

University of Georgia Appendices

Appendix A

Table 1: Enrollment and Degrees Conferred by Student Subpopulations (2010-2014)

Fall Enrollment of First-Year Students					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Full-time	4,831	5,587	5,083	5,165	5,224
Part-time	33	44	43	32	47
Race/Ethnicity					
American Indian	4	3	5	3	6
Asian	431	483	528	574	593
Black/African-American	412	533	410	445	446
Hawaiian/Pac. Islander	7	4	7	7	5
Hispanic	189	286	262	288	260
Multi-racial	149	190	165	199	177
White	3,501	4,096	3,744	3,680	3,695
Gender					
Male	1,851	2,194	2,042	2,031	2,022
Female	3,013	3,437	3,083	3,166	3,239
Total cohort	4,864	5,631	5,126	5,197	5,271
Undergraduate Degrees Conferred per Calendar Year					
	2010	2011	2012	2013	2014
Race/Ethnicity					
American Indian	16	12	13	15	6
Asian	428	462	468	527	564
Black/African-American	405	431	413	474	436
Hispanic	181	200	249	282	316
Multi-racial	29	52	65	110	151
White	5,548	5,622	5,499	5,403	4,989
Gender					
Male	2,739	2,873	2,748	2,787	2,737
Female	3,872	3,908	3,959	4,030	3,778
Total cohort	6,611	6,781	6,707	6,817	6,515

Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2004-2013)

UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	4,500	93.6	88.1	85.6	82.7	83.0	83.3
2005	4,654	94.2	89.2	87.1	84.8	84.3	84.6
2006	5,059	93.2	89.0	87.2	83.9	83.8	84.4
2007	4,675	93.6	89.2	87.7	84.5	84.6	84.6
2008	4,778	94.5	90.5	88.2	85.6	85.6	85.8
2009	4,675	94.5	91.0	88.7	86.7	86.2	
2010	4,667	94.5	90.0	87.4	85.9		
2011	5,470	94.1	89.7	88.2			
2012	4,922	94.2	90.7				
2013	5,218	94.2					

UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	4,500		0.7	2.7	53.6	78.0	81.6
2005	4,654		0.7	2.6	55.3	79.4	83.3
2006	5,059		0.7	3.0	55.2	79.4	82.5
2007	4,675		0.8	3.0	57.8	80.7	83.2
2008	4,778		0.8	3.3	60.8	82.1	84.6
2009	4,675		0.6	2.5	62.5	82.9	
2010	4,667		0.6	3.1	63.1		
2011	5,470		0.6	3.0			
2012	4,922		0.7				
2013	5,218						

Note: Completion is defined as graduating with a bachelor’s degree or matriculating into a professional program at UGA (federal IPEDS definition).

Source: UGA OIR/FACTS

**Table 3: UGA Freshmen Retention and Completion Rates (2004-2013)
by Subpopulations**

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	211	93.8	87.7	85.3	81.0	81.0	84.8
2005	362	93.9	88.1	87.0	82.0	80.4	80.9
2006	379	94.2	87.9	85.0	79.2	80.5	78.9
2007	314	91.4	86.6	83.8	79.9	77.1	78.3
2008	362	96.1	92.0	88.4	83.4	81.8	82.9
2009	353	97.5	95.5	92.4	89.5	88.1	
2010	343	92.7	89.2	85.4	81.9		
2011	455	92.5	90.1	88.8			
2012	340	93.2	89.7				
2013	381	95.0					

UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	211		-	-	41.2	73.9	81.0
2005	362		-	2.5	49.4	74.3	79.8
2006	379		0.8	1.6	44.9	73.9	77.6
2007	314		-	1.0	50.6	71.7	76.1
2008	362		1.4	3.3	54.1	77.1	81.5
2009	353		-	1.1	59.2	83.6	
2010	343		-	1.7	53.9		
2011	455		-	2.0			
2012	340		1.2				
2013	381						

UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	71	98.6	95.8	95.8	87.3	87.3	87.3
2005	88	90.9	81.8	78.4	79.5	75.0	75.0
2006	126	94.4	89.7	88.1	84.9	84.9	84.9
2007	102	96.1	90.2	89.2	83.3	82.4	82.4
2008	151	94.0	88.7	86.1	82.1	82.8	80.8
2009	162	96.3	93.2	88.3	85.2	85.2	
2010	199	97.0	94.0	91.5	87.4		
2011	295	95.6	91.9	88.1			
2012	247	91.5	87.0				
2013	288	93.1					

