Complete College Georgia

2016 Campus Completion Plan Updates

University System of Georgia

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December 1, 2016

The Honorable Governor Nathan Deal
State Capitol
Atlanta, Georgia 30334

Re: Submission of Campus Plans Updates for Complete College Georgia

Dear Governor Deal:

We are pleased to submit these 50 campus-level plans in support of Complete College
Georgia. The University System and TCSG have worked diligently to facilitate the
implementation of the campus plans submitted during the past several years. These
enclosed updates are a reflection of the work at the institutional level to increase access
and graduation for all learners.

As you are aware, Georgia's future is dependent on a highly educated citizenry and the
opportunities that only public institutions can provide. The goals you set for Complete
College Georgia have placed our state on a path to lead this change, rather than simply
respond to it. This work is reinforced by our partnership efforts with K-12, the
independent colleges, the business community, and national organizations including
Complete College America.

During this last year both systems have secured additional funds to support the
implementation of high impact, research-based activities for campuses and to sponsor
system-wide symposia focusing on student success and completion. As we continue to
strengthen our understanding of the state's workforce needs, we will focus on those high
impact strategies that will help us achieve our goal of increasing college completion by
2025. We look forward to continued work with you on the creation of a more educated
Georgia, building on the momentum created since the beginning of the CCG project.

Sincerely,
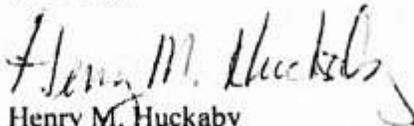
Henry M. Huckaby
Chancellor, USG

Gretchen Corbin
Commissioner, TCSG

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University System Overview

OVERVIEW

In 2011, Governor Nathan Deal announced the Complete College Georgia initiative, a collaborative effort among Georgia's K-12 schools, public colleges, universities and technical colleges, and the private sector to take concrete steps to improve college access and completion in the state. Framed on a set of high impact strategies organized around nine goals, the initiative builds on national research and local activities to support student success at all levels. The overarching goal is to graduate an additional 250,000 Georgia students with high-quality degrees or certificates by 2025 in order to reach projections of employment readiness. In 2011, each institution in the University System of Georgia and Technical College System of Georgia created action plans on the policies and procedures that they could implement to have the greatest impact on college completion within their institutional mission and context.

Through the leadership of Chancellor Henry M. "Hank" Huckaby, Complete College Georgia (CCG) has developed into a framework for focusing institutional attention on what matters most: helping Georgia's students succeed. Institutions have adopted, adapted, and promoted a wide range of strategies to suit their local settings. More importantly, the work of promoting student success has become much more broadly shared on campus and better understood across the units of institutions. Forging partnerships among functional areas and fostering understandings of how the various elements of a college or university come together for students have helped to support Georgia's orientation toward building a 21st century workforce.

SYSTEM PROFILE

The University System of Georgia (USG) includes 28 institutions, with fall 2015 enrollment of 318,164 students. Academic year 2015 marked the first year that enrollment in the University System has exceeded the recession peak (fall 2011—318,027) and is an increase of 5,228 or 1.7 percent, over fall 2014. The University System's institutions in fall 2015 headcount ranged from 2,401 at Bainbridge State College to 36,130 at the University of Georgia. The Georgia Institute of Technology witnessed the greatest percentage increase in enrollment at 8.3 percent, followed by the University of North Georgia and Georgia Highlands College, both of which grew by more than 7 percent in 2015. Albany State University saw the greatest drop in enrollment, losing more than 10 percent of its 2014 enrollment, followed by Middle Georgia State University, which shrank by 3.2 percent. Nearly 88 percent of students served by USG institutions are from Georgia, with just under 8 percent of students from out of state, and 4.5 percent of enrollment consisting of international students. The USG serves a diverse population:

» 51.6 percent white   » 27.6 percent Black

» 8.0 percent Asian   » 7.3 percent Hispanic

» 5.5 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 39 percent and the percentage of Asian students has increased by nearly 24 percent. Black or African American enrollment declined by nearly 2 percent and white enrollment declined by 5 percent over this same period. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.

> Two renowned Hispanic/Latino organizations, Hispanic Association of Colleges and Universities (HACU) and Excelencia in Education identified the University System of Georgia as **"the only system-wide approach in the United States designed explicitly and intentionally to increase and assure Latino college completion."**

Figure 1:
USG Enrollment by Ethnicity, Fall 2011-2015
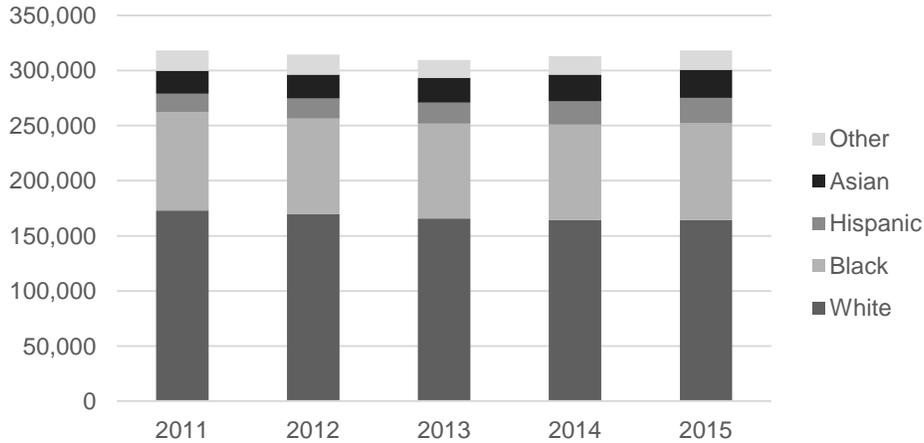
Student preparation for college remains a challenge for college completion in Georgia. While the Georgia Department of Education has made tremendous efforts to improve the preparation of K-12 graduates, nearly one in five students admitted to a USG institution required *learning support* in 2015. Learning support includes any activities beyond a college program's prescribed content that contributes to individual students' attendance, retention, learning, and achievement.

Although this number is down considerably from 2010, when the figure was 30 percent, the number of students who enter college requiring support poses significant challenges for our institutions. The overwhelming majority of USG students enrolled in learning support—80 percent—are being served by one of the state's 13 state colleges. Even though the number of students has declined, in large part due to changes in admissions requirements in 2012 prohibiting students with the lowest indicators of preparation from being admitted, the USG enrolled 10,000 freshmen in learning support in 2015. The USG created a statewide effort to improve outcomes for these students, and this initiative went to scale in the 2015-2016 school year with remarkable success. For this reason, the emphasis on improving student outcomes in these programs, largely through changes in delivery mode, continues to be a significant priority for the University System's Complete College Georgia work.

Figure 2: Learning Support Outcomes:
Percentage of Students Completing a College-Level Course Within One Year
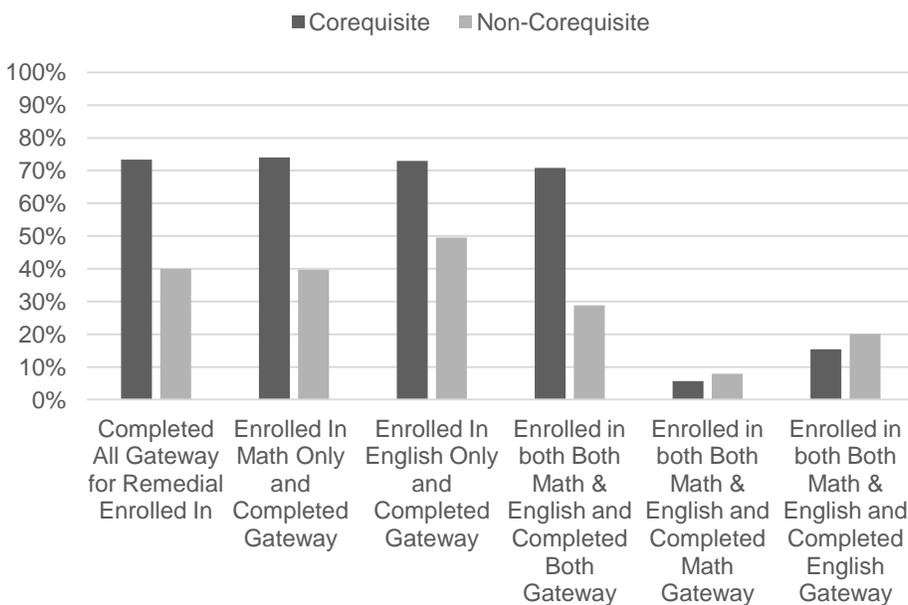
The USG is increasing student success through the provision of more effective and timely learning support. Traditionally, students who needed help in basic math and English skills were required to take non-credit courses before taking courses for credit that counted towards graduation. Students who had to take these courses succeeded at rates much lower than other students. Now, many USG institutions are working to imbed extra support in credit-bearing classes. The results have been spectacular. 73% of students receiving added supports in credit bearing, entry-level English and Math classes successfully completed the course. Previously, when students were required to take non-credit courses to brush up their skills before taking the credited course, only 26% and

36% of math and English students respectively eventually passed the credit course within 2 years.

The University System's mission is to create a more educated Georgia. Census data from 2015 indicate that 38.7 percent of young adults (ages 25-34) and nearly 39.1 percent of all working age adults (age 25-64) possess at least an associate's degree. Twenty-one percent of working age Georgians—well over a million—indicate that they have some college, but no degree. Georgia's young adult population has educational attainment levels above the national average for associate degrees and higher, but across the working age population, the situation is reversed, with working age Georgians falling behind the national average. See Figure 3.

Figure 3: Educational Attainment of Young & Working Age Adults, Georgia and US 2015
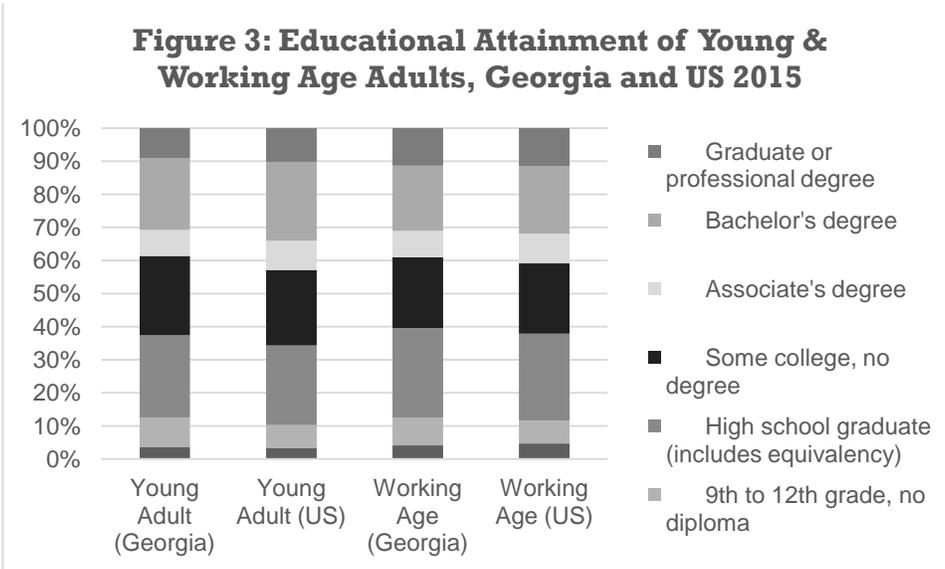
Reaching the learners who are the core of the working age population, *non-traditional* students, is a major imperative for the University System. After increasing by 3.3 percent in 2011 over 2010, non-traditional fall enrollment fell steadily between 2012 and 2014 (by 5.9 percent in 2012, more than 10 percent in 2013, and 6.6 percent in 2014). Non-traditional fall enrollment stabilized in 2015, holding steady at 33,183 (a drop of only 5 students from 2014) and represented 10 percent of overall enrollment. Within the System, however, non-traditional enrollees range from less than 5 percent of undergraduates at Research Institutions to almost 20 percent of enrollment at State Colleges. This is good news on many fronts, as the rebounding economy would be expected to pull many of these working age adults out of higher education. Improved access to online programs and a concerted approach to serving this population on campus have contributed to continued strong enrollment with non-traditional students.

Figure 4: Non Traditional Enrollment AY 2012-2016
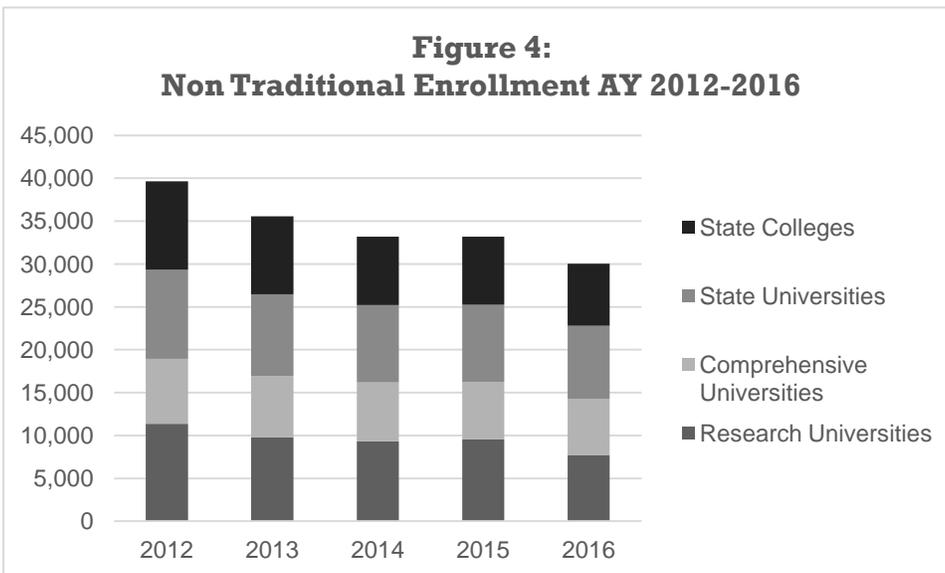
Georgia's educational attainment rates have improved over the past five years, due in part to degree conferrals at all levels rising by 18 percent since the 2010 Academic Year. In order to reach the CCG goals for higher education completions by 2025, the state must graduate an additional 3% of students annually, over and above previous years. While the state has been able to exceed its goals for degree production since the announcement of the CCG initiative in 2011-2012, demographic and economic trends underscore the significant work still needed to maintain the state's momentum. Enrollments, which swelled during the recession, declined as the economy recovered, most especially among non-traditional students. The shift in enrollment patterns reinforces the importance of student persistence and retention to meeting the state's overall attainment goals. Figure 5 provides a view of degree production from 2010-2014.

