students are scheduled for spring 2016.
High-impact Strategy	Graduation Coaches
Related Goals	CCG Goal 4: Provide intentional advising to keep students on track to graduate.
Summary of Activities	Graduation coaches work directly with students and provide support, encouragement, and assistance that goes beyond traditional, academic advising. Implemented in 2011, THRiVE is a voluntary program for first-time, full-time students who are HOPE recipients but who do not qualify for the Honors program. THRiVE participants have access to graduation coaches, pre-college workshops, customized first-year seminars, learning communities, social events as well as other programs/events designed to facilitate student success. The Recruitment, Retention and Progression to Graduation program for Hispanic/Latino students (HL/RRPG) offers graduation coaching, academic success workshops, financial aid guidance, co-curricular and social programming, and other features to Hispanic/Latino students with less than 30 hours of college credit. The Transfer Advocacy Gateway (TAG) Program is an initiative funded by the Department of Education's "First in the World" grant program and will be implemented in fall 2015. TAG is designed to shorten time to degree attainment for underrepresented and low-income students who transfer from two-year partner institutions (i.e., Georgia Perimeter College, Chattahoochee Technical College, and Georgia Highlands College).
Baseline Status	The retention rate for KSU first-time, full-time freshmen ranged from 76-79% for the 2009-2013 cohorts. The THRiVE cohorts had retention rates of 84-85%. A comparison between THRiVE participants and an academically and demographically matched control group revealed that 67-72% of THRiVE students retained HOPE scholarship eligibility compared to 52% of the control group. Retention rates for HL/RRPG participants ranged from 92-98%.
Interim Measures of Progress	The 2014-15 results for the THRiVE and the HL/RRPG programs are in process at this time. Coaching appointments and referral information is available in the appendices for HL/RRPG participants. Over the last three years, 73%-90% of referrals have been resolved in the first visit (see Appendix F). The most common referrals include tutoring, financial aid/scholarship, and academic advisement.
Measures of Success	Past program results revealed that THRiVE participants earned higher grades, had higher retention rates, maintained their HOPE scholarship eligibility, and progressed more rapidly in academic standing than matched control groups. Past program results for HL/RRPG show higher retention and progression rates for program participants than all students as well as non-participating Hispanic/Latino students. The measure of success of these programs and of the graduation coach model of integrated service delivery will be the effect on the 4-year, 6-year and 8-year graduation rates and on the number of degrees conferred. The average time to degree-completion will also be a measure of success. The first set of these long-term metrics is in process.
Lessons Learned	In fall 2014, there were over 1,500 students on the Kennesaw Campus who were potential THRiVE participants but only 250 participant slots. As a high touch program, the challenge has been expanding THRiVE to the Marietta Campus.
Additional Information	THRiVE: http://uc.kennesaw.edu/programs/thrive.php

