

University of West Georgia Appendices

UWG Complete College Georgia Campus Plan: 2015 Status Report (Metrics Appendix)

The Submission of the University of West Georgia’s *Campus Plan Strategy Survey* produced 40 recommended metrics for our institution. Data for 25 metrics are reported in this appendix in Tables 1 – 36. Fifteen of the 40 recommended metrics are not included for the following reasons:

- 10 metrics are not applicable for UWG, as the institution does not participate in activities related to those metrics (e.g., award of associate degrees, provision of learning support).
- 5 metrics are not addressed in this appendix, because data were not available when this Status Update was written.

RECOMMENDED METRICS FOR THE UNIVERSITY OF WEST GEORGIA

Table 1: Recommended Metrics for the University of West Georgia

CCG Goal	Metric Category	Data Provided	Data Unavailable	Not Applicable
1	Progress	1.1, 1.2, 1.3, 1.4		1.5
1	Access	1.1, 1.2, 1.3		
1	Outcome	1.1, 1.3, 1.5, 1.7		1.2, 1.4, 1.6
2	Outcome	2.2, 2.3, 2.4, 2.5		2.1
3	Progress	3.1, 3.3		3.2
3	Outcome	3.2		3.1
4	Outcome	4.1		
6	Outcome	6.1, 6.4, 6.5, 6.6		6.2, 6.3, 6.7
8	Outcome	8.1, 8.2	8.3, 8.4, 8.5, 8.6, 8.7	

Table 2: Recommended Metrics without Data

CCG Goal	Outcome Metric	Metric Language
8	8.3	Number and % of degrees conferred in which at least one course has been fully online in the 2014-2015 academic year.
8	8.4	Number and % of degrees conferred in which 50% or more of the instruction has been via fully online courses in the 2014-2015 academic year.
8	8.5	Number and % of degrees conferred <u>on time</u> in which 50% or more of the instruction has been via fully online courses in the 2014-2015 academic year.
8	8.6	Number of credits <u>successfully completed</u> in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).
8	8.7	Number of credits attempted in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).

Table 3: CCG Goal 1, Progress Metrics 1.1 – 1.4

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

Progress Metric 1.1 5-year history of one-year retention rates for the institution as a whole.

Progress Metric 1.2 5-year history of one-year retention rates for students who begin as full-time students

Progress Metric 1.3 5-year history of one-year retention rates for students who begin as part-time

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Progress Metric 1.4 students.
5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).

Table 4: CCG Goal 1, Progress Metrics 1.1 – 1.4 (One Year Retention Rates)

Entering Freshmen Cohorts	Status	Number of Students Entering	Number of Students Returned Following Fall	1 Year Retention Rate
Fall 2009	Full-time	1,909	1,397	73.18%
	Part-time	82	34	41.46%
	All	1,991	1,431	71.87%
	Pell	868	626	72.12%
Fall 2010	Full-time	1,848	1,346	72.84%
	Part-time	55	29	52.73%
	All	1,903	1,375	72.25%
	Pell	944	702	74.36%
Fall 2011	Full-time	1,931	1,355	70.17%
	Part-time	60	18	30.00%
	All	1,991	1,373	68.96%
	Pell	1,046	716	68.45%
Fall 2012	Full-time	2,021	1,430	70.76%
	Part-time	49	23	46.94%
	All	2,070	1,453	70.19%
	Pell	1,031	723	70.13%
Fall 2013	Full-time	2,198	1,629	74.11%
	Part-time	39	25	64.10%
	All	2,237	1,630	72.87%
	Pell	1,223	883	72.20%

Note: Data indicate entering freshmen per IPEDS methodology with the exception of categorizing for both full-time and part-time and ‘all’ categories, whereas IPEDS only includes ‘First-time, Full-time Entering Freshmen.’ The entering cohort may be adjusted to remove allowable exceptions per IPEDS guidelines (deceased students, and those who withdraw for military service) as these changes take place. This adjustment may cause the first time full time counts used to calculate retention and graduation rates to differ slightly from the full time full time count as of census date. **FALL 2013 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.**

Table 5: CCG Goal 1, Access Metric 1.1

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

Access Metric 1.1 Data provided: Part-time students, adult learners (undergraduate students age 25 or older), underserved minority, gender, low income (Pell recipients), students with disabilities.

Access Metric 1.1 Data not available: Military and former military students, first generation students.