Figure 5: USG Degree production AY 2012-2016
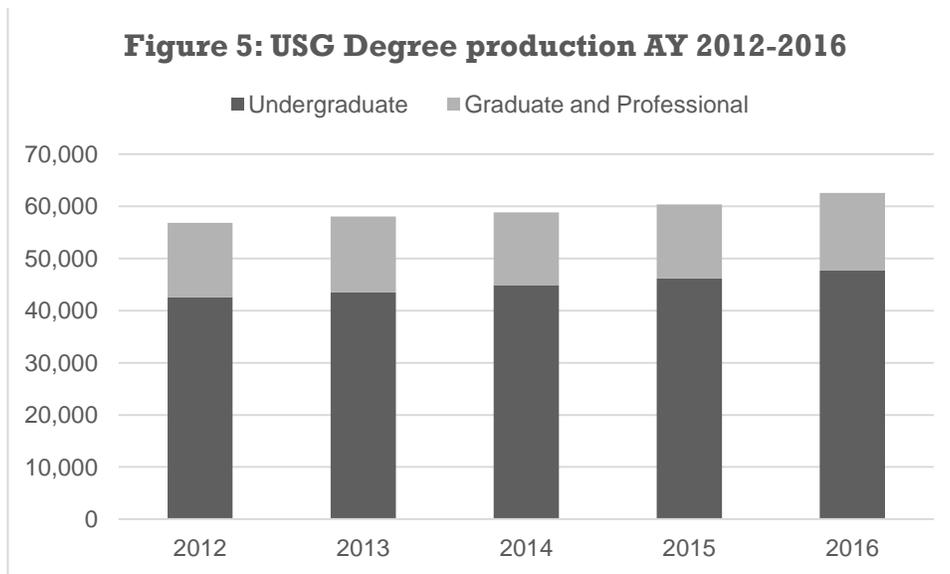
Georgia's colleges and universities provide a wide range of programs to meet the state's diverse needs. CCG has continued to work with institutions to focus on research-based, high-impact strategies that have the potential to improve student outcomes. Top-level work areas that have been the focus of the System's CCG activities are:

- College Readiness
- Improving Access and Completion for Underserved Students
- Academic Advising
- Shortening the Time to Degree
- Restructuring Instructional Delivery, and
- Transforming Remediation

These top-level strategies have in some instances been further refined to provide more flexibility to serve the range of institutions within the University System.

GOALS AND STRATEGIES

The *overarching goal* for Complete College Georgia is *to increase the number of undergraduate degrees awarded by USG institutions.* In order to achieve this goal, the USG/CCG has adopted eight strategically-oriented, supporting goals:

1. Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).
2. Decrease excess credits earned on the path to getting a degree, allowing students to focus solely on those courses they need, saving time and money.
3. Provide targeted advising to keep students on track to graduate. With targeted advising, advisors will focus on strategies required to ensure that students complete degrees on time and without excess credit consumption, and they will specifically focus on identifying and intervening with students who have veered off track for on-time graduation.
4. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
5. 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.
6. Increase the likelihood of degree completion by transforming the way that remediation/learning support is accomplished. Remediation and learning support refer to efforts to support students who are not prepared for college-level work in gateway courses by offering additional instruction designed to prepare them for success in credit-bearing, college-level courses.
7. Restructure instructional delivery to support educational excellence and student success. Instructional delivery can encompass any innovative means of pedagogy, including e-texts, online education, flipped classrooms, and a host of others.
8. Improve access for underserved and/or priority communities

Each goal addresses a specific challenge to completion that has been identified through research. By approaching completion through a set of goals focused on removing specific barriers to success, CCG is advancing a strategy with sufficient flexibility to be effective at every campus in the System and adaptable enough to have impact across the institutional spectrum in Georgia. The success of this flexible approach is evident in the degree and scope of adoption of strategies across the System.

This approach represents a wide range of activities across the System, and underscores a deep commitment to completion work throughout the state. The variety of goal-oriented strategies offers institutions the opportunity to focus on those activities that match their profile and institutional mission, while not expending limited resources to pursue goals that are not priorities for the institution. Identification of and use of these common goals have helped to focus the work at the System level on *high impact strategies* and provided guidance on how to implement various activities at the campus level.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

CCG Overarching Goal: Increase the number of undergraduate degrees awarded by USG institutions.

CCG Goal 1	Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).
High-impact strategy	Credit Intensity campaigns (15-to-Finish, 4 for , Full Time is 15)
Demonstration of Priority and/or Impact	For students in higher education, more so than perhaps any other group, time is truly money. Financial aid policies have established 12 hours as a full time course load at the undergraduate level, even though a student taking that many credits a semester will require at least an extra term to complete an associate degree and an additional year for a bachelor's degree. By emphasizing 15 credits as full time, credit intensity programs help students get on track to graduate on time. In so doing, students save the costs associated with the additional time in school and can get into the workforce and begin earning money sooner. Additionally, evidence from Georgia and elsewhere indicates that students who attempt more credits in a term experience greater success, findings that are not isolated to the most prepared students.
Primary Point of Contact	Jonathan Hull, Assistant Director for Policy and Partnership Development; Barbara Brown, AVC General and Transitional Education
Summary of Activities	Adoption of credit intensity programs across the System expanded in 2015-2016, with more institutions reporting some work on this activity, and institutions where this is an established effort making adjustments.
Measures of Progress and Success	
Measure, metric, or data element	Percentage of students enrolling in 15 or more credits per semester.
Baseline measures	In 2011-2012, 26.1 percent of all degree-seeking students in USG institutions enrolled in 15 or more credits in the fall semester (26.6 percent did so in the spring). In the same year, 48.8 percent of students enrolled in between 12 and 14 credits in the fall semester (46.2 percent did so in the spring) There is wide variation among and within sectors on this measure.
Interim Measures of Progress	The percentage of students enrolling in 15 or more has increased nearly 4 percentage points since 2012 (to 30 percent), with an almost equal decrease in the percentage of students enrolling in 12-14 credits.
Measures of Success	By 2025, the percentage of students taking 15 or more credits a semester will increase to 40 percent.
Lessons Learned	There remains some resistance among faculty and staff regarding the merits of this effort. Specifically, concerns continue to be raised as to the ability of some students to pursue 15 credits of coursework, most especially those students who are also working outside of school. Evidence on student success at higher levels of credit-taking is compelling, but to date has not been analyzed while controlling for academic preparedness and employment patterns. This effort is linked to program maps and block schedules (which should include a minimum of 15 credits a semester as a default). To date, institutions have taken one of two approaches to the strategy: informational and/or structural. Most informational programs include

	extensive marketing to students and parents, including videos, handouts, emails, and presentations at orientation. Structural approaches default students into 15 credit blocks at freshmen orientation, which they must affirmatively act upon to bypass. The latter approach tends to have greater benefit in terms of overall participation, even beyond the point at which the students are no longer blocked into 15 credits. Most institutions adopting structural approaches also conduct extensive informational campaigns as well.

CCG Goal 2	**Decrease excess credits earned on the path to getting a degree.**
High-impact strategy	Guided Pathways to Success [Program Maps, Academic Focus Areas, block, and default schedules]
Demonstration of Priority and/or Impact	College affordability has emerged as a persistent concern for students, parents, and policymakers. Among the factors that can contribute to higher college costs are students taking courses that do not apply to their course of study. This can happen for a variety of reasons, including students who are uncertain what program to pursue, what courses to take within their program, or who change their programs. To reduce the number of credits students accrue on their way to degrees, institutions have adopted academic focus areas to assist students in discerning the best fit program for their interests and skills, program maps that constrain choice and promote clear degree progression, and comprehensive systems of advising, maps, analytics and scheduling to align campus resources toward completion and efficiency.
Primary Point of Contact	Jonathan Hull, Assistant Director for Policy and Partnership Development; Robert Todd, Director for Policy and Partnership Development
Summary of Activities	USG institutions continued to implement their Guided Pathways strategies; USG System Office promoted program maps and advising infrastructure. A survey of progress on GPS strategies conducted in 2015 indicated that most institutions had established appropriate math pathways and implemented new models of remediation, with some progress on establishing program maps for degree programs and academic focus areas. Less progress has been evident in implementing predictive analytics and early alerts, and most campuses are struggling to implement predictable schedules. The credit intensity (15 to Finish) element of the Guided Pathways approach has also been slow to take off for campuses. In general, success in 15 to Finish appears to be linked to implementation of block scheduling, but at this stage no institutions has implemented multi-year block schedules, and many institutions do not indicate any intention of pursuing this strategy beyond the first semester.
	In 2015, the Guided Pathways initiative at the USG focused on investigating opportunities to link program selection and student career preferences. Considerable research and communication among partners to identify appropriate mechanisms for linking student's stated interests with institutional programs were undertaken, although changes within the Georgia Career Information System as well as administrative shifts with a key philanthropic partner resulted in a decision to de-emphasize this aspect of the Pathways project.
Measures of Progress and Success	
Measure, metric, or data element	Credits earned at Graduation
Baseline measures	In 2011, students awarded associate degrees earned an average 82 credits at conferral; for bachelor's degrees, this figure is 138 credits. Most associate degree programs require fewer than 65 credit hours to complete. Most bachelor's programs require 120 credit hours
Interim Measures of Progress	By 2015 students earning an associate degree earned an average or 84 credit hours; students earning bachelor's degrees earned an average of 139 credits.
Measures of Success	By 2025, students earning an associate degree will earn an average or 70 credit hours; students earning bachelor's degrees will earn an average of 128 credits.

| Lessons Learned | The Guided Pathways project is an effort at coordinating and consolidating a number of discrete strategic efforts. The complexity of this effort, with multiple activities required simultaneously, poses a significant challenge for many institutions. Most campuses have adopted those elements that either reflect changes in system policy and guidance (most especially math pathways and remediation), but have been challenged by those that require significant logistical and technical implementation (including block scheduling beyond the first semester and predictive analytics). The Guided Pathways initiative was ambitious in scope, demanding significant changes at institutions with very different contexts.
| | At this stage, this project appears to be off track, although this assessment does not reflect the significant amount of changes institutions have already committed to that support the project.
| | In 2015-2016, institutions were surveyed about their interests for training and technical assistance on their Guided Pathways work, which revealed highly varied degrees of implementation, capacity, and engagement, as well as a lack of convergence on priorities for further work. This is not surprising, given the breadth and ambition of the initiative, and points to a need to provide support on discrete components of this work in the context of a comprehensive system of success. In 2016-2017, CCG plans to offer a "menu" of training opportunities to fill in some of the gaps institutions have with respect to their work in this area.

CCG Goal 3	**Provide proactive advising to keep students on track to graduate.**
High-impact strategy	Proactive Advising; Predictive Analytics
Demonstration of Priority and/or Impact	Many students need help to identify an appropriate degree program and remain on track to complete their post-secondary credential. Proactive advising and predictive analytics provide meaningful, credible, timely support to students on selecting a program that will meet a student's academic and career goals and identify when they become off track in their program. The role of advising with relation to student success cannot be underemphasized.
Primary Point of Contact	Heather Collins, Policy Analyst
Summary of Activities	In partnership with the Regents Advisory Committee on Academic Advising, the CCG review of academic advising has worked to engage with faculty, professional advisors, Information Technology professionals, Institutional Research professionals, System Office staff, and others to update policy, provide guidance on best practices, and develop tools to strengthen advising at USG institutions. The review was organized into four main areas of work: 1. Policy Review 2. Technology Review 3. Advising Practices Review 4. Resource Development As part of these efforts, 47 representatives from USG institutions and the System Office participated in working groups to identify solutions. These efforts have resulted in recommended BOR policy revisions that provide more clarity on the definition of academic advising, the development of a community of advisors and related institutional personnel that can learn from each other, and produce outcomes that directly support the **goals** of CCG. In addition, CCG provided Collaborative Capacity Grants for institutions to convene advisors and other institution representatives to discuss issues affecting advising. Challenges highlighted during resulting symposia include predictive analytics, advising learning outcomes, second-year student retention, and child care solutions for students. In the coming months, we anticipate the policy revisions will be reviewed by BOR in spring 2017. To complement these policy changes, CCG will convene advisors and others in sessions focused on challenges highlighted throughout the review, including data analysis in advising.
Measures of Progress and Success	

Baseline measures	Credit intensity; degrees at graduation
Interim Measures of Progress	Establishment of "academic advising framework," including evaluation plans and institutional metrics (from new policy)
Measures of Success	Decrease in the average number of degree program changes Decrease in the average number of credits that do not count toward a degree program.
Lessons Learned	Advising is the critical point of contact between students and the institution. Robust advising systems can take many forms, including "all professional," "all faculty," and "blended advising." Advisors connect students with the often complex structure and policies of higher education, and are especially critical for the success of first generation, low income, and adult learners for whom college poses special challenges. There exists across institutional sectors a renewed focus on training and professional development for advisors to improve their skills and facilitate better interactions with students. Also, as technology has advanced and the benefits of business intelligence and customer relationship management tools have been adapted for higher education, many institutions have become interested in adopting these tools. There remain, however, significant inconsistencies across institutions in the degree to which advisors are able to access, analyze and harness the data that is generated by students on their campuses about their learning and progression. In the year ahead, meeting this challenge will be a major focus. A second critical advance this year was the reinvigoration of the Regents Advisory Committee on Academic Advising, which has proven vital in establishing a broader understanding of the condition of advising across the system and for sharing practices (and practice gaps) among institutions. The presence of strong, engaged partners to support and advance competencies in the field helps to facilitate the rapid dissemination of information and a diverse set of perspectives on emerging challenges.

