

# Bainbridge State College APPENDIX A

## Complete College Georgia Bainbridge State College Campus Plan Status Report 2014-15

GOAL	STRATEGY	METRIC TYPE	METRIC <sup>1</sup>	10-11		11-12		12-13		13-14		14-15			
1	Target increases in access and completion for students traditionally underserved in post-secondary education <sup>2</sup>	Progress	1.1 5-year history of one-year retention rates for the institution as a whole	#	%	#	%	#	%	#	%	In Progress			
			1.2 5-year history of one-year retention rates for students who begin as full-time students	1726	48%	1460	39%	1308	45%	1096	41%	In Progress			
			1.3 5-year history of one-year retention rates for students who begin as part-time students	#	%	#	%	#	%	#	%	In Progress			
			1.4 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible)	230	64%	198	64%	167	61%	126	43%	In Progress			
			1.5 5-year history of one-year retention rates for students entering on Learning Support	128	36%	111	36%	109	39%	164	57%	In Progress			
		Outcome	1.1 Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 years	1008		1017		904		1815		2598			
			1.2: Number and percentage of students completing 15, 30, 60, and 90 or more collegiate credit hours as of the end of <b>Spring 2015</b> term.	<b>15 CH</b>		<b>30 CH</b>		<b>60 CH</b>		<b>90 CH</b>					
				#	%	#	%	#	%	#	%				
				412	20%	513	25%	330	16%	2472	13%				
			1.3: 5-year history of number of associate degrees conferred, by institution:	189		235		216		249		218			
			1.5: 5-year history of number of associate degrees conferred, by underserved populations to include:												
			★ Part-time students	114		120		98		117		In Progress			
			★ Adult learners (undergraduate students 25 or older)	150		191		150		193		In Progress			
			★ Military and former military students	8		14		7		17		In Progress			
			★ First generation	51		57		67		56		In Progress			
			★ Minority	98		111		103		137		In Progress			
			★ Gender	M	F	M	F	M	F	M	F	M	F	In Progress	
				75	160	78	196	53	182	84	193				
			★ Low income (Pell recipients)	190		226		187		190		In Progress			
			★ Students with disabilities	6		11		2		5		In Progress			
1	Increase degree completion in STEM fields	Outcome	1.7: 5-year history of % (and number) of students completing associate	#	%	#	%	#	%	#	%	#	%		

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			degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education).	13	6%	22	9%	18	8%	17	9%	7	3%		
6	Award credit based on Advanced Placement or International Baccalaureate scores/exams.	Outcome	6.3: Number of credits awarded by institution based on AP exams in each of the past 5 academic years.	18		42		40		25		101			
	Award credit based on assessment of prior learning via CLEP or DSST scores.		6.5: Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 years.	9		6		21		3		112			
7	Enroll more students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support. End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses Students have unlimited "attempts" to complete corequisite remediation	Process	7.1: Number of students requiring remediation in <b>Fall 2013</b> in English (or combined English/reading), reading, and mathematics.	[Hatched]		[Hatched]		[Hatched]		361		[Hatched]			
			7.2: Number of students receiving corequisite remediation in <b>Fall 2013</b> in English (or combined English/reading), reading, and mathematics							<i>In progress</i>					
		Outcome	7.1: Number of students starting in <b>Fall 2013</b> that were placed in remediation/learning support							1475					
			7.2: % of students starting in corequisite remediation in <b>Fall 2013</b> that complete the college course within 1 semester; 2 semesters; 3 semesters; more than 3 semesters in English, reading, and mathematics							<i>In progress</i>					
			7.3: % and number of students starting in stand-alone (no corequisite) remediation in <b>Fall 2013</b> that complete the entry-level college course within 2 semesters; 3 semesters; 4 semesters; more than 4 semesters in English, reading, and mathematics							<i>In progress</i>					
8	Expand completely online opportunities	Outcome	8.1: Number of credits successfully completed in <b>Fall 2013</b> (A,B,C,PS grade) for courses offered completely online	[Hatched]		[Hatched]		[Hatched]		4261		[Hatched]			
			8.2: Number of credits attempted in <b>Fall 2013</b> (A,B,C ,PS,FU,W, WF grade) for courses offered completely online							6895					
			8.3: Number and % of degrees conferred in which at least one course has been fully online in the 2013-2014 academic year							#	%			31 <sup>2</sup>	100%
			8.4: Number and % of degrees conferred in which 50% or more of the instruction has been via fully online courses in the 2013-2014 academic year							#	%			<i>In progress</i>	