Table 3: Continued

UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	71			-	57.7	83.1	85.9
2005	88			3.4	48.9	69.3	71.6
2006	126			3.2	50.0	81.0	82.5
2007	102			-	55.9	77.5	82.4
2008	151			-	54.3	76.2	79.5
2009	162			3.1	57.4	79.0	
2010	199			3.5	62.3		
2011	295			3.1			
2012	247						
2013	288						

UGA Freshmen Retention Rates for all Non-white Students

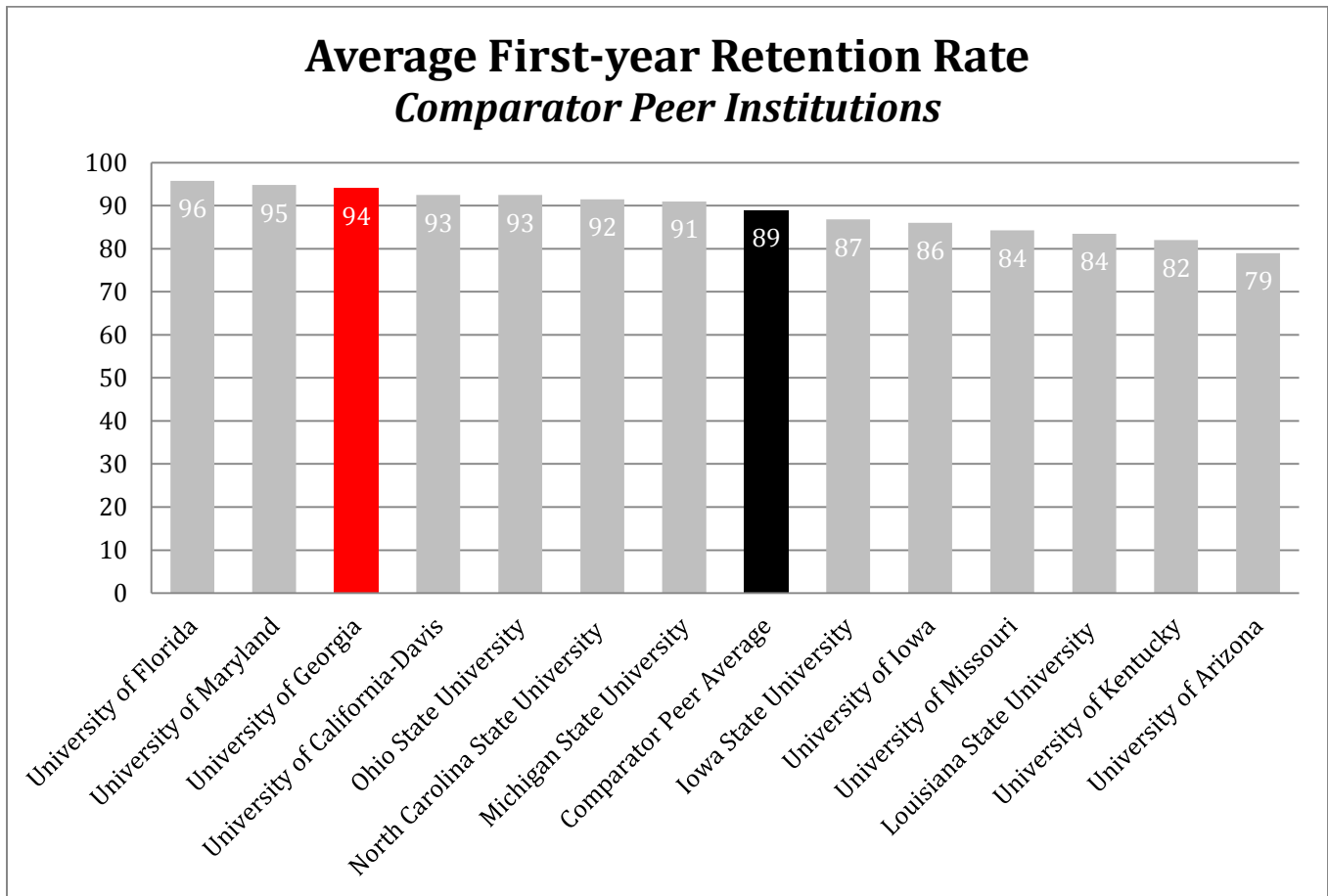
Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	830	94.9	89.5	86.3	81.7	82.3	83.6
2005	932	94.1	88.0	85.2	82.3	81.3	81.5
2006	1,036	94.1	88.2	86.6	81.2	82.1	82.6
2007	927	94.3	89.0	87.4	82.4	82.2	82.6
2008	1,013	95.6	92.0	88.5	84.0	84.6	84.7
2009	1,060	96.3	93.2	89.9	86.9	85.5	
2010	1,319	94.5	90.3	86.5	83.2		
2011	1,446	93.6	89.6	86.9			
2012	1,325	93.8	89.4				
2013	1,490	93.8					