CCG Goal 4	**Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.**
High-impact strategy	Associate Degree you Deserve (ADD)
Demonstration of Priority and/or Impact	Each year, thousands of Georgia students transfer from public two-year to four-year institutions to further their academic goals, often without receiving their associate degree. As these students continue in their studies, they often complete the requirements for their associate degree along the way. The Associate Degree you Deserve (ADD) initiative secures credentials for students who have earned them to protect against the possibility that they will stop out and have no recognized credential for their investment in higher education. ADD also provides a milestone of progress for students as they continue their work toward a bachelor's degree. The ADD initiative supports the state's need for more individuals with college credentials as well, targeting the segment of the population who would otherwise be identified as having "some college, no degree."
Primary Point of Contact	Barbara Brown, Assistant Vice Chancellor, General and Transitional Education
Summary of Activities	An initial pilot of a reverse transfer programs was underway in 2015 involving Georgia Southern University, Augusta University and East Georgia State College. The USG worked with the institutions to develop the criteria to identify students. Among other factors, students needed to have enrolled at an associate degree granting institution for a minimum of 15 credit hours, transferred to another USG institution as bachelor's degree students, be currently enrolled and have earned a cumulative minimum of 60 credits. A list of students who met these criteria was pulled from the Academic Data Warehouse by the USG Research and Policy Analysis office in fall 2015 and spring 2016 and sent to host institutions. These institutions subsequently emailed students about their eligibility and directed them to specific Parchment (digital credential service) portals for their institutions. The System

	Office through a contract with Parchment established "storefronts" for each USG institution to serve as portals for students to apply for the associate degree and provide approval for the transfer of student information.
	In the pilot, 459 students were identified as potentially eligible, with 66 associate degrees awarded in fall 2015 or spring 2016, and 29 in the summer of 2016. An additional 6 degrees were expected to be awarded in fall 2016. Other institutions outside the pilot awarded 43 associate degrees in 2015-2016 through reverse transfer of credit.
	In spring 2016, 12,618 students appeared to be eligible for reverse transfer. Not all institutions notified students, however, and working with a smaller pool, 350 requested degrees through reverse transfer.
	In order to support monitoring and analysis of this strategy, a new award delivery code was established within Banner (enterprise resource system for USG) to indicate if a degree was awarded through the reverse transfer of credit. While some degrees have been awarded through the process prior to the implementation of this code, they are few. It is anticipated that the bulk of the degrees so conferred will be evident within the data warehouse.
Measures of Progress and Success	
Measure, metric, or data element	Number of requests for degrees conferred through the reverse transfer of credit and number of degrees awarded
Baseline measures	Prior to the implementation year, fewer than 25 degrees were likely awarded through this process, although the precise figure is not known. Some activity in this regard was underway at Georgia Highlands College through a very labor-intensive process.
Interim Measures of Progress	In 2015-2016, 101 degrees were awarded in the pilot program; other institutions awarded an additional 43 degrees. At least 350 additional students indicated an interest in being evaluated for the award of a degree by reverse transfer in spring through summer 2016.
Measures of Success	While it is early, it is possible that by 2020 institutions across the University System will award more than 1,000 associate degrees annually by way of reverse transfer.
Lessons Learned	Initial expectations were that response rates to emails about eligibility would not yield significant results but this does not seem to be the case. The process remains fairly labor intensive on the sending and receiving institutions, with transcript transfer still a manual process. Moreover, requirement for FERPA authorization for the exchange of data between institutions for review and awarding degrees remains a hurdle. There exist some advising and financial aid considerations for students related to this project as well, as financial aid can end once a student earns the degree, even if they are intending to continue beyond. Other emerging questions exist around how shifts in the process cost structure (transcript transfer is currently subsidized by a the USG through a grant) will affect student willingness to participate.

CCG Goal 5	**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	Move On When Ready, AP/IB, Credit for Prior Learning
Demonstration of Priority and/or Impact	Shortening time to degree for students who have earned college credit or can demonstrate mastery of collegiate level work significantly reduces their costs, provides momentum toward a degree, and improves the efficiency of the courses offered by the college. The growing popularity among students for dual enrollment courses offered through USG institutions, the continuing high demand for AP/IB courses and rising interest in credit for prior learning combine to indicate that these programs fill areas of need or interest among the students served by the USG.

Primary Point of Contact	Jonathan Hull, Assistant Director for Policy and Partnership Development; Sarah Wenham, Director of Retention and Progress
Summary of Activities	Institutions across the USG report increases in the number of dual enrollment students they serve. Between 2012 and 2015 the System has seen an 83 percent increase in dual enrollment students in fall semester. Enrollment gains are even greater for spring term – nearly 92 percent. This growth has been generally well distributed across institutional sectors, with state colleges serving the greatest number of dual enrollment students (3,823 in fall 2015). Georgia Perimeter College has had the single largest dual enrollment population of any institution in the System at 1,265 for fall 2015, greater than the freshmen enrollments of seven other institutions.
	The Georgia General Assembly passed legislation in 2015 streamlining the state's existing dual enrollment programs to increase participation and access. Many institutions have embraced the opportunity to extend their enrollment and encourage college participation in general. Additionally, institutions have partnered with local education agencies to coordinate the delivery of college courses either on their campuses or at the designated high school, including providing training for local staff and certifying them as faculty of record for these courses.
Measures of Progress and Success	
Measure, metric, or data element	Dual enrollment; Credits earned by dual enrolled students; time to degree
Baseline measures	Dual enrollment students (Fall Headcount 2011): 3,675

Interim Measures of Progress	Dual Enrollment students (2012-2016):

	2012	**2013**	**2014**	**2015**
	4,366	5,303	6,700	7,916

Measures of Success	Dual Enrollment by 2025 will reach 10,000 students annually; credits conferred through dual enrollment will exceed 216,000.

Lessons Learned	For some campuses, the changes in funding have been welcome, allowing them to enroll a greater number of students, although books and uncompensated fees remain a concern. Additionally, institutions report limited success in matriculating Move On When Ready students into programs at their institutions. Furthermore, as the number of students interested in the program increases, there are emerging capacity concerns, most especially about identifying qualified instructional staff to provide these courses, as well as about the needs to provide advising and guidance to this student population.

CCG Goal 6	**Increase the likelihood of degree completion by transforming the way that remediation is accomplished.**
High-impact strategy	Transforming Remediation
Demonstration of Priority and/or Impact	Each year, about 20 percent of students are admitted to USG institutions with deficiencies in English language and mathematics that require remediation/learning support in order for them to be successful at the collegiate level. Traditionally, entering students complete an assessment for readiness after admission, with those requiring remediation placed in basic skills or developmental course(s) that do not earn collegiate credit, but for which the student paid tuition. The great majority of these students did not persist to graduate from college; indeed, most did not complete the remedial course(s) required of them and left college without degrees. Remediation, for one fifth of the student population, was more an off-ramp than on-ramp to post-secondary success. For the cohort of students admitted in 2011 needing remediation in math, only 26 percent had completed the gateway course two years after enrollment; for English the percentage is slightly higher, 36 percent, but for those requiring both, the percentage who successfully completed both gateway courses within two years was only 16 percent.

Following a careful review of existing policy and practice with respect to remediation and a review of evidence, research and input from other institutions, the USG adopted new policies and procedures to transform remediation from placement through delivery and eventual measures of success.

In the 2014-2015 academic year, five USG Institutions were "at scale" with corequisite remediation (Albany State University, Bainbridge State College, College of Coastal Georgia, Georgia Highlands College, and Gordon State College). The reconstructed model includes:

- Revision of USG policies and procedures for Learning Support
- Redefining the focus of remediation from trying to compensate for what students did not learn in K-12 to focus on providing students with appropriate support for completion of credit-bearing collegiate courses that serve as the gateway to the college curriculum for all students. Remediation efforts in the USG have been referred to as Learning Support for many years. Efforts to transform remediation have focused on putting the "Support" back into Learning Support efforts
- Requiring most Learning Support to be delivered in a corequisite model beginning by fall of 2015. Using the corequisite strategy, students take a 1 or 2 credit remedial course WHILE taking the related credit-bearing collegiate course (English 1101 or a collegiate math course), decreasing the time, credit, and cost required to complete remediation and begin earning collegiate credit
- Combining reading and writing into a single English remediation course
- Eliminating the COMPASS test as an exit exam
- Using completion of the gateway collegiate course as the criterion for exiting Learning Support
- Reconfiguring the criteria used to evaluate the need for Learning Support (modeled on historical performance data) so that placement in or exemption from Learning Support |

	is no longer dependent on the score of a single high-stakes test • Adoption of new indices for placing students in Learning Support
Primary Point of Contact	Barbara Brown, Associate Vice Chancellor, General and Transitional Education
Summary of Activities	In 2015, the University System went to scale at all institutions with corequisite remediation as the primary mode of delivery for Learning Support. The systemwide implementation has resulted in a mixture of delivery and placement models for Learning Support, in effect creating experimental models investigating what works in different settings and with different audiences. Institutions are expected to implement new curricula at both the corequisite and prerequisite (or Foundations) levels that are aligned with the skills and knowledge required by the gateway courses. Eight institutions have already implemented "multiple measures" for placement into Learning Support. With multiple measures, students are assessed for placement in Learning Support based upon a range of factors, including their high school GPA, college entrance exam scores, and college placement assessments, with an index calculated that determines exemption from or placement in Learning Support. The cut scores for the indices were established by historical success of similar students at USG institutions to provide a risk-informed placement for students.

Measures of Progress and Success		
Measure, metric, or data element		Percentage of students who exit Learning Support within 1, 2, or 3 semesters
		Percentage of students in corequisite Learning Support who successfully complete the gateway collegiate course compared to students in gateway courses who exempted Learning Support requirements
		Ultimately, the percentage of students who start in Learning Support who complete degrees on time and within 150% time
	Baseline measures	As noted, only 26 percent of students with math remediation placements, 36 percent of those with English placements, and 16 percent of those with placements in both completed the gateway course within 2 years of matriculation.

Interim Measures of Progress	In 2015, for students in Foundations remediation courses, 64 percent completed their remediation course(s) and were eligible to continue on to pursue the gateway course. For students placed in corequisite remediation, 70 percent completed their gateway course(s) in their first semester. Indeed, students in corequisite remediation succeeded in the gateway collegiate course at roughly the same rate as students without learning support placements. The table below underscores the results.

University System of Georgia
Learning Support Enrollment, Course Completion, & Gateway Course Completion by Learning Support (LS) Course Type
First-time Freshmen (IPEDS definition) 2015-2016

Entering Cohort	52,150			

Students Enrolling in LS Courses*	Total LS	Math Only	English Only	Both Math and English
Corequisite	7,387	4,747	1,525	1,115
Non-Corequisite	5,326	3,524	1,041	761

Students Completing LS Courses by Spring 2016†	All LS	Math	English	Both Math and English	Completed Math Only	Completed English Only
Corequisite	69%	67%	78%	65%	6%	19%
Non-Corequisite	60%	58%	74%	48%	4%	11%

Students Completing a College-Level Course	All Gateway	Math	English	Both Math and English	Completed Math Only	Completed English Only
Corequisite	73%	74%	73%	71%	6%	15%
Non-Corequisite	40%	40%	50%	29%	8%	20%

Measures of Success	Corequisite students will succeed in gateway courses at rates equivalent to those of students without learning support placements.

Lessons Learned	Not surprisingly, with the significant changes that remediation has undergone, there have been challenges in the implementation and scaling up of the corequisite approach to remediation. USG policy stipulates that institutions will place a **majority** of their students requiring remediation in corequisite Learning Support. In 2015-2016, 24 percent of first-time freshmen enrolling at USG institutions required some form of remediation. A slim majority (57.3 percent) of these all students with remediation requirements pursued their learning support in corequisite classes. Their success rates have been impressive: overall 73 percent of students in corequisite learning support complete their gateway course in their first year (74 percent of students with math placements and 73 percent of those with English placements). Impressively, for students placed in learning support in **both** English and math, 71 percent completed both gateway courses in their first year.

While the overall placement for corequisite remediation across the System is above 50 percent, the percentage of students requiring remediation that are placed in corequisite support varies considerably, from below 45 percent at three institutions to greater than 80 percent at five institutions. Three institutions—Georgia Tech, Georgia State, and Georgia Southwestern—only place Learning Support students in corequisite models and one, Georgia Southern, almost meets that mark. The table below provides information on corequisite and Foundations level placements at USG institutions.

Institution	Total LS	Coreq	Foundations	% Coreq
Georgia Highlands College	983	401	582	40.8%

Fort Valley State University	171	75	96	43.9%
Columbus State University	226	100	126	44.2%
University of North Georgia	931	453	478	48.7%
Middle Georgia State University	462	229	233	49.6%
Bainbridge State College	378	192	186	50.8%
Darton State College	702	359	343	51.1%
Atlanta Metropolitan State College	334	171	163	51.2%
Gordon State College	887	465	422	52.4%
Abraham Baldwin Agricultural College	424	239	185	56.4%
USG	12,713	7,387	5,326	58.1%
Georgia Perimeter College	2,205	1,298	907	58.9%
Georgia Gwinnett College	1,330	801	529	60.2%
East Georgia State College	724	441	283	60.9%
Dalton State College	505	312	193	61.8%
Savannah State University	484	317	167	65.5%
South Georgia State College	591	391	200	66.2%
Albany State University	45	30	15	66.7%
College of Coastal Georgia	255	173	82	67.8%
Kennesaw State University	75	51	24	68.0%
Valdosta State University	26	18	8	69.2%
Clayton State University	278	218	60	78.4%
Armstrong State University	170	135	35	79.4%
Georgia Southern University	134	125	9	93.3%
Georgia Institute of Technology	21	21	0	100.0%
Georgia Southwestern State University	21	21	0	100.0%
Georgia State University	351	351	0	100.0%
Augusta University	No LS	No LS	No LS	
Georgia College & State University	No LS	No LS	No LS	
University of Georgia	No LS	No LS	No LS	
University of West Georgia	No LS	No LS	No LS	

Placement into remediation is more complicated than under previous approaches, with the use of placement tests now a potentially optional element for determining student's need for remediation. It is hoped that the placement process can be automated within Banner to simplify the process for campuses and to promote more consistency on placement into corequisite classes. The multiple measure placement tool should be fully implemented across the system in spring 2017.

At the institution level, there exist a wide diversity of approaches and models, which will naturally have different degrees of success. Course timing, instructional methods, delivery mode, and staffing are among the variables that are at play with this new model. As institutions develop successful models and structures for delivering learning support, the USG will help to share these best practices and assess opportunities for replication.

Most significantly, corequisite remediation has already proven to be a success. As noted in the table above, overall 73 percent of students in corequisite learning support complete their gateway course in their first year (74 percent of students with math placements and 73 percent of those with English placements). Impressively, for students placed in learning support in **both** English and math, 71 percent completed both gateway courses in their first year.

To put this in perspective, if this same group of students had entered under the previous non-corequisite model of remediation, only 834 students would have passed, with 1,387 students essentially sidelined by math remediation. In the new, corequisite model, 2,221 students passed the math course. For English, only 491 would have completed the course by the second year,

with 511 students exiting higher education at the USG with no degree and no path forward. In the new corequisite model, 1,002 passing the gateway courses in their first year. For students needing remediation in both courses, under previous approaches, only 57 would have passed the gateway courses in 2 years, compared to the 225 who succeed in their first year under corequisite remediation.