Table 6: CCG Goal 1, Access Metric 1.1 (Number of Entering Students by Category)

ENTERING FALL COHORT						
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14

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ALL ENTERING FRESHMEN*	1,991	1,903	1,991	2,070	2,237	2,205
Full-time	1,909	1,848	1,931	2,021	2,198	2,167
Part-time	82	55	60	49	39	38
PELL STATUS						
Yes	868	944	1,046	1,031	1,223	1,146
No	1,123	959	945	1,039	1,014	1,059
Unknown						
ADULT LEARNERS						
Yes - Age 25+ entering term	56	62	48	15	17	12
No - Age 24 or younger	1,935	1,841	1,943	2,055	2,220	2,193
GENDER						
Female	1,144	1,160	1,188	1,266	1,449	1,415
Male	847	743	803	804	788	790
ETHNICITY/RACE**						
Alien, Non-Resident	39	41	37	39	9	15
American Indian	5	8	4	1	3	2
Asian	28	15	23	16	27	26
Black/African American	592	602	705	776	876	868
Hispanic	36	63	104	103	100	104
Multi-Racial	42	51	70	88	63	88
Pacific Islander	3	2	2	1	1	4
Unknown/Undeclared	39	28	9	22	14	10
White/Caucasian	1,207	1,093	1,037	1,024	1,144	1,088
DISABILITY SERVICES STUDENTS						
Yes	42	58	51	60	59	NA
No	1,949	1,845	1,940	2,010	2,178	NA

*Entering freshmen per IPEDS methodology with the exception of categorizing for both Full-time and Part-time and 'all' categories whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.' The entering cohort may be adjusted to remove allowable exceptions per IPEDS guidelines (deceased students, and those who withdraw for military service) as these changes take place. This adjustment may cause the first time full time counts used to calculate retention and graduation rates to differ slightly from the full time full time count as of census date.

IPEDS ethnicity categories changed effective Fall 2010. If the 'new' information was not available, the 'old ethnicity' variable was used, if available. **FALL 2013 AND FALL 2014 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 7: CCG Goal 1, Access Metrics 1.2 and 1.3

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Access Metric 1.2	Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.
Access Metric 1.3	Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 academic years.

Table 8: CCG Goal 1, Access Metrics 1.2 and 1.3 (Dual/Joint Enrollment, Exclusive of Advanced Academy)

Year (Summer, Fall, Spring)	Dual Enrolled Student Type	Unduplicated Count	Hours Earned
FY 2010-2011	High School Junior	6	56
	High School Senior	38	465

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	Annual Total		44	521
FY 2011-2012	High School Junior		5	40
	High School Senior		32	468
	Annual Total		37	508
FY 2012-2013	High School Junior		11	112
	High School Senior		36	471
	Annual Total		47	583
FY 2013-2014	High School Junior		29	244
	High School Senior		74	748
	Annual Total		103	992
FY 2014-2015	High School Junior		56	724
	High School Senior		133	1,500
	Annual Total		189	2,224

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Table 9: CCG Goal 1, Outcome Metric 1.1

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

Outcome Metric 1.1 Number and percentage of students completing 30, 60, and 90 or more collegiate credit hours as of the end of Spring 2015 term.

Table 10: CCG Goal 1, Outcome Metric 1.1 (Cumulative Undergraduate Credit Hours Earned by End of Spring 2015)

Cumulative UG Hours Earned as of end of term Spring 2015	Number of Students	Percentage of Students at 30, 60, 90, 120 Credit Hours
Less than 30	1,758	18.5%
30 (to 59)	2,628	27.7%
60 (to 89)	2,093	22.1%
90 (to 119)	1,664	17.6%
120 or more	1,339	14.1%
All	9,482	

Table 11: CCG Goal 1, Outcome Metric 1.3

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

Outcome Metric 1.3 5-year history of number of bachelor’s degrees conferred by institution

Table 12: CCG Goal 1, Outcome Metric 1.3 (Number of Bachelor’s Degrees Conferred, FALL Terms Only)

BACHELOR DEGREES	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Bachelor of Arts	268	270	298	257	243
Bachelor of Business Administration	369	356	383	334	361
Bachelor of Fine Arts	38	31	32	26	31
Bachelor of Science in Chemistry	12	11	12	13	9
Bachelor of Science in Education	279	288	282	304	287
Bachelor of Music	14	11	13	7	12
Bachelor of Science	279	321	372	468	527
Bachelor of Science in Nursing	130	179	185	200	190
Bachelor of Science in Recreation	18	0	0	0	0
TOTALS	1,407	1,467	1,577	1,609	1,660

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Table 13: CCG Goal 1, Outcome Metric 1.5

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

Outcome Metric 1.5 5-year history of number of bachelor’s degrees conferred, by underserved population.