UGA Freshmen Completion Rates for all Non-white Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	830		0.8	2.7	51.6	76.7	81.2
2005	932		1.3	3.4	53.3	75.6	80.2
2006	1,036		1.0	3.6	50.6	76.6	80.1
2007	927		1.0	3.3	54.6	76.4	80.6
2008	1,013		1.2	3.8	57.2	78.1	82.8
2009	1,060		0.6	2.2	58.7	80.8	
2010	1,319		0.5	3.4	58.4		
2011	1,446		0.6	3.0			
2012	1,325		1.0				
2013	1,490						

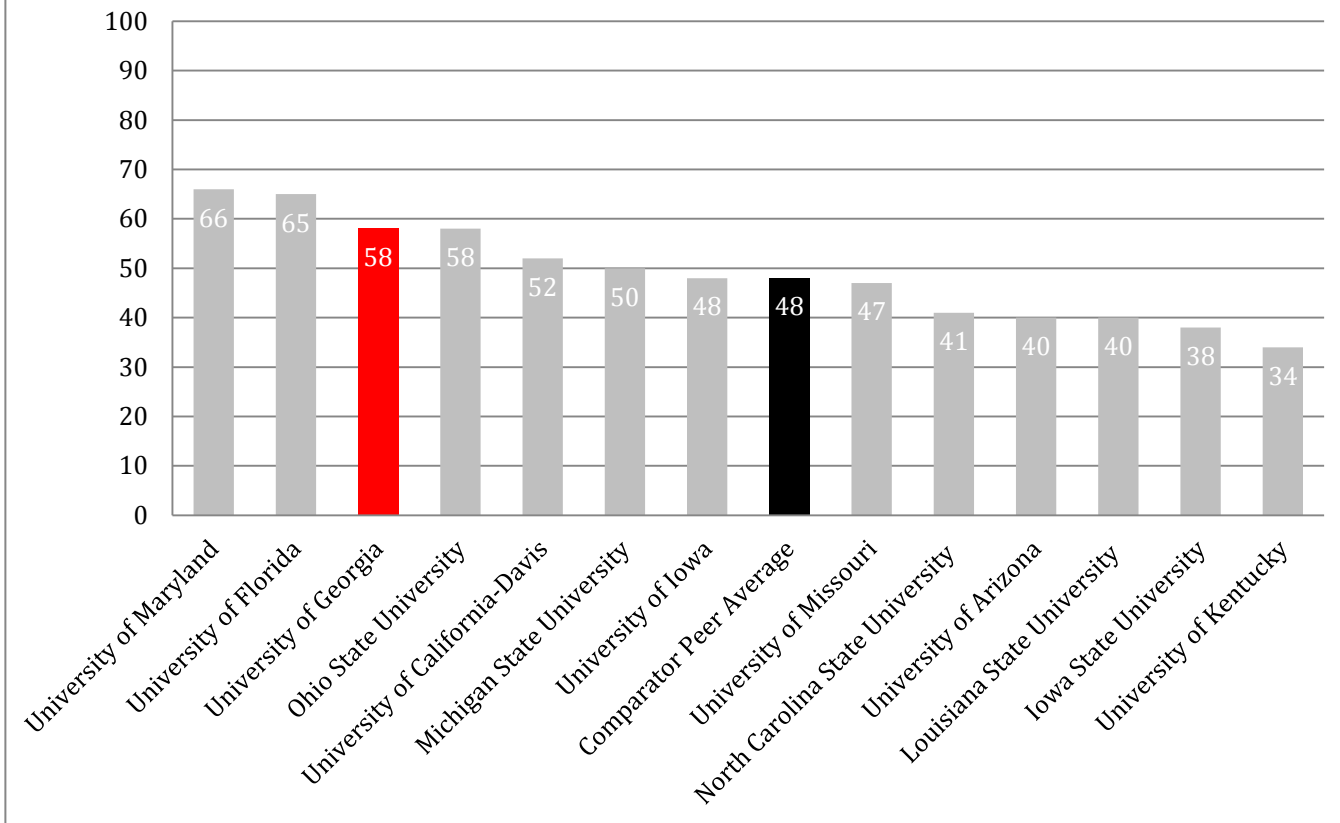
Source: UGA OIR/FACTS