CCG Goal 7	**Restructure instructional delivery to support educational excellence and student success.**
High-impact strategy	eCore and eMajor
Demonstration of Priority and/or Impact	Students are increasingly turning to online and hybrid learning models to advance and accelerate progress toward their degrees. Institutions across the System have a variety of strategies related to this work, some directed independently, others in coordination with eCore, the University System's collaborative online learning environment. As a statewide initiative, eCore is instrumental in taking important steps toward identifying and serving targeted populations and partnering with other collaboratives to create seamless pathways by increasing the array of online options.
	The eCore program has an important role in the Complete College Georgia plan to accelerate the number of college graduates in the upcoming years. As a USG collaborative, eCore is dedicated to acknowledging and addressing economic realities while focusing on the creation of a student culture of connection and quality. eCore provides accessible, flexible, and affordable higher education course options that support CCG initiatives.
	Finally, eCore relieves class-scheduling conflicts by increasing institutional core course capacity. eCore offers adult learners, with family and job responsibilities, flexible options for higher education attainment.
Primary Point of Contact	Jon Sizemore, Assistant Vice Chancellor for Distance Education
Summary of Activities	**eCore** By Spring 2016, eCore courses were offered for credit by 21 affiliate USG institutions (see www.ecore.usg.edu/about/institutions/ for details). Ten institutions joined as affiliated in 2015-2016, the largest single year expansion in the initiative's history. eCore has also remained extremely affordable, maintaining a lowered tuition rate from 2014 (saving students over $2M in tuition) and implementing open educational resources, further reducing student costs by $3M. eCore's centralized support services have continued to expand and improve to serve students at every stage of their program, from inquiry through graduation. At the same time, eCore's commitment to academic quality has been enhanced through continued investments in robust faculty development, rigorous course design standards, and careful attention to the specific context of online learning. In 2015-2016, eCore offered 26 courses, providing 69,295 credits to 22,541 students.
	eCampus Developed in the Spring of 2016 through the consolidation of eCore and eMajor operations, eCampus is a distance education service unit of the USG. eCampus partners with USG institutions to provide quality, affordable, high demand, post-secondary online degrees and credentials that address the workplace needs of Georgia and beyond. Program development is still being identified across the state, but the degrees are ideal for traditional students and non-traditional students, such as working professionals, military members, and anyone looking to continue their education for a competitive advantage in today's job market. Another important feature regarding programs within eCampus is their ability to be delivered in 8-week sessions in order to shorten time to degree completion.
Measures of Progress and Success	
Measure, metric, or data element	Online enrollment; credits earned; number of degrees earned entirely online

Baseline measures	In 2007, eCore enrolled 4,548 students who took a total of 13988 credits.
Interim Measures of Progress	**Credit Hours and Enrollment , eCore 2011-2016**

	FY 2011	**FY 2012**	**FY2013**	**FY 2014**	**FY 2015**	**FY 2016**
Total Credit Hours	15,482	23,243	25,550	29,833	43,843	69,295
Enrollment	5,061	7,562	8,296	9,691	14,189	22,541

Measures of Success	eCore is most successful as an enterprise-level deployment on online course opportunities for students across the USG. With a 348 percent increase in credit hours earned through eCore, clearly more access to eCore's online courses is serving students well. At the same time, through improvements in student support services eCore has increased the percent of students successfully completing courses and earning credit toward degree completion.
Lessons Learned	Since its inception, eCore has reflected upon the success of its students to adapt and adjust its work. In recent years this has included the addition of problem-based learning into a host of courses, the redesign of assessments, assignments, and projects to better measure and support students' learning, and adjustments of course pace and structure. Tutoring and support for eCore students have also been areas of expanded activity for the program. To this end, eCore has integrated with Smartthinking, a tutoring service, and other tutoring resources to support students within their courses.
	Faculty development and instructional design are also at the center of eCore's success. Instructors are required to complete training specific to the eCore. Courses and faculty are assessed on a range of measures by students, the results of which are used to improve courses. The overall satisfaction of students with their eCore courses remains consistently high across all domains and years.

CCG Goal 8	Improve access for underserved and/or priority communities.
High-impact strategy	Hispanic/Latino Outreach; Go Back Move Ahead; African American Male Initiative
Demonstration of Priority and/or Impact	To achieve the CCG goal of producing an additional 250,000 graduates by 2025 requires the full participation of Latino students. In 2016, Latinos comprised 9.4% of Georgia's population, with 53% of these Georgia Latinos born in the United States and 61% of Mexican/American origin. In 2013, the USG launched an initiative to increase Latino College Completion with funding from the Goizueta Foundation. Georgia is developing a model for Latino college access, enrollment and success—a model for other state systems with emerging Latino populations to emulate.
Primary Point of Contact	Isabel Perez, Project Director for Hispanic/Latino College Completion; Rosalind Barnes Fowler, Director of Public Awareness & Outreach; Arlethia Perry-Johnson, Vice President, Strategic Communications & Marketing Kennesaw State University; and Project Director, USG African-American Male Initiative
Summary of Activities	Three institutions, the College of Coastal Georgia (CCGA), Dalton State College (DSC), and Georgia Gwinnett College (GGC) developed and implemented "Promising Programs" designed to address the unique needs of Latinos at their respective institutions. CCGA has a community based mentoring program, DSC has a student-led program and GGC has a student organization/family engagement program.
	The USG Principal Investigator and Project Director has led initiatives and committees to establish and promote completion by Latino students, such as the National Leadership Committee for Latino College Completion, USG Leadership Committee, Regents Advisory Committee-Latino College Completion, Regents Advisory Committee-Latino College Completion Policy, and the Latino Executive Institutional Leadership.

Measures of Progress and Success	
Measure, metric, or data element	Two templates were created for the Promising Programs; a comprehensive comparative student database and a longitudinal tracking system with baseline metrics, i.e., recruitment, enrollment, academic progression, retention and graduation rate and budget template. In addition, Promising Programs also provides a semester and annual report that include a SWOT analysis. Promising Programs Principal Investigators also use institutional and external assessments to guide them.

| | **Baseline measures** | Hispanic/Latino Enrollment and Degrees awarded 2011: |

	Fall Enrollment	Degrees Awarded
Coastal Georgia	126	9
Dalton State	887	68
Georgia Gwinnett	812	9
System Total	14,980	1,698

Interim Measures of Progress

Fall Hispanic/Latino Enrollment, 2012-2015

Institution	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College of Coastal Georgia	126	124	129	159	148
Dalton State College	887	902	970	1,032	1,189
Georgia Gwinnett College	812	1,174	1,384	1,680	1,925
System Total	14,980	16,315	17,472	18,966	20,998

Degrees Awarded to Hispanic/Latino students 2012-2015

	2011	2012	2013	2014	2015
Coastal Georgia	12	14	11	9	20

Dalton State	48	89	105	107	144
Georgia Gwinnett	5	34	45	49	94
Total Detail	65	137	161	165	258
System Total	1,463	1,942	2,273	2,567	2,857

Measures of Success	By 2025, Hispanic/Latino college participation numbers will be above 30,000 and the total number of degrees awarded to Hispanic/Latino students by USG institutions will exceed 4,500.
Lessons Learned	Early findings revealed some best practices that work for Latino students and their families, such as student/parent led cohort-models, parent engagement, bilingual English-Spanish marketing materials, and the use of student/parent feedback (surveys) to strengthen the program. The results support the findings of current and previous published research on Hispanics/Latinos, which requires taking a holistic approach by engaging families at all levels.
	CCG is in the process of establishing a collaborative effort with the remaining 26 institutions to provide multiple training modules each year and to share lessons learned on increasing Latino enrollment, progression, and retentions to graduation. These modules will be data driven and have maximum impact across the USG. The goal is to create a scalable model for institutional learning.
	Two renowned organizations, The Hispanic Association of Colleges and Universities (HACU) and in Education identified the USG as **"the only system-wide approach in the United States designed explicitly and intentionally to increase and assure Latino college completion."**

CCG Goal 8	**Improve access for underserved and/or priority communities.**
High-impact strategy	Go Back. Move Ahead
Demonstration of Priority and/or Impact	The "Go Back. Move Ahead. (GBMA) initiative," as part of the state's adult college completion effort, was designed to ultimately bring awareness of the various post-secondary options available through the 53 universities and colleges of the USG and Technical College System of Georgia institutions.
Primary Point of Contact	Rosalind Barnes Fowler, Director of Public Awareness & Outreach
Summary of Activities	GBMA helped to begin the difficult task of identifying those adult learners who had dropped out or stopped out of college in Georgia to encourage them to return to college and finish their degrees.
	Throughout the 2015-16 Fiscal Year, the GBMA initiative was an outreach campaign that included outdoor media, internal and external public relations, broadcast/TV placement, radio ads (traditional and non-traditional channels such as Pandora), on and off campus recruitment efforts, back to college open houses, social media campaigns (through Facebook, Twitter and YouTube), and internal campus activities for faculty and staff tasked with implementation responsibilities across both the USG and Technical College System of Georgia.
	The GBMA effort was born out of an effort developed through the College Access Challenge Grant that supported a similar effort, the Discover Your Goal outreach campaign. This effort focused primarily on 10 markets within the state versus the all-state effort attempted by the GBMA initiative.
Measures of Progress and Success	
Measure, metric, or data element	The number of impressions and hits received through various outreach initiatives; the number of newly accepted and enrolled adult students.
Baseline measures	First-time Freshmen age 25 or older matriculating at USG institutions: Fall 2014: 1,252

Interim Measures of Progress	Within two years, the GBMA initiative garnered over 5,500 potential adult students, who had expressed interest in returning to one of the 53 public colleges or universities. By the end of the second year, GBMA could confirm over 200 students had returned to college.
Measures of Success	Increases in adult participation and degrees conferred to adult/non-traditional students.

Lessons Learned	Although the media portion of the GBMA initiative has ended, efforts to showcase the available matriculation opportunities to adult learners continue. During the 2016-17 fiscal year, the GBMA eCampus team is working to reach the database of potential students to assess their current enrollment status and introduce them to educational opportunities available throughout the state. The target goal is to see at least one-third of contacts re-enrolled in one of the state's public colleges or universities.
	The success of any outreach to Adult Learners is theoretically tied to the readiness of campuses for potential students. The stronger the programmatic offerings at the various campuses, the stronger will be the student affairs efforts and outreach efforts. The success of any outreach program is correlated to the readiness a campus exhibits in assisting students with the various components to return to college.
	In sum, any future outreach initiative must occur **after** efforts have been made to ensure campuses have processes, procedures and policies are in place that address the needs of adult learners.

OBSERVATIONS

Five years of experimentation and investigation have provided Georgia with some powerful insights into how students succeed, and how they are challenged. A consistent focus on data has been essential to frame the discussion about who is succeeding and about where more attention is needed. The ability of institutions to identify and use data to help drive decision-making is unevenly distributed across the USG institutions, with some campuses enjoying robust data analytics systems that help shape student and institutional decisions, while others struggle to identify top-level trends among their populations. Progress in this area is clear, and the System office has engaged in discussions on multiple levels on how to effectively leverage the assets of higher capacity institutions across the state.

Across the goals that Complete College Georgia pursues, the role of advising as a point of contact between students and the institution has emerged as absolutely critical. Advising plays a vital role in helping students discover their path to graduation, select the courses that will keep them on that path, and guide them toward their academic and life goals. Advisors perform a host of functions on campuses across the System, operating in an ever-changing landscape with dynamic expectations and responsibilities. The significance of this institutional function will only increase as campuses focus on strategies to help students increase credit intensity, identify and enter academic focus areas, follow specific program maps, and align their academic pursuits with workforce needs. To improve the success of these activities, an increased focus on professional learning, process objectives, and better access to and use of, technology, have emerged as areas of greatest focus.

Georgia's institutions have been recognized nationally for their work on a range of innovations, from the use of predictive analytics in fostering student success to taking a statewide approach to addressing the needs of critical, underserved populations. Recent efforts to alter the way students experience remediation and increase student credit taking have demonstrated significant success in helping students accelerate their college programs. These programs offer tremendous promise to support and accelerate the academic success of all students and help the state reach many students who are currently not well served in higher education.

An emerging challenge across all sectors and regions of the state is the need to close serious equity gaps if we are to reach our completion goals. Standing in the way of closing these gaps is an unmet need for financial aid among less-resourced students. Some institutions have attempted to close a portion of this gap through "retention grants" which help students remain enrolled in the face of small amounts of unmet need. Achieving more meaningful advances in college completion will require greater participation of students from economically disadvantaged backgrounds, which will, in turn, place new burdens on institutions' support structures, create demands for new services, and, most critically, require a commitment to campus need-based aid.

While Georgia's considerable success in promoting discrete strategies and scaling specific interventions underscore the strengths of operating as a System, the state's experience also highlights the challenges of simultaneously moving a highly heterogeneous, complex collection of institutions to a coherent focus on student success across a range of measures. Critical to the state's ongoing work will be the implementation of consistent, measurable campus goals and data reports. Another key lesson learned is that the System needs to go beyond setting policy and actively promote

implementation. The goal of improving student achievement while closing equity gaps requires active policy promotion and the creation of an infrastructure that will drive gold-standard implementation of integrated interventions while supporting scale across the System. This strategy builds upon a more sophisticated understanding of what drives student success and a growing commitment at the institution level to take transformative steps to achieve improved student outcomes. The USG has an opportunity to leverage the work of individual campuses and translate that work to drive transformation on campuses throughout the state.

Abraham Baldwin Agricultural College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Abraham Baldwin Agricultural College (ABAC) is a residential institution offering baccalaureate degrees in targeted fields, transfer associate degrees, and non-transfer associate degrees. ABAC's state-wide mission in Agriculture and Natural Resources gives the college a unique identity among USG state colleges, but ABAC is also known for its strong nursing program as well as its traditional associate degrees with transfer pathways in the liberal arts, the natural and physical sciences, mathematics, and the social sciences. With its diverse array of quality programs, an abundance of student organizations, a renowned music program, and a variety of intercollegiate and intramural athletic teams, ABAC provides students with endless opportunities to learn and grow as individuals. The College's overall goal is to be a strategic partner within the University System of Georgia to help create a more educated Georgia.

Total enrollment at ABAC in fall 2015 was 3393, a slight decrease of approximately 1.8% under fall 2014 enrollment (See Appendix A for six-year trends in enrollment and graduation and retention rates). The slight decrease in enrollment is attributed to a sharp rise in degrees conferred for the 2015 fiscal year (Table 2C). Of the 3393, 80% were white, 10% were Black (non-Hispanic), and 7% were Hispanic, comprising the three largest ethnic groups. Students over the age of 25 made up 9.4% of enrollment in fall 2015, and 32% of all students were first-generation college students. In fall 2015, 43% of students were Pell eligible. Students enrolled in at least 12 credit hours fall 2015 made up 73% of total enrollment. For the fall 2015 freshman class, the average high school GPA was 3.05 on a 4.00 scale, the average SAT composite score was 945, and average scores on the ACT were 19 Verbal and 20 Math.