Table 14: CCG Goal 1, Outcome Metric 1.5 (Bachelor’s Degrees Conferred by Underserved Populations)

Underserved Ethnicity	FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
African-American/Black	368	406	457	455	469
Hispanic/Latino	41	52	60	42	56
Asian/Pacific Islander	42	34	45	46	56
American Indian	5	3	6	4	5
Mixed Race	31	30	44	52	44
Gender by Underserved Population	FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
Female					
African-American/Black	247	291	305	317	331
Hispanic/Latino	22	36	38	30	38
Asian/Pacific Islander	25	14	29	29	33
American Indian	3	1	4	1	2
Mixed Race	14	22	27	32	26
Male					
African-American/Black	121	115	152	138	138
Hispanic/Latino	19	16	22	12	18
Asian/Pacific Islander	17	20	16	17	23
American Indian	2	2	2	3	3
Mixed Race	17	8	17	20	18

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Table 15: CCG Goal 1, Outcome Metric 1.7

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

Outcome Metric 1.7 5-year history of % (and number) of students completing bachelor’s 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).

Table 16: CCG Goal 1, Outcome Metric 1.7 (Bachelor’s Degrees Conferred by STEM Fields)

STEM Discipline	FY09-10	FY10-11	FY11-12	FY12-13	FY13-14	Average
Biology	90	81	112	114	122	104
Chemistry	21	21	19	28	15	21
Physics	4	3	4	7	8	5
Geology	7	16	11	5	10	10
Math	13	16	14	17	14	15
Computer Science	12	22	16	21	31	20
TOTALS	147	159	176	192	200	175

Table 17: CCG Goal 2, Outcome Metric 2.2*

Goal 2 Increase the number of degrees that are earned “on time” (bachelor’s degrees in 4 years).

Outcome Metric 2.2 5-year history of % (and number) of students completing bachelor’s degrees in 4 years.

*Conversations with Board of Regents staff explained that this Recommended Metric was designed to address initiatives such as 15-to-Finish. Six Year Graduation Rates remain relevant.

Table 18: CCG Goal 2, Outcome Metric 2.2 (Number and Percentage of Students Completing Bachelor’s Degree in 4 Years)

	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009	Entered Fall 2010
Number and Percentage of Students	248 (14.6%)	298 (16.6%)	316 (15.7%)	298 (15.6%)	294 (15.9%)

Table 19: CCG Goal 2, Outcome Metric 2.3

Goal 2 Increase the number of degrees that are earned “on time” (bachelor’s degrees in 4 years).

Outcome Metric 2.3 5-year history of percentage (and number) of students enrolling for 15 or more credit hours per semester (fall semesters).

Table 20: CCG Goal 2, Outcome Metric 2.3 (Number and % of Students Enrolled in 15+ Credit Hours)

Fall Term	All Undergraduates	Number of Students Enrolled in 15 or More Credit Hours per Term	% of Students Enrolled in 15 or More Credit Hours per Term
Fall 2010	9,707	3,020	31.1%
Fall 2011	10,029	2,795	27.9%
Fall 2012	9,963	2,885	30.0%

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Fall 2013	9,959	3,333	33.5%
Fall 2014	10,249	3,612	35.2%

Table 21: CCG Goal 2, Outcome Metrics 2.4, 2.5

Goal 2	Increase the number of degrees that are earned “on time” (bachelor’s degrees in 4 years).
Outcome Metric 2.4	5-year history (and number) of students successfully completing 15 to 29 collegiate credit hours in their first academic year
Outcome Metric 2.5	5-year history of % (and number) of students successfully completing 30 or more collegiate credit hours in their first academic year

Table 22: CCG Goal 2, Outcome Metrics 2.4 and 2.5 (Credits Successfully Completed in First Year; Grades of A,B,C,S)

		ENTERING COHORT				
		Fall 10	Fall 11	Fall 12	Fall 13	Fall 2014
All Entering Freshmen*		1,903	1,991	2,070	2,237	2,205
Credit Hours Successfully Completed**						
between 15 and 29	n=	1,151	1,204	1,264	1,316	1,233
	%=	60.5%	60.5%	61.1%	58.8%	55.9%
30 or more	n=	163	171	237	339	430
	%=	8.6%	8.6%	11.4%	15.2%	19.5%