Table 4: UGA Comparisons to BOR Comparator Peer Institutions



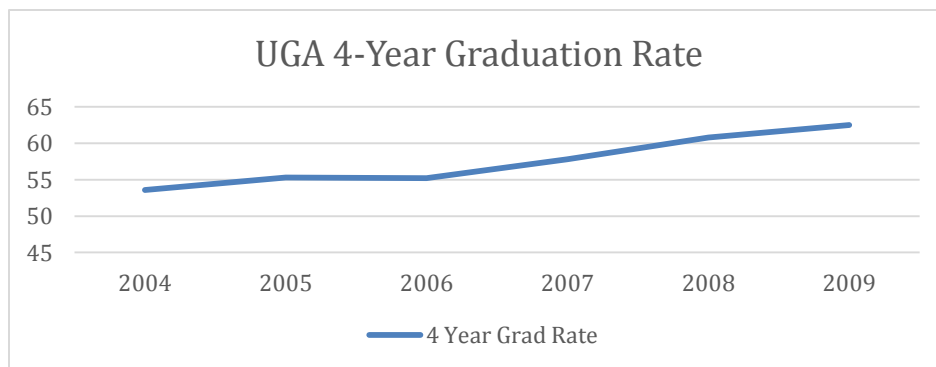
Note: First-time, Full-time Freshmen Retention Rate
Source: 2014 US News and World Report

Four-year Graduation Rate Comparator Peer Institutions



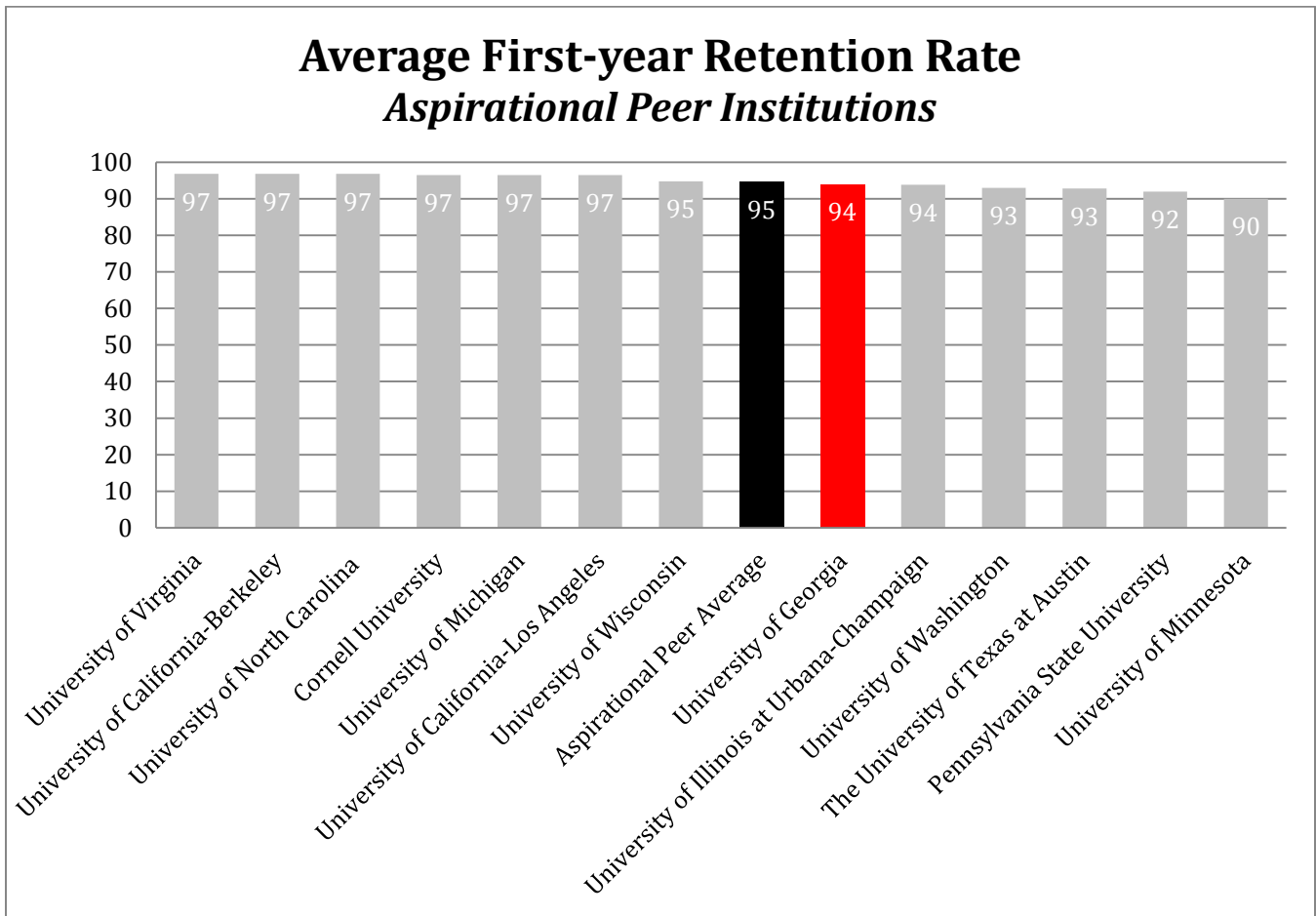
Note: This table reflects the graduation rates for the 2007 entering cohort of first-time, full-time freshmen. UGA's most recent four-year graduation rate (2010 cohort) is 63.1%.