Despite a slight enrollment decrease for Fall 2015, ABAC's goals and strategies developed for Complete College Georgia continue to have a positive impact on college success and completion. This positive impact can be seen in our continued growth in baccalaureate enrollment (1445 in fall 2015, a 26% increase from the previous year), a six-year steady increase in one-year retention rates from 51% to 62%, a total of 645 degrees awarded in 2015-16 (up from 639) the previous year), and a 9% drop in suspension rates for first time students on probation who complete their 2nd term. These data indicate that ABAC's goals and strategies for Complete College Georgia are having a positive impact on college success and completion. Therefore, the College has continued to pursue goals and strategies outlined in its 2012 report and 2013, 2014, and 2015 updates, but has focused during the past academic year on intrusive advising practices to keep students on track to completion.

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

High-impact strategy	**Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees 'on time.'**
Related Goal	Goal 2: Increase the number of degrees that are earned 'on-time' (associate degrees in 2 years, bachelor's degrees in 4 years.)
Demonstration of Priority and/or Impact	This strategy aligns with CCG's 15-to-Finish initiative and meeting this high-impact goal will increase the institution's on-time graduation rate and reduce the student financial obligation
Primary Point of Contact for This Activity	Name: Nicholas Urquhart Title: Director of Academic Support email: Nurquhart@abac.edu
Summary of Activities	*What activities were underway prior to the 2015-2016 academic year?* Beginning fall 2014, Academic Support Counselors began registering new students before their scheduled orientation session. Most of the students are registered for 15+ hours. Academic advisors review the schedules and make adjustments as appropriate. Advisors have begun advising students that 15 hours per semester is a full-time load as opposed to 12 hours, and that 15+ hours per semester are required to graduate on time. *What progress have you made towards implementing this strategy in the 2015-2016*

	academic year?
	Progress can be seen in the data. In Fall of 2014, 389 of 863 new freshmen (45%) were registered for 15 or more credit hours. Also, 1027 (29.72%) of all enrolled students fall 2014 were enrolled in 15+ hours. For Fall 2015, 410 of 849 new freshmen (48%) were registered for 15 or more credit hours while 1082 (31.88%) of all enrolled students for fall 2015 were enrolled in 15+ hours.
	What specific activities did you engage in this year in regards to this strategy?
	The Academic Support Counselors continue to pre-register new students before each scheduled orientation session. The five-year stretch goal is to have 75% of all full-time new students registered for 15 credit hours by 2021. The importance of 15-to-finish has been incorporated into new faculty advisor training each Fall and financial aid counselors are now encouraging students to take 15 hours a semester to graduate on time. In addition, marketing materials are sent to all students and their families showing the financial benefit of graduating on-time.
Measures of Progress and Success	Metric/data element: Percentage of the student body enrolled in 15+ hours, completing 30 hours within first year, and graduating in 2 years for an associate degree or a bachelor's degree in 4 years. **Baseline measure:** Among fall 2012 cohort, 96 (64.86%) earned an associate degree in 2 years. Among fall 2010 cohort, 37 (62.71%) earned a bachelor's degree in 4 years. **Interim Measures of Progress:** *2014-2015* 1027 (29.72%) of enrolled students fall 2014 were enrolled in 15+ hours; that was an increase from 736 (21.7%) in fall 2013; 389 (45%) of enrolled new freshmen were enrolled in 15+ hours. Only 176 (18.16%) of the fall 2014 cohort successfully completed 30+ hours during the 2014-15 academic year; however, that was an increase from 163 (15.64%) the previous year. **2015-2016** 1082 (31.88%) of enrolled students fall 2015 were enrolled in 15+ hours, an increase from fall 2014 of 5.37%. 410 (48%) of enrolled new freshmen were enrolled in 15+ hours. Currently, ABAC is still on track to meet the target projection of 35% of enrolled students to be enrolled in 15+ hours by Fall 2016. 254 (23.67%) of the fall 2015 cohort successfully completed 30+ hours during the 2015-2016 academic year. This is an increase of 44.3% from the 2014 cohort. The projected target given for the 2014 CCG plan update was 20% for the fall 2015 cohort. 71 associate-degree-seeking students from the fall 2014 graduated on-time in 2 years. This goal is 4% below our projected target of 74 on time graduates from the fall 2014 cohort. 53 baccalaureate-degree-seeking students from the fall 2012 cohort graduated on-time in 4 years. This goal is 32.5% over our projected target of 40 on time baccalaureate graduates from the fall 2014 cohort. **Measures of Success:** Increase the number and percentage of students enrolled in 15+ hours each semester. Projected target: 35% of fall 2016 cohort will enroll in 15+ hours. Increase the number and percentage of first-year students successfully completing 30+ hours of collegiate credit hours in their first academic year. Projected target: 25% of the fall 2016 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year. Increase the number of students who earn an associate degree in 2 years or a bachelor's

	degree in 4 years.
	Projected target: 75 associate-degree-seeking students from the fall 2015 cohort will graduate in 2 years, and 60 baccalaureate-degree-seeking students from the fall 2013 cohort will graduate in 4 years.
Lessons Learned	Cultural changes are difficult to overcome; however, ABAC is starting to see significant gains with each fall's new student cohort taking 15+ hours. Sending out timely communication, pre-registering students before their orientation, discussing 15-to-finish with financial aid counselors, and training new faculty advisors on the importance of 15 credit hours has pushed our student body toward taking 15 hours each semester. The following are barriers/obstacles that ABAC must consider as we move forward with this strategy: • Increasing the number of upperclassmen who take 15+ hours a semester • Starting Fall 2016 targeted communication will go out to upperclassmen explaining the benefit of taking 15 hours and the financial impact. Also, faculty advisors will be sent information on encouraging their advisees to continue with 15 hours. • Providing enough support services to give each student the opportunity to successfully complete 15 hours each semester. These challenges are addressed in other high impact strategies. Services created or enhanced include Early Alert, milestone reports, and timely and targeted advising intervention.

High-impact strategy	**Establish milestones as part of program maps to facilitate defining when students are 'off track.'**
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	This high-impact strategy seeks to improve progression and timely graduation by making sure that students are meeting required milestones by 30 and 90 hours.
Primary Point of Contact for This Activity	Name: Nicholas Urquhart Title: Director of Academic Support email: Nurquhart@abac.edu

Summary of Activities	*What activities were underway prior to the 2015-2016 academic year?*
	
	ABAC instituted a checkpoint in the spring of 2015 to help students know when they are 'off-track': Academic Support Counselors (ASCs) check all baccalaureate-degree-seeking students at 90 hours to establish that they are on track to graduate on time, using such factors as RHSC deficiencies remaining, completion of the Core Curriculum, on track to meet residency requirement, curriculum completion on track, legislative requirements met, and meeting minimum GPA requirement for graduation. ASCs compile a list of these students and send information to their academic advisors and to the dean of the school in which the student is advised. The ASCs also follow up with the students who are identified as 'off-track' to assist them in getting on track for on-time graduation.
	
	What progress have you made towards implementing this strategy in the 2015-2016 academic year?
	
	90-hour checkpoints are performed each fall and spring semester for baccalaureate-degree-seeking students and 30-hour checks (completion of AREA A) are performed each spring semester for all students. The measures of success defined during the 2014-2015 CCG plan update were as follows:
	
	    At least ½ the number of students who are identified as being off-track at 90 hours will graduate within 30 credit hours.
	
	    Increase the number of baccalaureate-degree-seeking students who graduate OT.
	
	This high-impact strategy has been a success for ABAC. As the data show (see metrics below), 66% of identified off track students for spring 2015 graduated by the following spring. Currently, 61% of identified off-track students for fall 2015 have graduated on-time and this number is predicted to grow after fall 2016 graduation.
	
	30-hour checks were conducted for spring of 2015 for all enrolled students and 128 were

identified as not having satisfied Area A of the CORE. These students were contacted and enrolled for the appropriate course the following semester to help get these students back on-track for graduation. As of spring 2016, 78% of these students have completed Area A.

What specific activities did you engage in this year in regards to this strategy?

The institution uses the following criteria for identifying baccalaureate students who are off-track toward on-time graduation:

- RHSC deficiencies remaining
- Completion of the Core Curriculum
- Residency Requirements
- Curriculum completion on degree track
- Legislative requirements
- Minimum GPA requirement for graduation

Academic Support compiles a list of these students each semester and follows the below protocol:

- Sends email communication to each student
- Sends the compiled list to the students' academic advisor and dean of the school in which the student is advised
- Follows up with the student to assist them in getting on track for on-time graduation

30-hour checks are performed each spring semester on all students. Students who have not completed area A of the Core Curriculum or an RHSC deficiency by 30-hours are considered to be off-track. These identified students are contacted by Academic Support and assisted in registering for the appropriate course(s). Notification is also sent to each student's advisor.

Measures of Progress and Success

Metric/data element:
For 90-hour checkpoints the percentage of identified off-track students who successfully graduate and for 30-hour checks the percentage of identified off-track students who successfully complete identified mile markers for persistence to graduation (i.e. completion of Area A).

Baseline measure:
The first 90-hour check was performed spring 2015. That check revealed that 62 baccalaureate-degree-seeking students were off-track to graduate on time.

Interim Measures of Progress:
2014-2015
Since we implemented this strategy in spring 2015, interim measures of progress will not be known until spring 2016, when these students should graduate. Progress made thus far is the identification of the students and actions taken by ASCs and advisors to get students on track.

2015-2016
90-hour Checkpoints

	Off Track	Graduated	Percentage graduated
Spring 2015	62	41	66.13%
Fall 2015	92	57	61.96%
Spring 2016	39	NR	NR

30-hour Checkpoints

	Off Track	Graduated	Percentage graduated
Spring 2015	128	100	78.13%
Spring 2016	155	NR	NR

53 baccalaureate-degree-seeking students from the fall 2012 cohort graduated on-time in 4 years. This goal is 32.5% over our projected target of 40 on time baccalaureate graduates from the fall 2014 cohort

Measures of Success:
At least 60% of the number of students, who are identified as being off-track at 90 hours, will

	graduate within 30 credit hours.
	Projected target: 25 of the 39 baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in spring 2016 will graduate within 30 credit hours.
	Increase the number of baccalaureate-degree-seeking students who graduate OT.
	Projected target: 60 baccalaureate-degree-seeking students from the fall 2013 cohort will graduate on time.
Lessons Learned	Initially, during the 2014-15 academic year, we were surprised by the number of baccalaureate students who reached 90-hours without completing RHSC deficiencies or the Core Curriculum. This led to Academic Support implementing 30-hour checks to help keep all students on-track for on-time graduation. The effects of the 30-hour checks can be seen in the sharp decrease (57% less) in students identified as off-track at 90-hours for spring 2016. Academic Support will continue to work with students who are determined to be off-track and get them registered for the required course(s) the following semester. Advisors will also be notified of the requirements to insure the students do not withdraw from the required classes.

High-impact strategy	**Ensure that students who meet off track criteria receive timely and targeted advising intervention.**
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	This high-impact strategy seeks to improve progression and retention by aggressively targeting students who go on probation for the first time.
Primary Point of Contact for This Activity	Name: Nicholas Urquhart Title: Director of Academic Support email: Nurquhart@abac.edu
Summary of Activities	*What activities were underway prior to the 2015-2016 academic year?* In addition to the checkpoints at 30 and 90 hours described above, the College targets students who are placed on academic probation after their first semester of enrollment. To help get students back on track, ABAC places these first-year students into a special course, ABAC 1100. A one-credit-hour course taught by the Academic Support Counselors (ASCs), ABAC 1100 features both group and individual interventions, offered both face-to-face and online, with the express purpose of helping students improve their GPA to avoid suspension after their second semester. *What progress have you made towards implementing this strategy in the 2015-2016 academic year?* For the AY 14-15, 59% of students in ABAC 1100 were placed on Academic Suspension. This number represents a 10% increase over the previous academic year. The course was overhauled to require more individual meetings with an Academic Support Counselor and classes sizes were cut in half. Also, the course content focused more on life and study skills. These changes had a positive impact and suspension rates for students on probation for the first time dropped for AY 15-16. *What specific activities did you engage in this year in regards to this strategy?* Students placed into ABAC 1100 were required to meet once a week as a class which focused on life and study skills. Sessions include, but are not limited to, the following: • Time Management: School/Work/Life/& Fun • How to Study & Visit to the Academic Achievement Center • How to Study for the Sciences • Financial impact of poor grades • Financial Success in College • Resume Workshop • How to study for finals These students were required to meet with an Academic Support counselor during the first

	week of school and at mid-term. Students who failed to keep an appointment were called, sent a text, and visited if they lived on campus. These individual sessions focused on the student's goals and the development of a plan to get the student back in good academic standing and progressing toward graduation.
Measures of Progress and Success	**Metric/data element:** Percentage of first-time probation students who completed ABAC 1100 and placed on Academic Suspension I at the end of their second term.
	Baseline measure: The percentage of students who successfully completed ABAC 1100 after their 1st semester was 141 (78%) in AY12-13, 176 (66%) in AY13-14, and 184 (65%) in AY14-15.
	Of these students, 49% were placed on suspension in AY12-13, 49% were placed on suspension in AY13-14, and 59% were placed on suspension in AY14-15.
	Interim Measures of Progress: **2015-2016** The total number of students placed in ABAC 1100 for AY 15-16 was 178. The percentage of students who successfully completed ABAC 1100 after their 1st semester was 101 (57%).
	Of the 178 students, 90 (50.56%) were placed on suspension in AY 15-16. This percentage is down from 59% of students placed on suspension in AY 14-15. Of the 101 who successfully passed ABAC 1100 after their 1st semester, only 13% were placed on academic suspension.
	Projected targets identified for AY 14-15: 78% of students in ABAC 1100 will successfully complete this course after their 1st semester.
	Unfortunately, the percentage of students who successfully completed ABAC 1100 declined 8% for the AY 15-16
	49% of students who successfully completed ABAC 1100 will be put on academic suspension.
	Of the 178 students in ABAC 1100, 101 (57%) were successful. Of these students only 13 (13%) were placed on Academic Suspension, though it should be noted of the 178 in ABAC 1100, 90 (50.56%) were suspended upon completion of their 2nd term.
	Measures of Success: Increase the percentage of students who successfully complete Navigate ABAC (formerly ABAC 1100) after their 1st semester.
	Projected target: 78% of students in Navigate ABAC will successfully complete this course after their 1st semester.
	Reduce the percentage of first-year students who are placed on academic suspension after their 2nd semester of attendance.
	Projected target: 51% of students who completed Navigate ABAC will avoid academic suspension.
Lessons Learned	We are finding that students who attend the course and meet with the Academic Support Counselors are progressing at a much higher rate than those who fail to meet the course requirements. A road block that is difficult to overcome is getting students on probation to commit to the class and meeting with an Academic Support Counselor as required. This has led Academic Support to review other institutions' intervention classes and overhaul the course into a workshop.
	Students placed on probation after their 1st semester will now attend Navigate ABAC (starting Fall 2016). This half-day workshop is held before classes start the following semester, and gives the students all the tools needed to be successful for the upcoming semester. Also, the students are still required to meet with an Academic Support Counselor at least twice a semester. The complete overhaul of ABAC 1100 to Navigate ABAC should help improve the overall academic success rate of students who attend this workshop.