*Entering freshmen per IPEDS methodology with the exception of including both full-time and part-time entering students, whereas IPEDS only includes ‘First-time, Full-time Entering Freshmen.’
 ** Credit hours successfully completed include grades of A, B, C, and S for the Fall and Spring terms of the student’s entering cohort. (Ex. Fall 2010 entering cohort includes courses taken Fall 2010 and Spring 2011). Note: UWG does not use the grade of P (passing).
FALL 2013 AND FALL 2014 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

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Table 23: CCG Goal 3, Progress Metric 3.1

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.1	What percentage of first time first-semester students are enrolled in block schedules?

Table 24: CCG Goal 3, Progress Metric 3.1 (Percentage of First Semester students Enrolled in Block Schedules)*

	First-Time Freshmen	Overall Retention Rate	Number in Block Schedule/LC	Percent in Block Schedule/LC	Block/LC Retention Rate
Fall 2010	1,903	72.3%	149	7.8%	77.9%
Fall 2011	1,991	69.0%	347	17.4%	74.9%
Fall 2012	2,070	70.2%	254	12.3%	78.4%
Fall 2013	2,237	74.16%	325	14.5%	80.4%
Fall 2014	2,205	Data not available	362	16.4%	Data not available

*UWG uses the terms ‘Learning Communities (LC)’ and ‘block schedules’ interchangeably.

Table 25: CCG Goal 3, Progress Metric 3.3

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.3	For the 2014-2015 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor’s degree programs).

*Available data indicate a declared major in second term of second year, but not necessarily at the beginning of the term.

Table 26: CCG Goal 3, Progress Metric 3.3 (Students with a Declared Major, Second Term of Second Year)

Based on Entering Freshman Cohort	Entering Freshman FALL 2012	Entering Freshman FALL 2013
Entering Freshman Cohort (Number of Students)	2,070	2,237
Term (2 nd Term of 2 nd Year)	Spring 2014	Spring 2015
Students Enrolled in 2 nd Term of 2 nd Year (Number)	1,329	1,519
Students with Declared Major in 2 nd Term of 2 nd Year (Number)	1,222	1,411
Students with Declared Major in 2 nd Term of 2 nd Year (Percentage)	91.9%	92.9%
Students Undecided/Undeclared in 2 nd Term of 2 nd Year (Number)	107	108
Students Undecided/Undeclared in 2 nd Term of 2 nd Year (Percentage)	8.1%	7.1%
Students Not Enrolled in 2 nd Term of 2 nd Year (Number)	741	718
Students Not Enrolled in 2 nd Term of 2 nd Year (Percentage of Entering)	35.8%	32.1%

FALL 2013 ENTERING COHORT DATA HAS BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 27: CCG Goal 3, Outcome Metric 3.2

Goal 3	Decrease excess credits earned on the path to getting a degree.
Outcome Metric 3.2	5-year history of number of collegiate credits earned at degree conferral for students earning bachelor’s degrees.

Table 28: CCG Goal 3, Outcome Metric 3.2 (Number of Credits Earned at Degree Conferral and Number of Terms Enrolled at UWG Prior to Graduation)

Graduation Year	Mean Overall Credit Hours Earned Upon Graduation				
	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15

UWG Entering Student Type					
Non-Transfer In	132.1	131.1	131.7	131.0	130.6
Transfer-In	138.4	137.2	137.7	138.1	137.0
Over All	135.5	134.5	135.1	135.2	134.3
Graduation Year	Mean Number of Terms Enrolled at UWG Prior to Graduation				
	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
UWG Entering Student Type					
Non-Transfer In	12.3	12.2	12.5	12.2	11.9
Transfer-In	8.9	8.7	8.7	9.0	8.7
Over All	10.5	10.2	10.3	10.3	10.0

Table 29: CCG Goal 4, Outcome Metric 4.1

Goal 4 Provide intrusive advising to keep students on track to graduate.

Outcome Metric 4.1 Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.

Table 30: CCG Goal 4, Outcome Metric 4.1 (Percentage of undergraduate credits successfully completed vs. attempted)

Semester	Total Credit Hours	Total Headcount	Headcount with A, B, C, S Grades*	Percentage of Credits with A, B, C, S Grades
Fall 2010	125,750	44,363	34,491	77.8%
Fall 2011	128,500	45,114	35,088	77.9%
Fall 2012	127,428	45,061	35,931	79.7%
Fall 2013	129,800	45,986	37,529	81.6%
Fall 2014	133,180	51,709	42,779	82.7%

*UWG does not use the grade of P (passing).