Source: 2014 US News and World Report

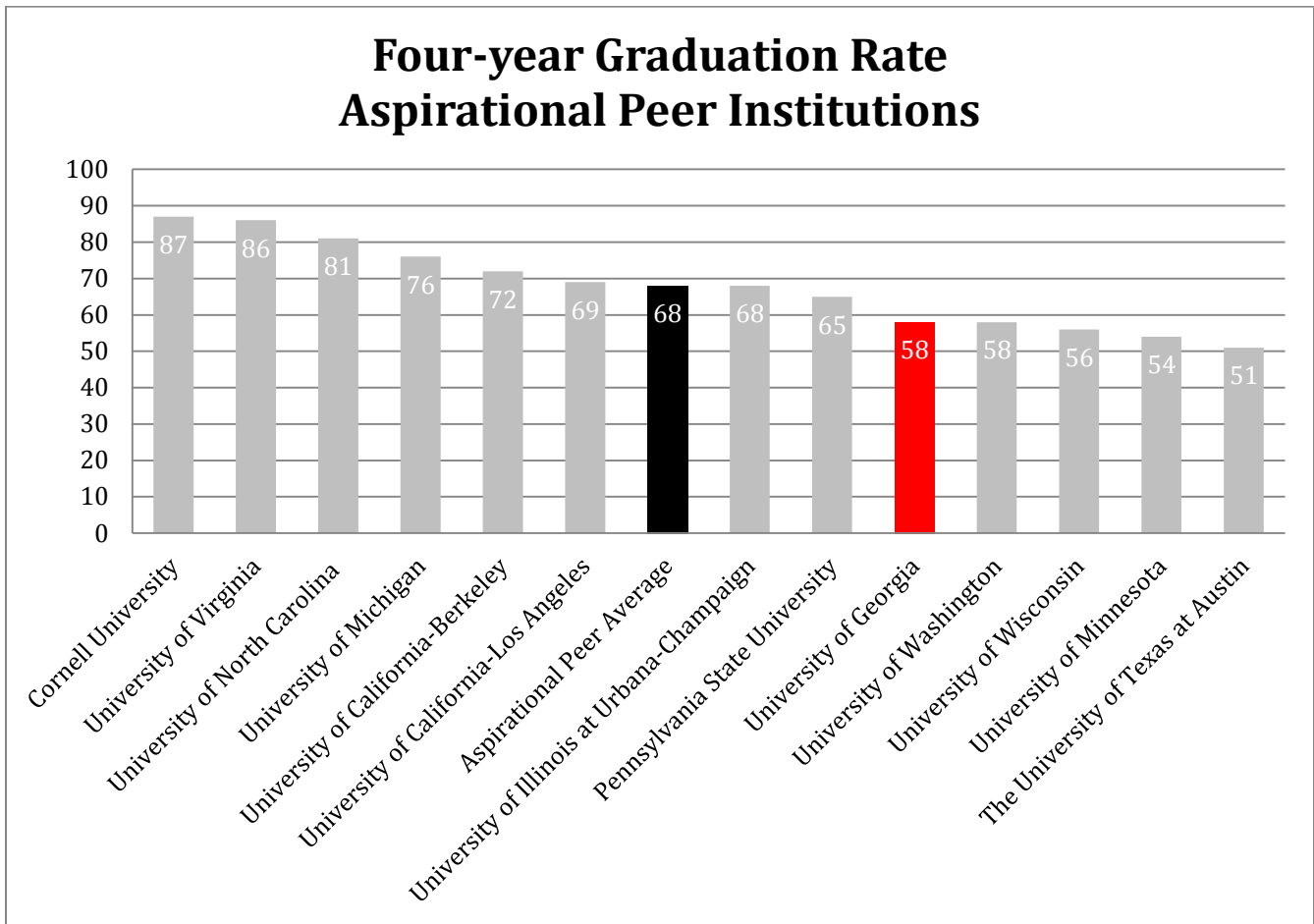


Source: UGA OIR/FACTS

Table 5: UGA Comparisons to BOR Aspirational Peer Institutions



Note: First-time, Full-time Freshmen Retention Rate
Source: 2014 US News and World Report



Note: This table reflects the graduation rates for the 2007 entering cohort of first-time, full-time freshmen. However, UGA's four-year graduation rate for the 2010 cohort is 63.1%.

Source: 2014 US News and World Report

Table 6: Number of Online-only or Online Versions of Courses Satisfying Undergraduate Requirements

Degree Requirement Areas Satisfied by the Online Course	Online Courses Taught For the First Time in Summer 2013	Online Courses Taught For the First Time in Summer 2014	Online Courses Taught For the First Time in Summer 2015
General Education			
Area I	1		1
Area II	2	1	
Area III	1		1
Area IV	5	6	6
Area V	2	2	2
General Education			
Area VI	17	10	2
Other Requirements			
Entrance/High Demand	14	3	
Major Required	26	10	13
Major Electives	20	6	2
General Electives	8	1	
University Requirements			
Cultural Diversity	2	3	5
Environmental Literacy	1	1	
US and Georgia Constitution		1	1
US and Georgia History			
Physical Education	1		
TOTALS	100	44	33

**Table 7: The service-learning component of this course:
Positively influenced my intention to complete my degree.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	1.0	1.1	1.1
	Disagree	28	2.5	2.9	4.1
	Neutral	219	19.2	22.8	26.9
	Agree	378	33.1	39.4	66.3
	Strongly Agree	323	28.3	33.7	100.0
	Total	959	84.0	100.0	
MissingSystem		183	16.0		
Total		1142	100.0		