High-impact strategy	**Participate in dual enrollment or joint enrollment programs for high school students.**

Related Goal	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.
Demonstration of Priority and/or Impact	This high-impact strategy seeks to provide high school students the opportunity to earn college credit and gives ABAC an opportunity to showcase our faculty & resources to these high performing students.
Primary Point of Contact for This Activity	Name: Dr. Cyndy Hall Title: Director of Move on When Ready email: chall@abac.edu
Summary of Activities	*What activities were underway prior to the 2015-2016 academic year?* During AY14-15, ABAC offered dual enrollment classes at Baconton Community Charter School, Colquitt County High School, Cook High School, Fitzgerald High School, and Tiftarea Academy. In addition, a number of Tift County High School students as well as students from Berrien, Irwin, Turner, and Worth Counties attended classes on the ABAC campus in Tifton. ABAC has a director of dual enrollment programs, who oversees the programs at various high school locations and at ABAC, schedules classes, advises and registers students for classes, monitors academic progress, and communicates regularly with both current and prospective students, their parents, and their high school counselors. For several years, ABAC has waived all mandatory fees for dual enrolled students. ABAC plans to participate fully in the new MOWR program with a commitment to provide educational opportunities for qualified area high school students. A plan has been put in place to provide books for all MOWR students, to continue to waive all mandatory fees, and to absorb the tuition differential cost associated with eCore classes. Course offerings have been expanded to include courses which were on the accepted (old) MOWR supplemental directory as well as those on the Accel directory, giving students more options. Courses at area high schools follow the high school bell schedule so dual enrollment classes can be taken along with regular high school classes. On the ABAC campus, spaces are reserved for MOWR students in 8:00 am and 2:00 pm classes in the subjects most frequently taken by high school students. *What progress have you made towards implementing this strategy in the 2015-2016 academic year?* ABAC's enrollment in the new MOWR program has seen an increase from 2015 to 2016. 189 students were enrolled in the MOWR program for fall of 2015, and 226 students are enrolled for the fall of 2016. 39 dual enrollment students registered for summer of 2016 classes. This was the first summer when MOWR became a viable option for students. Many schools underrepresented at ABAC in 2015 grew substantially in 2016. For instance, Worth County's enrollment in ABAC's MOWR program rose from 0 to 16 in 2016. Non-traditional student enrollment from Georgia Connections, Georgia Cyber Academy, and from home schooled students has also made inroads at ABAC with 13 students registered from the non-traditional pool. *What specific activities did you engage in this year in regards to this strategy?* The MOWR director attended various middle school and high school events to promote ABAC's MOWR program. Parent nights and open houses were attended at Colquitt County high school, Irwin County high school, Tiftarea Academy, Gray Middle School, and Baconton Community Charter School. In order to bring Science lab classes to more rural areas, the MOWR director and the Science lab manager at ABAC worked with Baconton Community Charter school to help them update their lab space with the goal of offering Bio 1107 and its lab on their campus. During the spring and fall of 2016, ABAC's Bio 1107 and its lab were taught at Baconton Charter School. The Office of Enrollment Management held a guidance counselor workshop at ABAC: MOWR is a discussion topic. The director of MOWR provided weekly on site advising sessions for the students at Colquitt County high school in the spring of 2016. The director of MOWR is a member of the governing board for Tift County high school's new College and Career center.

Measures of Progress and Success	**Metric/data element:**
	Number of students participating in the dual enrollment program.
	
	Number of earned credit hours earned by dual enrolled students.
	
	Baseline measure:
	In fall 2014, 198 students were enrolled in dual enrollment classes at ABAC. That number rose to 232 in spring 2015. In AY14-15, dual enrolled students earned a total of 2599 credit hours at ABAC.
	
	Interim Measures of Progress:
	2014-2015
	The number of students in dual enrollment has steadily increased for the past five years, increasing from 120 in AY10-11 to 430 in AY14-15. Earned credit hours during those same years have also risen from 577 to 2599.
	
	2015-2016
	423 students participated in the dual enrollment (MOWR) program in AY 15-16. A total of 2474 credit hours was earned by this group of students.
	
	Projected targets identified for AY 14-15:
	
	    1. 508 students will participate in dual enrollment in the 2015-2016 academic year.
	          a) Unfortunately, the number of dual enrolled students dropped slightly (1.6%) from AY 14-15.
	    2. Dual enrollment students will earn 3105 credit hours in the 2015-2016 academic year.
	          a) Dual enrolled students earned a total of 2474 credit hours for the 205-2016 academic year. This is a 4.8% decrease from AY 2014-2015.
	Measures of Success:
	Increase the number of students participating in dual enrollment.
	
	Projected target: 508 students will participate in dual enrollment in the 2016-2017 academic year.
	
	Increase the number of earned credit hours by dual enrollment students.
	
	Projected target: Dual enrollment students will earn 3105 credit hours in the 2016-2017 academic year

Lessons Learned	Dual enrollment programs continue to require a substantial allocation of resources to remain competitive with the TCSG. In addition to paying personnel to direct the program, the college loses revenue due to the waiving of mandatory fees and paying for textbooks. Fortunately, the tuition differential between eCore and regular ABAC classes is now being absorbed by eCore. Another challenge, which is seen by the slight decrease in enrollment and credit hours earned by dual enrolled students, is the partnership of TCSG with Fitzgerald and Cook high schools. A related challenge is that students who want to attend a selective university after high school graduation are being discouraged from participating in dual enrollment in favor of taking AP classes in high school, which supposedly the selective universities regard as more rigorous than college level courses taken through dual enrollment. Despite the setback for the AY 15-16, the Director of Dual Enrollment & Honors Program will continue to visit various schools and promote the MOWR program. She/he will advance ABAC's ties to Tift County high school by sitting on the governing board of the new College and Career Academy. She/he will continue advising sessions at Colquitt County and Irwin County high schools. She/he will continue to provide easy book delivery and pick up to schools restricted by a long distance. The director will continue to work with each high school in order to make the process of applying and registering as smooth as possible. These initiatives have led to an increased dual enrollment of 226 (22%) for Fall 2016. ABAC is off to a good start for achieving the projected targets for the 16-17 AY.

High-impact strategy	**Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.**
Related Goal	Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Demonstration of Priority and/or Impact	This high-impact strategy seeks to improve progression and retention by pre-registering all students with a learning support (LS) class for the required co-requisite or foundation LS course.
Primary Point of Contact for This Activity	Name: Nicholas Urquhart Title: Director of Academic Support email: Nurquhart@abac.edu
Summary of Activities	*What activities were underway prior to the 2015-2016 academic year?* In AY13-14, English and Reading Learning Support were combined. The co-requisite model was successfully piloted in English during spring 2014. In fall 2014, 43.59% of students needing English LS were placed in ENGL 099; 56.41% were enrolled in ENGL 0999/ENGL 1101. For students requiring remediation in math during fall 2014, 79.23% were placed into 0097 or 0099; 20.77% were placed into either 0997/MATH 1001 or 0999/MATH 1111. *What progress have you made towards implementing this strategy in the 2015-2016 academic year?* ABAC has been able to increase the number of students who start in co-requisite remediation by implementing a co-requisite only model for students requiring learning support English. The mathematics department has adopted a foundational or co-requisite learning support model. See data under "Measures of Progress and Success" for details. *What specific activities did you engage in this year in regards to this strategy?* • English faculty reviewed current learning support policy and adopted a co-requisite only model for students who require LS English (A CCG recommendation) • Math faculty fully transitioned to the new learning support model and began offering foundational or co-requisite remediation to students who required LS Math • Students who placed into learning support were automatically registered for the required LS class by Academic Support
Measures of Progress and Success	**Metric/data element:** • Percentage of required students placed into co-requisite remediation • Percentage of co-requisite LS students who successfully complete the associated gateway course • Percentage of students who start in co-requisite remediation who complete degrees within 150% of the time **Baseline measure:** In fall 2013, no LS students were in co-requisite classes. **Interim Measures of Progress:** **2014-2015** By fall 2014, 43.59% of English LS students and 20.77% of math LS students were in co-requisite classes. **2015-2016** For fall 2015, 66 (100%) of English LS students were in the required co-requisite class. Of these 45 (68%) passed the associated gateway course. Also, for fall 2015, 353 students required learning support math. Of these students, 194 (55%) were enrolled in a foundations course and 159 (45%) were enrolled in a co-requisite course. • Of the 194 students enrolled in a LS math foundations course 102 (53%) passed and proceeded to the appropriate learning support co-requisite math course. • Of the 159 students enrolled in a LS math co-requisite course, 70 (44%) passed the associated gateway course and 89 (56%) earned a D, F, or W for the associated gateway course. For fall 2016, 81 (100%) of English LS students were in the required co-requisite class. Additionally, 186 (53%) of math LS students were enrolled in a foundations course and 165 (47%) were enrolled in a co-requisite course. **Measures of Success:** Increase % of students who start in co-requisite remediation who complete degrees on time. Projected target: For Fall 2017, 100% of students who require LS English will be enrolled for

	the co-requisite remediation course. 51% of students who require LS math will be enrolled for the co-requisite remediation course.
	Increase % of students who start in co-requisite remediation who complete degrees within 150% of time.
	Projected target: 20% of students who successfully complete co-requisite remediation will complete degree requirements within 150% of time.
Lessons Learned	The number of students still being placed into a foundations math course is a cause for concern for the institution. With the College's transition to calculating EPI and MPI scores for students starting Fall 2017, the number of students placed in a LS course should be reduced, and the majority still needing remediation will place into a co-requisite LS course.
	Continued work is needed to identify and implement best practices in supplementing college-level instruction in the math co-requisite courses. ABAC math faculty are actively engaged in collaborative research to determine how best to re-structure these courses for student success.

OBSERVATIONS

The high-impact strategies listed above have proven to be successful for ABAC and tie into our institutional mission, "To engage, teach, coach, mentor, and provide relevant experiences that prepare the Graduate for life." Our success comes from faculty and staff collaboration and administrative support to increase student progression and retention. Comparison of the 2016 campus plan update to the previous AY update shows that ABAC has made great gains toward helping students progress toward on-time graduation.

One observation made is that continuous process improvement of high-impact strategies is needed to help the institution meet its projected targets. For example, ABAC 1100 had been highly successful for the 12-13 & 13-14 academic years. Data showed the course was less effective for the 14-15 AY. Academic Support revamped the course for 2015-16, which brought the suspension rate of first time probation students down after their 2nd term by 9%.

ABAC's most successful CCG strategies for 2014-15 were further increasing the number of full time enrolling students in 15+ hours each semester, regained success in ABAC 1100, and placing all students needing remediation into English co-requisite and/or the appropriate foundations or co-requisite math courses. Although dual enrollment numbers declined in 2015-16, the revamped initiatives by the Director of Dual Enrollment have led to an increased dual enrollment of 226 (22%) for Fall 2016.

One last observation made during the 2015 CCG Campus Plan Update was a need to focus more attention on intrusive advising strategies. Progress has been made during the 2015-16 AY through the revised ABAC 1100 course, 30- and 90-hour benchmark checks, and pre-registering incoming students for 15+ hours. Adjustments to our completion strategy are still needed as is evident by our annual retention rate (Appendix A). ABAC will continue to focus on proactive advising strategies for 2016-17.

Albany State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The new mission of Albany State University (ASU), a proud member institution of the University System of Georgia, is to elevate its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of Southwest Georgia and beyond.

Both traditional and non-traditional students comprised ASU's Fall 2015 student population of 3,492 students. The average undergraduate age was 24 years and 89% of students identified as Black or African American. Total enrollment has been declining in recent years. ASU utilizes a selective admissions process in accordance with the University System of Georgia Board of Regents' (USGBOR) admissions policies; students needing learning support (remedial studies) are typically not admitted. However, many freshmen who are not eligible for admission to ASU, secure admission with Darton State College (DSC) with the intent of enrolling at ASU later as transfer students. Additionally, progression rates show that DSC students transfer to ASU more than any other institution in the USG.

In Fall 2015, DSC enrollment stood at 5,471 students. The average student age was 27. Caucasian (49%) and African American (45%) students combined make up the majority of enrollment at DSC. Approximately 74% percent of the student population is comprised of women and 26% is comprised of men. DSC also has a large population of online students, with 65% taking at least one class online and 35% taking all classes online.

While the student bodies of ASU and DSC currently reflect diversity in age, gender and race, the student body of the consolidated ASU will become even more diverse. Both institutions have similar gender representations, with approximately 70% of the student populations being comprised of females and only 30% males. Predominant ethnicities at DSC and ASU are Caucasian (49% DSC and 6% ASU) and African American (45% DSC and 89% ASU). Nontraditional students (> age 25) comprise a large portion of both institution's enrollment (DSC 52%, ASU 24%). After consolidation, it is projected that 62% of the student population will be comprised of African Americans and approximately 32% of the student population will be Caucasian, with females still comprising approximately 70% of the student population and males comprising approximately 30% of the population. Nontraditional students will represent approximately 38% of the population.