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Table 31: CCG Goal 6, Outcome Metric 6.1

Goal 6	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.
Outcome Metric 6.1	Number of college credits awarded to Early College or Early Learning Academy students in each of the past 5 academic years.

Table 32: CCG Goal 6, Outcome Metric 6.1 (Number of Credits Earned by Early Learning Academy Students)*

FISCAL YEAR (Sum, Fall, Spr)	Program and Student Level	Unduplicated Head Count	Hours Earned
FY 2010-2011	Advanced Academy - Junior	23	725
	Advanced Academy - Senior	35	1,007
	Totals	58	1,732
FY 2011-2012	Advanced Academy - Junior	33	1,005
	Advanced Academy - Senior	39	1,124
	Totals	72	2,129
FY 2012-2013	Advanced Academy - Junior	32	901
	Advanced Academy - Senior	42	1,209
	Totals	74	2,110
FY 2013-2014	Advanced Academy - Junior	20	537
	Advanced Academy - Senior	35	986
	Totals	55	1,523
FY 2014-2015	Advanced Academy - Junior	21	610
	Advanced Academy - Senior	21	625
	Totals	42	1,235

*Data in this table are restricted to students who are enrolled in UWG’s residential Advanced Academy.

Table 33: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6

Goal 6	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.
Outcome Metric 6.4	Number of credits awarded by institution awarded based on AP exams in each of the past 5 academic years.
Outcome Metric 6.5	Number of credits awarded by institution awarded based on International Baccalaureate exams/degrees in each of the past 5 academic years.
Outcome Metric 6.6	Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 academic years.

Table 34: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6 (Number of Credits Earned by Exam by SCH by Course Level)*

	AY11	AY12	AY13	AY14	AY15
Credit-by-Exam	FA10-SU11	FA11-SU12	FA12-SU13	FA13-SU14	FA14-SU15
AP	1,380	1,166	1,370	1,746	1,464
IB	21	12	36	18	60
CLEP	75	344	608	477	574
UWG Department Exam	2,722	3,056	2,377	2,041	1,592
TOTAL Credit-by-Exam	4,198	4,578	4,391	4,282	3,690

Course Level	FY11	FY12	FY13	FY14	FY15
	SU10-SPR11	SU11-SPR12	SU12-SPR13	SU13-SPR14	SU14-SPR15
Lower Level SCH (Enrollment)	175,837	176,863	171,218	173,668	178,558
Upper Level SCH (Enrollment)	98,808	104,524	102,125	100,998	100,599
TOTAL SCH (Enrollment)	274,645	281,387	273,343	274,666	279,157

*Lower Level Semester Credit Hours (SCH) include 1000 and 2000 level course enrollments. Upper Level SCH include 3000 and 4000 level course enrollments. The Lower and Upper Level SCH data do NOT include credits earned by exam.

Table 35: CCG Goal 8, Outcome Metrics 8.1, 8.2

Goal 8	Restructure instructional delivery to support educational excellence and student success.
Outcome Metric 8.1	Number of credits successfully completed in Fall 2014 (A, B, C, P, S grade) for courses offered completely online.
Outcome Metric 8.2	Number of credits attempted in Fall 2014 (A, B, C, P, S, F, U, W, WF grade) for courses offered completely online.

Table 36: CCG Goal 8, Outcome Metrics 8.1 and 8.2 (Fully Online Success Rates, Grades of A, B, C, S)

Fall 2014 Fully Online Courses*	Semester Credit Hours and Success Rate
Fully online credit hours (attempted)	26,208 semester credit hours
Fully online credit hours, successfully completed	21,515 semester credit hours
Fully online successful completion ratio	82.1% success rate

*Table 36 data include all fully online classes coded with the 'campus codes' Net, O -eCore, and V – WebMBA.