Table 8: Undergraduate Time-to-Degree by Student Type 2004-2015

Undergraduate Time-to-Degree by Application Type, 2005-2015				
Application Type	Graduating Cohort	Number of Degrees Awarded*	Average T2D in Years	
Freshman	2005	3773	4.28	
	2006	3724	4.25	
	2007	3922	4.20	
	2008	4055	4.21	
	2009	4030	4.19	
	2010	4156	4.12	
	2011	4210	4.15	
	2012	4268	4.12	
	2013	4225	4.06	
	2014	4257	4.05	
	2015	4484	4.02	
Transfer	2005	2000	2.93	
	2006	1883	2.85	
	2007	1833	2.80	
	2008	1828	2.77	
	2009	1764	2.66	
	2010	1775	2.69	
	2011	2034	2.63	
	2012	1963	2.63	
	2013	2032	2.68	
	2014	1779	2.65	
	2015	1780	2.58	

Note: Time-to-degree is calculated by subtracting the degree recipient's matriculation date from their graduation date. Graduates who first matriculated ten years ago were limited from the time-to-degree calculation as outliers. Only the first degree earned per student is included in this report. Fiscal Year 2015 degree and time-to-degree data are preliminary.

Source: Office of Institutional Research

Table 9: Results of Supplemental Instruction in MATH 1113

SPRING 2015 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PILOT	N	19	22	19	18	18	18
	MEAN	75.1	76.3	81.0	86.6	78.8	69.2
	MEDIAN	71.4	79.4	81.3	86.3	82.6	66.0
INTENSIVES	N	78	71	61	50	48	47
	MEAN	64.2	69.3	70.7	76.3	82.0	67.1
	MEDIAN	65.2	71.9	75.0	80.4	84.7	69.7
CUMULATIVE	N	654	618	546	478	463	472
	MEAN	69.6	73.1	72.8	79.8	78.4	71.2
	MEDIAN	71.4	76.1	76.1	84.3	82.6	73.5
Pilot vs Int	MEAN	16.98%	10.10%	14.57%	13.50%	-3.90%	3.13%
	MEDIAN	9.51%	10.43%	8.40%	7.34%	-2.48%	-5.31%
Pilot vs Cum	MEAN	7.90%	4.38%	11.26%	8.52%	0.51%	-2.81%
	MEDIAN	5.18%	0.26%	6.44%	2.73%	-4.60%	-5.85%