SUMMER 2011-SPRING 2012

Characteristics of ASU Student Body, Fall 2015			Characteristics of DSC Student Body, Fall 2015		
Race/Ethnicity	Count	Percent	Race/Ethnicity	Count	Percent
American Indian or Alaska Native	6	0.0%	American Indian or Alaska Native	15	0.3%
Asian	12	0.0%	Asian	81	1.5%
Black or African American	3,104	89.0%	Black or African American	2,444	44.7%
Hispanic or Latino	57	2.0%	Hispanic or Latino	181	3.3%
Multiracial	26	1.0%	Multiracial	76	1.4%
Native Hawaiian or Pacific Islander	2	0.0%	Native Hawaiian or Pacific Islander	7	0.1%
White	219	6.0%	White	2,651	48.5%
Not Specified	66	2.0%	Not Specified	16	0.3%
Gender	Count	Percent	Gender	Count	Percent
Female	2,372	68.0%	Female	4,020	73.5%
Male	1,120	32.0%	Male	1,451	26.5%
Enrollment Status	Count	Percent	Enrollment Status	Count	Percent
Full-time	2,745	79.0%	Full-time	2,517	46.0%
Part-time	747	21.0%	Part-time	2,954	54.0%

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

Goal #1	Increase The Number Of Undergraduates Degrees Awarded
Undergraduate Degrees Summary:	<table><tr><td></td><td colspan="2">DSC</td><td>ASU</td></tr><tr><td></td><td>Associates</td><td>Bachelors</td><td>Bachelors</td></tr><tr><td>FY 2014</td><td>793</td><td>17</td><td>506</td></tr><tr><td>FY 2015</td><td>814</td><td>48</td><td>544</td></tr><tr><td>FY 2016</td><td>895</td><td>42</td><td>561</td></tr></table>
High Impact Strategy	"Scale up" Advising Campaigns and Assessment
Summary of Activities	**Enhanced Retention Team and developed a New Focus** The Academic Advising and Retention Center now has a team composed of a Retention Coordinator, 3 Retention Advisors, and a Retention Assistant. Currently training on best practices. (ASU)
	Implemented an Advising Syllabus and Checklist Students are encouraged to visit the AARC as often as possible. Therefore, a syllabus containing expectations of the student and advisor is provided for the student. A checklist to ensure the Learning Outcomes of AARC are met is used by the advisor. (ASU)
	Facilitated Academic Advising Professional Development Sessions The Coordinator of Academic Advising and the Assistant Dean for Student Success facilitated academic advising and professional development sessions for new and returning advisors. (DSC)
	Created a logo for AARC to increase awareness So that students will know where to go for assistance and identify what services are offered by whom, an identifiable logo was created and place on electronic and print materials advertising all AARC services. Students will now utilize more AARC services. (ASU)

	Redesigned Academic Advising Website The Academic Advising Committee evaluated the usefulness of the Academic Advising website and portal and implemented recommendations by including additional information about recent programmatic and course modifications, advising resources, and assessment tool. (DSC)
	Added Learning Outcomes to Advising To create a measureable methodology and framework, Albany State University implemented three learning outcomes to guide advising: AARC will empower students to become self-advocates for their academic, career and personal goals and progression toward these goals. AARC will advocate for institutional programs, policies, requirements and procedures that enrich the student experience and facilitate persistence toward graduation. AARC will assist students with identifying campus resources and services that can be used to assist them in achieving their academic, personal, and career goals. (DSC)
	Strengthening At-Risk Campaigns Created multiple advising campaigns that can be measured and support 15-to-Finish Initiative.
	Incorporated an ASU Graduation Planner Students can determine what is required to graduate in four years and it can be tracked, ASU welcomed Jullien Gordon as the Fall 2016 Convocation speaker and creator of the "ASU Guide to Graduation" given to entering Freshman, which includes the following topics: The Other 4.0 That Matters, My Other 4.0 Plan, Academic Plan & Goals, 101 Things To Do Before You Graduate List, Annual Academics, 4-Year Academic Plan, Resume Template, Personal Goals, Time & Financial Management, Example Time Grid & Week Chart, Fall Time Grid & Week Chart, Winter Time Grid & Week Chart, Spring Time Grid & Week Chart, Monthly Budget, Grad School Choice, My Notes
	Collaborated with DCSS to offer MOWR at local high school AARC is currently coordinating the signing of an agreement with the local school district to offer classes on their campuses Summer 2017 as a summer bridge program of sorts to help prepare for college and create interest in attending ASU for degree completion.
	Implemented a Scholarship-based initiative offered in ASU1201—Freshman Seminar course. This initiative helps retention in helping students matriculate. AARC Collaborated with the Honor's Director and overseer of ASU 1201 Resulting in increased awareness and application of $398,000 in Scholarships (awards of approximately $13,000) because Noel Levitz cited students leaving college due to financial issues. Nearly 90% of ASU students receive Financial Aid.
	Implement Professional Development for Faculty and Professional Advisors On-campus and online faculty, professional advisors, and online support specialists (OSS) will participate in professional development sessions in an effort to become familiar with the advising processes, policies, and programs of study in the new university **Implement a "shared model of advising"** The "new" university will adopt a "shared" model of advising to include professional staff advisors in the advising centers; online support specialists for new and continuing students who are fully online; and designated undergraduate and graduate faculty advisors in their respective programs of study on all campuses. (DSC)
Points of Contact	Ouida McAfee, Director of AARC, Albany State University

	Melvin Shelton, Director of Honor's Program G. Pat Ridgeway, Assistant Dean for Student Success, Darton State College and Deena Newman, Advising Coordinator, Darton State College
Lessons Learned	If professional development opportunities for faculty and professional advisors are not required, strongly encouraged, or tied to annual evaluations, advisors may not take advantage of opportunities to update their advising skills and/or knowledge of intrusive advising best practices.

Goal #4	**Provide Intrusive Advising To Keep Students On Track To Graduate**
High Impact Strategy	Restructured Advising and Early Alert System
Summary of Activities	**Facilitated the Use of the Student Retention Portal** Darton State College (DSC) collaborated with Valdosta State University to create a student retention portal to replace the College's Early Alert System. Faculty and professional advisors were chosen to pilot use of the portal and to make recommendations during the spring semester. Faculty and professional advisors participated in workshops in efforts to enhance their use of the portal to track student attendance and progress. Students who were "at risk" of failing a course was contacted by their academic advisors to develop a corrective action plan. (DSC)
	Strengthened the use of Predictive Analysis and Early Alert System During the ASU/Darton Consolidation AARC is helping to customize the SSC Campus software for University use to aid in persistence, retention and graduation, through early alerts and targeted campaigns leading to more effective specific advising to increase the probability of success. (ASU)
	Restructured Learning Communities AARC submitted a proposal for and was awarded the opportunity to attend the National Institute of Learning Communities. As a result, Instructors were no longer compensated for overloads to teach classes that were already part of courses offered. Classes were freed up to accommodate incoming Freshman and overall structure was given to the program to include a Community Service Learning project for each of the six learning communities with the common theme of "Civic Engagement: Our Voices Must be Heard." (ASU)
	Reallocated Assigned Advisees DSC division deans devised a process to balance the distribution of advisees per faculty member.
	Initiated "Jump Start Week" Prior to Early Advising Darton's Coordinator of Academic Advising implemented an initiative to assist students in learning how to use Degree Works, identify appropriate courses, and create course schedules prior to meeting with an academic advisor during the "early" advising and registration sessions.
Points of Contact	G. Pat Ridgeway, Assistant Dean for Student Success, Darton State College and Deena Newman, Advising Coordinator, Darton State College
Lessons Learned	Faculty buy in is essential to the success of the early system. Faculty and professional advisors, and online support specialists (OSS) should participate in professional development sessions in an effort to become familiar with the advising processes, policies, and programs of study in the new university. The "new" university will adopt a "shared" model of advising to include professional staff advisors in the advising centers; online support specialists for new and continuing students who are fully online; and designated undergraduate and graduate faculty advisors in their respective programs of study on all campuses.

Goal #6	**Expand Dual Enrolled Programs**
High Impact Strategy	Bolster Dual Enrollment/Move on When Ready Program Delivery
Summary of Activities	**Develop Parental Consent Form (new Spring 2017), MOWR Website Updates, and Reminder App** Improve communication, marketing, and outreach to increase MOWR student enrollment and alert students of existing programs and possibilities for early completion of degree. (DSC)
	Designated an advisor dedicated to advising solely dual enrollment students. MOWR advisor utilized an online course shell to enhance online communication with MOWR students about program updates, information, resources, and on-campus events with program participants. (DSC)
	Offered college classes at approved high schools that were taught by Darton faculty or an approved high

	school instructor. More students are able to participate in the program with course offerings on their high school campus. Also, Homeschool students that would not previously participate are excited about cohorts just for MOWR students on the college campus. (DSC)
	Expanded location offerings and established MOUs with additional high schools in the Service Delivery Area. Established continuous communication with high school counselors electronically and through regular meetings and campus visits.
Point of Contact	Kristen Speegle, MOWR Coordinator, Darton State College
Lessons Learned	By improving communication, marketing, and outreach it will help the community learn about the MOWR Program. This will in effect help students, parents, and high school counselors in all aspects of the program from start to finish. The MOWR Program is mostly at no cost to the student/parent so this is a very beneficial program for students that may not have had access to college courses in the past. Students may not be able to take courses at the college or online so by offering different paths to take classes it will open up availability for more students. Some students may prefer to take advantage of college courses but would like a more structured environment.

Goal #8	**Enhanced Insitutional Delivery Of Students Services To Support Educational Excellence And Student Success**
High Impact Strategy	Use of Distance Learning to impact retention, progression and student success
Summary of Activities	**SmartThinking (or similar) integrated to LMS tutoring services** We have discovered that adult learners need an integrated tutoring service, such as SmartThinking, available during evening and weekend hours when they are most apt to be working on their assignments.
	Live Chat hours for questions and Dedicated Instructional Website space In the past, DSC has offered an online writing lab that presented information via the website, through email, and by phone. While the utilization of these services by students in certain courses is moderate, providing high-touch, real-time assistance is needed
	Online Webinar technologies for live "real-time" interactions with document and desktop sharing. In the past, DSC has offered an online writing lab that presented information via the website, through email, and by phone. While the utilization of these services by students in certain courses is moderate, providing high-touch, real-time assistance is needed. The online writing center has in the past operated as a paper review center, in the future it will operate more as an online tutoring service with the hopes that future online student services, such as the online Math Lab will use this as a base model.
	Skill of the Week Tutoring Session ½ hour weekly tutoring sessions streamed live covering mechanics of writing.
	Video Guides, Links to informative print materials, and Grammar Hotline – for just-in-time grammar questions
Point of Contact	Renita Luck, Director of Online Learning, Darton State College
Lessons Learned	The New Albany State University will face unique challenges in structuring services to provide the required support, in its new blended mission not only for at-a-distance student populations who use virtual formats to communicate with faculty and staff, but also for its high-risk learning support and first-generation college student populations. To meet these challenges, the new Institution will intentionally revise and add additional services to the existing online writing center at DSC to include robust tutorials, just-in-time, high-touch services such as chat features, a Grammar hotline, and real-time support during critical hours for students. Additionally, an integrated tutorial service will be

	implemented to enhance the institution's offerings.

Armstrong State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Armstrong's strategic plan, Charting Excellence Together, reaffirms our commitment as a teaching-first University where student-focused and transformative education is valued, with the primary goal of fostering student success through "ScholarSHIP, LeaderSHIP, and StewardSHIP". The strategic plan serves as the lens through which faculty members, staff and administrators help motivated students realize their potential as productive citizens of the world.

Our Complete College Georgia-Armstrong plan is consistent with our institutional mission of providing diverse and transformative learning experiences that support student success, with the overarching goal of assisting students from matriculation through graduation. Armstrong has a history of service to the 6-county coastal Georgia region (Bryan, Camden, Chatham, Glynn, Liberty, and McIntosh counties) and to students who desire to enter college from a variety of pathways: traditional freshmen, transfer students, and non-traditional students. Slightly less than 30% of our first-time, full-time freshman students are first-generation college students and may not have had the benefit of parents, siblings, or other mentors to help them navigate the college experience.

More than one-third of Armstrong students are non-traditional adult learners who need flexible course offerings, support services, and career counseling. Additionally, the number of potential non-traditional students in this area, including veteran and active duty military (more than 75,000 veterans and over 24,000 active duty personnel in the region), is large and drives many of our initiatives. Students also need assistance with financial aid and payment procedures, such as completing the FAFSA, submitting and signing necessary documents, understanding the variety of financial aid available, and managing money for college and personal expenses. Nearly 46% of our students are Pell eligible, and over 85% of our students receive financial aid. Still the average Armstrong bachelor student loan debt is $25,977 (USG Academic Warehouse). We provide numerous workshops on campus and in the community to meet this need.

Demographically, Armstrong undergraduate student population tends to be full-time (73.4%), female (66.4%), and Pell-eligible (44.9% are recipients) (Appendix Table 1). The population distribution of students remains mostly stable, with a trend over the 3-years toward a slight increase in the number of minority students, Pell eligible students, and learning support students (Table 1 & 2). New students are increasingly military affiliated students, minority, and female. Our entering student population First generation and Pell eligible students remain consistent at nearly one-third and two-fifths of the entering student body respectively (Appendix Table 2). As a result, we intentionally target our programs to serve first generation, minority, veteran, and learning support populations to assure they are progressing timely toward their degree.

COMPLETE COLLEGE GEORGIA GOALS ARMSTRONG SELECTED TO TARGET

CCG Goal 1: Increase the number of undergraduate degrees awarded. Table 3 highlights Armstrong's 6-year graduation rates. For the last three cohorts (2007-2009), the graduation rate is similar for all student populations – near 30%. However, we find that male students, military affiliated, and learning support students graduate at a lower rate than other students (approximately 20 to 28%). We have seen small increases in the number of Pell recipients as well as Hispanic and multiracial students graduating within 6-years.

Since Armstrong is an institution that enrolls a significant number of transfer students, it is important to monitor our total number of degrees granted, not just the FTFTF graduation rate. Appendix Table 4 shows nearly a 24% increase in associate degrees and a 19.5% increase in Bachelor's degrees conferred since FY 2012. Tables 5 and 6 also show the breakdown of the associate and bachelor degrees awarded by race and ethnicity, while Table 7 indicates the number of STEM degrees awarded, which has been trending up over the past five years.

CCG Goal 2: Increase the number of degrees that are earned "on time." Armstrong is making strides towards improving graduation rates for the associate degrees conferred in 2 years and bachelor degrees conferred in 4 years (Table 8a and 8b). To further our efforts to increase the number of undergraduate degrees awarded, we look to improve student retention. Our retention data, shown in Table 9, indicate that our retention rates are increasing across the board and in some cases with more than a 10% increase. For example, we increased from 66.2% in 2011 to 72.7% in 2015 institutionally while Pell Recipient retention went from 66.8% in 2011 to 74.9% in 2015. Table 10a and 10b highlights that we have increased in the number of students taking 15 hours or more over the course of 5 years. Most gains are seen primarily at the freshmen level due to our 15-to-Finish messaging at orientation and our pre-registration of all freshmen for 15 hours prior to their coming to orientation (fully implemented in 2015).

CCG Goal 3: Decrease excess credits earned on path to getting a degree. Table 11 indicates the number of credits to complete a degree has fluctuated since 2011 but with an overall trend downward (95.42 credits in 2011 to 84.97

credits in 2015 at the time of associate degree conferral and 138.28 credits in 2011 to 137.58 credits at the time of bachelor degree conferral). This is an 11% reduction in the total credits earned for associate's degree students, and a 0.5% decrease in total credits earned for bachelor's degree students. Students are still taking approximately 30% more credits than needed to obtain an associate's degree and 10.5% more than needed to receive a bachelor's degree. However, some of our bachelor degree programs require between 128 and132 hours, making this number not too far from the norm.