HL/RRPG: <http://www.kennesaw.edu/rrpg/index.shtml>

High-impact Strategy	Supplemental Instruction (SI)
Related Goals	CCG Goal 8: Restructure instructional delivery to support education excellence and student success.
Summary of Activities	<p>SI provides structured, student-facilitated help sessions for students enrolled in courses that traditionally have high DFW rates. Student may choose to attend sessions conducted by a student who was successful in the course with the same instructor. These student facilitators provide assistance with devising learning strategies based on course content and instructor delivery style.</p> <p>In fall 2014, SI was offered to students in 48 sections of 18 high-risk courses. In fall 2015, 54 sections of 22 courses are planned for the Kennesaw Campus, and 41 sections of 10 courses are planned for the Marietta Campus. Course offerings have been expanded from the initial lower-division math and science courses to include upper-division courses in math, biology, chemistry, engineering, and architecture. Other lower-division course offerings include political science, economics and accounting.</p>
Baseline Status	Courses are selected for inclusion if the traditional DFW rate is equal to or greater than 30%. The DFW rate for students participating in SI should be significantly lower than non-participants.
Interim Measures of Progress	The traditional measure used in assessing the success is a decrease in the DFW rate for participating students. As shown in Appendix G, the DFW rates for students participating in SI range from 14%-20% in contrast to the 17%-27% rates for non-participating students.
Measures of Success	In 2013, the one-term and two-term retention rates for SI participants were examined. Attending an SI session was associated with significant increases in both one-term and two-term retention. Additional data elements are being added beginning in fall 2015 to better understand the effects of SI on success in follow-on classes as well as short-term and long-term retention.
Lessons Learned	Although a well-established program, changes in program leadership have resulted in an improved set of metrics for understanding short-term and long-term effects.
Additional Information	http://uc.kennesaw.edu/academicinitiatives/supplementalinstruction.php
High-impact Strategy	Restructure instructional delivery to support educational excellence and student success
Related Goals	Goal 8: Online & Hybrid Course Delivery
Summary of Activities	<p>KSU offers both hybrid and fully online courses and is a participant in eCore. The Distance Learning Center (DLC) provides instructional design support, media & video production, technology support, and assistance with the peer-review process to implement Quality Matters (QM) standards. By providing the support to faculty, the DLC assists in ensuring that the student online experience is as engaging, dynamic, and pedagogically sound as the in-classroom experience. Twelve completely online baccalaureate degrees are currently offered in addition to eight courses of study for degree minors.</p>
Baseline Status	Baseline status will be set using 2015-2016 data.
Interim Measures of Progress	The National Center for Education Statistics began collecting distance learning enrollment data in fall 2012. From fall 2012 to fall 2014, both the Kennesaw Campus and the Marietta Campus saw a 1% growth in exclusive online students, with 3% to 4% for Kennesaw and 6% to 7% for Marietta. Kennesaw experienced a 7% growth in students taking some online classes and Marietta experienced 4% growth. Together, the result is a 6% growth (see Appendix H).
Measures of Success	The majority of students taking online classes are in-state for both campuses. In fall 2014, 97% of Kennesaw Campus exclusively online students were in the state of Georgia. For Marietta Campus, 94% were in Georgia. Although more students are taking classes, additional analyses on the demographic characteristics, academic profiles, and RPG are planned. These analyses should assist in understanding which students are availing themselves of hybrid and online options, and how to facilitate student success in online courses and programs.
Lessons Learned	Prior to consolidation, SPSU had a history of offering eCore courses. KSU offered a robust selection of online courses but was not an eCore partner. One concern expressed during consolidation about adopting eCore was that students would

select eCore courses over native KSU online courses. Early registration data suggests that students are choosing both KSU courses and eCore courses to meet their needs.

Additional Information

Distance Learning Center: <http://www.kennesaw.edu/dlc/home/>
Online Learning for Students: <http://learnonline.kennesaw.edu/>

Additional Strategies

The additional strategies for student success come from both the Kennesaw Campus and the Marietta Campus. Both institutions supported a Dual Enrollment Honors Program (DEHP) and it is anticipated that there will be over 450 students participating in the program for fall 2015 (<http://www.kennesaw.edu/honors/dehp/>). For students who would benefit from additional support for the transition from high-school to college, there is the Bridge 2 Success (B2S) program. The Bridge 2 Success program (<http://uc.kennesaw.edu/programs/b2s.php>) is a six-week summer access program for first-time, full-time traditional-aged freshmen. For older students, portfolio-based prior learning assessments (PLA) provide the opportunity for students to translate their work experience into college credit. Students of all ages will benefit from stretch-format and a co-requisite approach to remediation rather than the traditional non-credit remedial courses. Guided Pathways to Success (GPS) should reduce excess credits by providing students a clear roadmap to their desired degree. KSU has also partnered with Ruffalo Noel-Levitz in developing a Strategic Enrollment Plan to help refine recruitment and retention strategies.

OBSERVATIONS

The consolidation of Kennesaw State University and Southern Polytechnic University provided both institutions an opportunity to bring successful strategies to the table and discuss challenges they faced. The business of consolidation is time-consuming as there are many decisions to be made as well as plans that have to be formulated and executed. However, as stated in the mission and evidenced in the Consolidated Strategic Plan, it was clear that student success and being student-centered were of the utmost importance to the new KSU.

In recognition of the need to provide guidance, form, and accountability for RPG initiatives, a new Senior Vice-Provost (SVP) was hired in July 2015. The SVP is responsible for RPG initiatives and has already formed a Student Success Team to identify and address barriers to student success.