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8	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction	Outcome	8.6: Number of credits successfully completed in <b>Fall 2013</b> (A,B,C,PS grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).				6915	
			8.7: Number of credits attempted in <b>Fall 2013</b> (A,B,C,PS, grade) for courses offered via alternative delivery models (e.g., hybrid instructions, flipped classrooms, and emporium-model instruction)				10818	

<sup>1</sup> Complete College Georgia matrix values have been obtained from the USG (census) and from data produced by the College (transactional).

<sup>2</sup> Figure does not include diploma or technical certificate programs.

Note: *In Progress* notation signifies that the information requested has not been completed for the academic year due to either the year not having ended at the time the information in this report was generated or due to outstanding inquiries regarding appropriate calculations.

**APPENDIX B**  
**BAINBRIDGE STATE COLLEGE**  
**DEMOGRAPHICS**  
**APPENDIX B-1**  
**Student Enrollment**  
**Academic Year 2011-12 – 2014-15**

**APPENDIX B-2**  
**New Student Enrollment by Semester (Summer, Fall, Spring)**  
**Academic Year 2012-13 – 2014-15**

Retrieved from University System of Georgia

**APPENDIX B-3**  
**Non-Traditional Student Enrollment**  
**Fall 2010 – Fall 2014**

**APPENDIX C**  
**BAINBRIDGE STATE COLLEGE**  
**LEARNING SUPPORT ENGLISH AND MATHEMATIC REMEDIATION PLACEMENT**  
**FALL 2014**  
**APPENDIX C-1**  
**English and Mathematics Learning Support Placement**  
**Fall 2014**

	# of students requiring remediation	# initially placed in Foundations	% initially placed in Foundations	# initially placed in Corequisite	% initially placed in Corequisite
<b>English</b>	161	105	65%	47	35%
<b>Mathematics</b>	125	105	84%	15	16%

**Appendix C-2**  
**Learning Support Foundations English and Mathematics Success**  
**Fall 2014**

	# of students initially placed in Foundations	# of students passing Foundations first semester	% of students passing Foundations first semester
<b>English</b>	105	74	70%
<b>Mathematics</b>	105	51	49%

**Appendix C-3**  
**Learning Support Co-Requisite**  
**College-Level English and Mathematics Success**  
**Fall 2014**

	# of students enrolled	# students who passed the collegiate course	% of students who passed the collegiate course
<b>ENGL 1101</b>			
Students in LS Corequisite	47	29	62%
<b>MATH 1001</b>			
Students in LS Corequisite	5	5	100%
<b>MATH 1111</b>			
Students in LS Corequisite	10	9	90%

**APPENDIX D**  
**BAINBRIDGE STATE COLLEGE**  
**EARLY AND ALWAYS ALERT**  
**APPENDIX D-1**  
**Always and Early Alerts**  
**Academic Year 2013-14 - 2014-15**

Description	2013-2014 (Implementation Year - Baseline)	2014-2015
<b>Faculty Participation in Early and Always Alert</b>		
Total number of faculty participating in the Always Alert process		58
<b>Early and Always Alert Activity</b>		
Total number of negative alerts reported		1404
Total number of positive alerts reported		403
<b>Total number of alerts reported</b>		<b>1807</b>