FALL 2014 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PB	N	23	22	21	21	21	20
	MEAN	73.8	76.5	72.8	86.0	69.5	73.7
	MEDIAN	77.2	81.9	80.2	88.2	69.1	72.7
INTENSIVES	N	138	132	119	106	105	105
	MEAN	71.9	72.5	66.1	80.3	75.5	72.8
	MEDIAN	72.5	73.8	68.8	83.3	79.3	74.2
CUMULATIVE	N	1236	1201	1103	1000	993	988
	MEAN	74.0	72.5	70.7	81.9	74.5	75.1
	MEDIAN	76.4	75.0	74.0	85.4	77.1	77.0
PB vs Int	MEAN	1.9	4.0	6.7	5.7	-6.0	0.9
	MEDIAN	4.7	8.1	11.4	4.9	-10.2	-1.5
PB vs Cum	MEAN	-0.27%	5.52%	2.97%	5.01%	-6.71%	-1.86%
	MEDIAN	-3.40%	2.00%	-1.62%	0.70%	-9.86%	-4.29%

SPRING 2014 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PB	N	20	17		16	15	14
	MEAN	74.2	63.7		77.8	70.5	59.3
	MEDIAN	78.0	67.5		80.5	71.9	55.6
INTENSIVES	N	92	85		63	62	64
	MEAN	72.0	62.9		77.5	75.4	64.4
	MEDIAN	74.3	64.5		80.9	78.1	68.7
CUMULATIVE	N	674	615		475	471	464
	MEAN	74.3	67.2		77.8	77.0	70.2
	MEDIAN	77.0	63.1		82.6	82.3	72.7
PB vs Int	MEAN	2.2	0.8		0.3	-4.9	-5.1
	MEDIAN	3.7	3.0		-0.4	-6.2	-13.1
PB vs Cum	MEAN	-0.13%	-5.21%		0.00%	-8.44%	-15.53%
	MEDIAN	-3.64%	6.97%		-5.81%	-14.34%	-18.43%

APPENDIX B

Programs Sponsored by the University of Georgia's
Center for Teaching and Learning that Support Strategy 5

Strategy 5: Provide both a range of high impact curricular opportunities, including service learning, undergraduate research, study abroad, internships, a first-year experience, and learning communities, and additional resources such as supplemental instruction, flipped classrooms, and open educational resources to promote student success (Goal 1, 2 and Other).

FLIPPED INSTRUCTION

- **Workshops.** CTL has offered a variety of faculty development workshops on the topic of flipped instruction including: “Reacting to the Past: Flipping Your Course to Inspire Engaged Students and Deeper Learning”, and a series on the flipped classroom: “Flipping the Classroom: Strategies for Ensuring Students Complete Out-of-Class Assignments”, “Flipping the Classroom: Transforming the Lecture into an Active, Engaged Classroom”, and “Flipping the Classroom: Ideas and Strategies Grounded in What We Know About Learning.” Average participation rate was 18 faculty members per workshop.
- **Introduction of CTL Innovative Teaching Fellows.** CTL announced a new faculty development opportunity for individuals who teach full-time at the University of Georgia. The CTL Fellows for Innovative Teaching, a program funded in part by the Office of the Vice President for Instruction, will change focus each academic year to align with topics of strategic importance for the University. The 2015 activities for the CTL Fellows for Innovative Teaching, which began in December 2014 and will conclude in December 2015, focused on “Flipping the Classroom.” Two cohorts of 12 were selected to participate in the inaugural year of this program. For an introduction to “Flipping the Classroom,” see <http://www.ctl.uga.edu/flipping-the-classroom>. **The goals of this program are**
 - To provide faculty who teach challenging and/or high-demand courses with support and collaboration to institute robust “flipped” pedagogical approaches in their courses;
 - To provide faculty with opportunities for the sharing of ideas with other dedicated, highly-motivated, and innovative teachers from a variety of disciplines who have similar interests and who face similar teaching challenges;
 - To provide funding for a “flipped” instructional project designed to strengthen courses and teaching methods in each participant's academic department;
 - To further integrate what research tells us about how people learn into key courses at the University; and
 - To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus.
 - An additional opportunity for the faculty cohorts was experiencing hands-on workshops with UGA faculty who have experimented with flipping, often in partnership with CTL, as well as two nationally-recognized scholars on flipped instruction: Dr. Peter Doolittle (VA Tech) and Dr. Jose Bowen (Goucher College).