SUPPLEMENTAL DATA REFERENCED IN SECTION 2 OF THE NARRATIVE OVERVIEW

Table 37. Student Performance Data – UWise vs. Non-UWise Matched Comparison Groups*

UWise vs. Non-UWise (Matched Comparison Groups in Parentheses)	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Term GPA (4 point scale)	2.43 (2.11)	2.65 (2.18)	2.91 (2.11)	2.78 (2.11)
Course DFW Rates (% of course grades)	Fall 2013	Spring 2014	Fall 2014	Spring 2015
English Composition I (ENGL 1101)	12.5 (31.3)		0 (23.1)	
English Composition II (ENGL 1102)		15.4 (27.8)		4.0 (12.5)
Precalculus (MATH 1113)	18.2 (32.1)		14.8 (47.6)	
Calculus I (MATH 1634)		40.0 (40.0)		38.5 (40.0)
Principles of Chemistry I (CHEM 1211)	15.5 (23.5)		22.2 (25.0)	
Principles of Chemistry II (CHEM 1212)		42.9 (25.0)		47.1 (0)

*Non-UWise matched comparison group data are in red font and placed within parentheses. See High Impact Strategy 3, Blocked Scheduling for Freshmen (UWise Program) for more information about the formation of comparison groups.

Table 38. Progress toward Graduation (UWise vs. Non-UWise)*

Entering Term (UWise)	On Track to Graduate	UWise Students	Non-UWise Students
UWise Cohort 1 (2011 Summer Bridge)	Percentage of students on path to graduate in next academic year.	41.0%	36.9%
UWise Cohort 2 (2012 Summer Bridge)	Percentage of students on track to graduate in four or five years.	27.6%	6.9%
UWise Cohort 3 (2013 Summer Bridge)	Percentage of students on track to graduate in four years.	28.0%	6.9%

*Non-UWise students are those who were matched on three variables for the purpose of creating equivalent comparison groups for the program's evaluation. The three variables were: (1) majoring in a STEM discipline, (2) SAT scores, and (3) UWG Admission Freshman Index. See the Narrative Overview, Section 2, Activity 2 'UWise' for more details about the formation of the equivalent comparison groups.

Table 39: UWG Online Offerings

Metrics	Goal	Benchmark Spring 2012	FY13	FY14	FY15	% change (FY14 to FY15)	
Number of unique partially online	20%	UWG Courses	35	108	98	80	-18%

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courses (undergraduate only)	annual increase	UWG Sections	63	165	151	159	5%
		UWG Courses	76	183	258	227	-12%
Number of unique fully online courses (undergraduate only)	20% annual increase	UWG Sections	112	296	358	379	6%
		eCore Courses	24	24	24	26	8%
		eCore Sections	108	289	336	441	31%
		UWG 100% Online Degrees:	1	1	1	2	100%
Number of 100% online undergraduate degrees	increase by 1 annually	B.S. in Criminology					
		B.S. in Sociology (Added Sp15)					

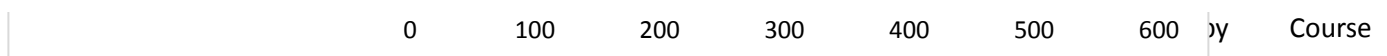
Table 40. Intrusive Academic Advising, Targeted Tier Populations (Seven Majors or Pre-Majors Served by the Advising Center)

Targeted Tier	Number of Students in Tier	Fall 2014 Number of Students Retained for Spring 2015	Retention Rate (%)	Number of Students in Tier	Spring 2015 Number of Students Retained for Fall 2015*	Retention Rate (%)
1 – Action Students	501	417	83.2%	816	645	79.0%
2 – Action ‘New’ Students	786	697	88.7%	56	32	57.1%
3 – Star Students	552	499	90.4%	423	367	86.8%
4 – No Action Students	351	231	65.8%	161	113	70.2%

*Number of Students Retained for Fall 2015 (students with Fall 2015 schedules as of July 24, 2015).

Table 41. DFW Rates in Freshman Gateway Courses

Freshman Gateway Courses	FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
DFW Rates	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)
ENGL 1101 English Comp I	31.3%	32.2%	30.8%	28.5%	26.0%
ENGL 1102 English Comp II	26.2%	27.0%	23.7%	20.6%	17.2%
MATH 1001 Quant Reasoning	45.8%	22.9%	17.8%	20.7%	23.3%
MATH 1111 College Algebra	43.4%	37.2%	37.8%	30.9%	28.6%
MATH 1113 Pre-calculus	41.0%	30.7%	37.9%	37.0%	33.9%
MATH 1634 Calculus I	42.8%	46.1%	38.8%	36.5%	44.1%



The horizontal axis shows the number of individual tutoring appointments requested by students in order to improve their academic performance during 2014-2015. Note that eight of these top ten courses are in math and science. The 9th and 10th are Accounting and English Composition.