MENTORING PROGRAMS

- **Continuation of CTL Lilly Teaching Fellows.** Each spring semester ten tenure-track assistant professors who are recent recipients of a Ph.D. or terminal degree in their discipline or profession and who are in their first, second, or third year at the University are selected for the Lilly Teaching Fellows Program. **The goals of this program are**

- Provide opportunities for the Fellows to further develop skills associated with effective teaching;
 - Provide opportunities for the Fellows to further develop their ability to appropriately balance teaching with the research and service roles required by a research university;
 - Provide the Fellows information concerning the instructional policies, resources, and services at the University of Georgia;
 - Offer a support system for the Fellows for sharing of ideas with colleagues from other disciplines who may have similar interests and who face similar challenges;
 - Develop the instructional skills of the Fellows through exposure to and interaction with faculty mentors who are master teachers;
 - Provide the Fellows an opportunity to complete an instructional project designed to strengthen courses and teaching methods in their academic department; and
 - Reinforce an instructional environment that honors and recognizes dedicated teaching scholars; values a synergistic relationship between teaching, research, and service; and promotes a learning community spirit on a large campus.
- Continuation of CTL Senior Teaching Fellows. The CTL Senior Teaching Fellows Program was originally established at the University of Georgia in 1987 through a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). In 1990, the program was continued with full support from the University of Georgia. **The goals of this program are**
 - To provide senior faculty with an opportunity to focus on undergraduate instruction;
 - To provide senior faculty with opportunities for the sharing of ideas with other dedicated, highly motivated, and innovative teachers from other disciplines who may have similar interests and who face similar teaching challenges;
 - To provide senior faculty with opportunities for professional and personal renewal;
 - To provide funding for an instructional project designed to strengthen courses and teaching methods in each participant's academic department; and
 - To help reinforce an instructional environment that honors and recognizes dedicated teaching scholars; that values a synergistic relationship between teaching, research, and service; and that promotes a learning-community spirit on a large campus.
- Continuation of CTL Writing Fellows program. The CTL Writing Fellows program was established in 2007 by the Office of the Vice President of Instruction; up to twelve faculty selected as CTL Writing Fellows meet regularly to discuss the most effective ways to teach and respond to student writing. The cohort of twelve fellows meets regularly to discuss the most effective ways to teach and to respond to student writing. Each Writing Fellow receives a stipend of \$1,000 to subsidize projects aimed at constructing courses, resources, or initiatives that will support student writing at UGA. All permanent UGA faculty are eligible to apply for a Writing Fellowship.
- Continuation of CTL's Faculty Learning Communities program. A Faculty Learning Community is a specifically structured community of practice that includes the key goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the Scholarship of Teaching and Learning (Cox & Richlin, 2004). The CTL provides \$500 to each FLC to support community activities. FLCs may have as few as six or as many as fifteen participants. Participants (totaling 130 individuals for AY 2014-2015) meet approximately once every three weeks during the academic year. CTL FLCs have the additional goal of sharing the outcomes of their discussions with the larger teaching and learning community (either at UGA or beyond). This FLC Engagement Project (the FLC EP) might take many forms, such as a CTL workshop, a two-page summary of what was learned through the FLC distributed by the CTL, the submission of a journal article, a conference presentation, etc. Each FLC establishes the

parameters of the FLC EP within the first two or three meetings and working toward the EP will be an integral activity of the FLC.

OPEN EDUCATIONAL RESOURCES

- OER grants and partnerships. Open Educational Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an open copyright license that permits everyone to freely reuse, revise, remix, and redistribute them. OERs include full courses, course materials, modules, textbooks, streaming videos, tests, journal articles, and any other tools or materials used to support learning. While OER initiatives receive media attention, the uptake of OERs in formal, credit-bearing settings has not been as great as predicted. Now a new wave of initiatives is leveraging OERs to dramatically decrease the cost, improve access, and increase the quality of higher education for the average student. UGA is actively engaging in the promotion and adoption of OERs by providing faculty members, especially those who teach large enrollment courses, with resources and assistance to transition away from expensive textbooks to open education resources. AY 2014-2015 saw CTL securing and implementing a second Affordable Learning Georgia grant in partnership with UGA History faculty member, Dr. Montgomery Wolf to introduce an OER in her History 2111 and History 2112 courses while also utilizing a flipped approach to instruction within these large-enrolled, residential, introductory courses.