Another encouraging piece of data supporting improvement on Goal 3 is that students are successfully completing an average of 85% of their courses each year (Table 12).

CCG 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. As seen in Table 13, the number of students enrolled in dual and joint enrollment (including Move on When Ready) programs have increased 15% since 2011 along with a 23% increase in the number of credits awarded based on AP exams. There is a more moderate increase in the number of credits awarded for CLEP testing (0.2%) and a reduction of credits awarded for IB exams (48%) and for the number of credits awarded for dual/joint enrollment students (7.4%).

CCG Goal 7: Increase the likelihood of degree completion by transforming the way remediation is accomplished. Our learning support courses were overhauled to the co-remediation model in Fall of 2015. In addition, our academic advising restructure provides a dedicated advisor for non-traditional students. What we find thus far is that of the 91 students in Learning Support, 27.5% successfully completed the course(s) within 2 semesters and 48.4% successfully completed the courses within 3 semesters.

INSTITUTIONAL GOALS AND STRATEGIES

Our overarching CCG-Armstrong goals are to:

1. Increase the number of undergraduate degrees awarded by Armstrong by 0.5% per year (CCG Goal 1).
2. Increase the number of degrees awarded on-time by increasing our 6-year graduation rate 0.5% per year (CCG Goal 2).
3. Decrease the number of excess credits toward degree 10% by 2020 (CCG Goal 3).
4. Implement and expand improvements in advising services for FTFTF and at-risk students to improve freshmen and sophomore retention rates to 80% and 59% respectively by 2020 (CCG Goal 4).
5. Improve college access for students who are non-traditional, military, first-generation, and/or from historically underrepresented groups (CCG Goal 6).
6. Restructure instructional delivery to support educational excellence and student success, especially in the area of remediation (CCG Goal 7).

THESE GOALS INCREASE STUDENT COMPLETION

First, identifying, examining and removing barriers to student success reduces the amount of time to complete a degree. For example, Armstrong has consolidated prior learning experiences (PLA) into the Testing Services office so that Adult Learners can go to one location for Compass (soon to be Accuplacer), CLEP, and DANTES testing, as well as a point of contact for PLA portfolios. The goal is to ensure that students receive appropriate transfer credit and not take unneeded courses. Table 13 shows that the number of students who enrolled in dual or joint enrollment programs increased by 15% between 2011 and 2015, while the number of credits awarded based on AP exams increased by over 23%, the number of DANTES credits awarded went from 0 in 2011 to 11 in 2015, and the number of credits awarded for CLEP scores increased by 0.2%. The only drop came with the number of credits awarded to dual enrollment students (down 7.4% since 2011) and the number of credits awarded for IB exams (down 48% over the same 5 years).

Second, providing advisement to students by professional advisors to the point they transition to faculty advisors/mentors, we seek to have students develop appropriate goals for college and a plan for completing degree programs. To this end, Armstrong is implementing EAB's Student Success Collaborative technology beginning in Spring 2017 to identify student success markers for improved advisement and therefore improved degree completion. These strategies are intended to establish a plan for students that better enables them to graduate in four years with a baccalaureate degree or two years with an associate's degree.

Third, targeted improvements to our learning support population is meant to increase the retention rate of these students, many of whom are adult learners and first generation students, and have a large impact on retention, progression and graduation rates. To accomplish this, Armstrong has developed an "active intervention" plan prior to a student receiving academic warning, probation or suspension, whereby students in good standing who have earned less than 29 hours with a 1.8 or less GPA will take a Strategies for Success course (2 credits) the following semester. This policy became effective Fall 2016.

Finally, by establishing better pedagogical practices, such as co-remediation of learning support, the use of supplemental instruction and peer-mentors in core and high DFW rate courses, students can graduate more quickly due to their successful earning of core course credit on-time. In Fall 2015, we had 10 peer mentors working with faculty and

students in the First Class Learning Communities. The participants of the Fall 2015 Living Learning Communities had a one year (Fall 2015 to Fall 2016) retention rate of 81.5%. This is compared to the Fall 2015 commuter community's retention rate of 75%. Both of these were higher retention rates than our first-time, full-time freshman (FTFTF) of 73.9%.

THE BARRIERS

The barriers at Armstrong are similar to those found at most other institutions. Students have trouble paying for classes, maintaining their HOPE scholarship and balancing school, family and work obligations. Faculty need to be encouraged and rewarded for developing innovative pedagogy that promotes student success, which can be difficult with tight budgets. Finally, advisors have high workloads and yet must also be constantly involved in continuing education to stay abreast of transfer rules, changes in financial aid and academic policy as well as student development theories and trends. Improved professional development for advisors can be a challenge to accomplish, especially when there is high turnover and new staff are hired into these positions. Armstrong has addressed this challenge by restructuring academic advisement with a total of 13 advisors and a Director of Advisement to spread out the advising load. Armstrong also requested and received funds from USG to provide professional development opportunities for our professional advisement team. We continue to work through these challenges and look for opportunities to be creative in our approach to minimize each of these barriers.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High Impact Strategy	Implementation of Adult Learning Consortium Principles for awarding credit based on verifiable experience or prior learning.
Related Goal	Goal 1 1. Increase in the number of undergraduate degrees awarded by Armstrong, by 0.5% per year 2. Increase the number of degrees awarded on-time (raise our 6-year graduation rate 0.5% per year for each student type) 3. Decrease the number of excess credits toward degree, by 10% by 2020
Demonstration of Priority and/or Impact	1. Armstrong conferred 69 Associate degrees and 1,018 Bachelor degrees in 2015 (Tables 4, 5 & 6). While the number of Associate degrees conferred increased by 9.5% over the last 5 years, the number of Bachelor's degrees conferred increased by 12% over the same time, greatly exceeding our goal of 0.5% per year (or 2.5% over five years) 2. The 6-year graduation rate for FTFTF for the 2009 cohort was 32.6% - down nearly 3% from the 2007 cohort. However, our target populations saw an increase i.e. Adult Learners went from 27.6% in 2007 to 35.7% in 2009 – nearly a 30% increase, Pell Recipients went from 31.3% in 2007 to 34.1% in 2009 – nearly a 9% increase, and Learning Support students saw a small decline (21.7% in 2007 to 21.5% in 2009 – a 0.9% decrease) (Table 3). 3. The number of credits earned at degree conferral for students earning associate degrees went down from 95.42 in FY2011 to 84.97 in FY2015 – a near 11% decrease, while credits earned at degree conferral for students earning bachelor degrees went down from 138.28 in FY2011 to 137.58 in FY2015 – a 0.5% decrease (Table 11).
Primary Point of Contact	Becky da Cruz, Interim Associate Provost for Student Success Becky.daCruz@Armstrong.edu
Summary of Activities	In implementing the recommended principles of the adult learning consortium to reduce the number of credit hours taken by students for a degree, we added the PLA portfolio, adjusted our minimum CLEP scores to the recommended 50, expanded our AP and IB credit acceptance policies, offered challenge exams in courses where no CLEP exam exists and worked to improve our ACE/JST transcript acceptance policies and procedures. We have evaluated over 60 ACE course recommendations and are working to simplify the awarding of ACE course credits.
Measures of Progress and Success	
Measure, Metric,	We assess our success by collecting data on the number of degrees conferred; the number

or data element	of credit hours earned by our graduates at the date of conferral; and the number of PLA, AP, IB, CLEP, DANTES, and ACE credits granted.	
Baseline Status	We awarded a 5-year average of 5,511 PLA credits from AP, IB, CLEP and DANTES (Table 13). We graduate, on average, 34% of our adult students in 6-years and 31% of our military affiliated students (Table 3).	
Interim Measure of Progress	Each of these items is fully in place for the 2015-2016 academic year and continues for 2016-2017. We have had some increases in the number of credits awarded via AP, DANTES and dual-enrollment. We have also seen an increase in our military affiliated graduation rate, which was 28% for our 2009 cohort, and Pell Recipients, which was 34% for the same cohort.	
Measure of Success	We expect to see a continued measurable increase in the use of these credit options within our student population coupled with a measured decrease in the number of excess credits at graduation. Success in this area is evidenced by a steady increase in the graduation rate of adult students and traditional student (AP) using these credit options.	
Lessons learned	Prior learning assessment is multi-faceted and requires dedicated staff to manage the process. For some students, the portfolio option is a significant amount of work that they are not willing to do. Thus, adult students typically prefer a CLEP exam or an ACE credit evaluation over a portfolio option. Having a well-trained and staffed testing center and advising center can assist with educating students on their PLA options. We do expect to see improvement with the graduation rates and reduction of credit hours at the time of degree completion with our new centralized advising model, where professional advisors can encourage CLEP testing. While our dual-enrollment population and credits earned have increased, our IB credits have trended downward, which is likely a direct result of not marketing Armstrong to local IB schools. This is something we have been working on for Fall 2016 and beyond. We also expect our dual-enrollment numbers to continue to increase with the expansion of MOWR into local high schools.	

High Impact Strategy	**Implementation of new technology to assist advisors and students with degree planning and intrusive advising (DegreeWorks, EAB Student Success Collaborative, and Grades First).**	
Related Goal	Goal 4: Implement and expand improvements in advising services for FTFTF and at risk students.	
Demonstration of Priority and/or Impact	Investment in new EAB Student Success Collaborate technology to track students' achievement in courses and progress toward degree completion in addition to the use of DegreeWorks and GradesFirst.	
Primary Point of Contact	Mark Taylor, Director of Academic Advisement & Support Mark.Taylor@Armstrong.edu	
Summary of Activities	DegreeWorks was released to Students in March of 2015. Faculty and staff were trained in the use of Degreeworks through the Fall of 2015. Since Fall 2015, GradesFirst has been used for all students under 60 hours with less than a 2.6 GPA, including students on academic warning, all freshmen, sophomores, athletes and learning support students. To assist in developing an at-risk model for student graduation, we invested in the EAB-Student Success Collaborative platform in 2015 with initial training scheduled for Fall 2016 and Spring 2017. The full rollout occurs Spring 2017. All academic advising staff (professional and faculty advisors), tutor center staff, IT staff, and the Registrar's office are involved in DegreeWorks, GradesFirst and the EAB-Student Success Collaborative.	
Measures of Progress and Success		
Measure, Metric,	Percentage of increase of students' who pass a course after having academic intervention	

or data element	after being identified as at-risk for failing the course and the reduction of excess credits earned toward degree completion.
Baseline Status	Our baseline GradesFirst data indicates that 14% of students are at risk of failing a course, but, of those students 42% go on to pass the course after intervention by an academic advisor. Faculty respond to Grades First Alerts at a rate of 27%. In the pilot of the EAB-SSC platform in the Spring of 2016, we were able to identify gateway courses and students who are at risk of not graduating in their chosen major.
Interim Measure of Progress	DegreeWorks (degree audit system) has been used to improve advising communication and there has been an increased use of DegreeWorks by students. The use of GradesFirst is expected to continue to increase with the number of faculty reports increasing of at-risk students thereby leading to an increase of students who pass a course. Our use of the EAB Student Success Collaborative technology is also expected to improve our advising processes, due to additional communications and outreach to at-risk students.
Measure of Success	DegreeWorks usage has reduced advising errors and will help students map their path to a degree, resulting in a measurable (11%) decrease in the excess credits students accumulate for the associate degree and a 0.5% decrease for bachelor degrees over 5 years (Table 11). We expect to see measurable increases in student earned versus attempted hours as well for both four (Table 8) and six-year (Table 3) graduation rates as a measure of success, due to early alert interventions. GradesFirst will see continued usage and the number of faculty reports will increase (target 75%), and the number of at-risk students who pass a course will increase (target 60%). Our EAB risk model is predicted to help us identify an additional 5% of at-risk students over a baseline prediction model.
Lessons Learned	Armstrong has not, in the past, effectively or efficiently used available technologies and data to assist with intrusive advising and academic coaching. The implementation of these new technologies requires significant faculty and staff training. We are already seeing that a small amount of intentional outreach to a student can make a big difference in student retention, progression and graduation.

High Impact Strategy	**Centralization of 1st and 2nd year advising to normalize caseloads and provide targeted advising and coaching/intervention services to specific student populations (freshmen, transfer, adult, military and secondary-admit programs)**
Related Goal	Goal 4: Implement and expand improvements in advising services for FTFTF and at-risk students to improve freshmen and sophomore retention rates
Demonstration of Priority and/or Impact	Our preliminary data for 2015 shows a marked increase for year-to-year retention, which is now 72.7%. The overall retention rate increased 14% from 5 years ago (a 63.7% retention rate) and 7% increase from 2014 (a 67.8% retention rate).
Primary Point of Contact	Becky da Cruz, Interim Associate Provost for Student Success Becky.daCruz@Armstrong.edu
Summary of Activities	In January 2016, we formally centralized advisement, where the academic advisors pre-register all freshmen for 15 credit hours prior to their attending orientation, and discuss the need to take 15 hours (Fifteen to Finish) each semester during their orientation. Our professional academic advisors will advise freshmen and sophomore students. We believe the new structure will provide better coordination of advising, mentoring and coaching services and allow for improved advisor professional development to intentionally focus on freshmen and sophomore retention. The new advising team will also run our supplemental instructor (SI) program, which has expanded in the freshman and sophomore classes, contributing to a 1-2% higher retention rate in courses with SIs than students in courses without these programs. Implementation for the 2015-2016 academic years also include revising 15 to Finish initiatives, pilots of appreciative and intrusive advising training and SAP training for advisors.

Measure of Progress of Success		
Measure, metric, or data element	Retention rate	
Baseline Status	As of Fall 2015, our freshmen retention rate, for associates and bachelor seeking students is currently 70.0% (Table 15). Our sophomore retention rate (bachelors seeking only) currently stands at 54.4%.	
Interim Measure of Progress	Progress is measured by an increase in freshmen (bachelors and associate seeking) retention rate (Table 15), which hovers on average 68% year to year, but currently stands at 70.0% for Fall 2015 (10% points behind our CCG target of 80%). A reduction of students on SAP, a decrease in DFW rates and an increased number of credits completed in the first two years will show that we are headed in the right direction (Tables 10 & 12). Finally, increasing our sophomore retention rate, currently 54.4% for Fall 2015 (just 4.6% points needed to meet our CCG target of 59%) will significantly increase our overall retention and graduation rates.	
Measure of Success	Our goal is to achieve an institutional 80% retention rate for FTFTF students and a sophomore retention rate of 59% by 2020. We are also targeting an increase in the % earned/% attempted hours (90%) as shown in Table 11 and increase in the number of students at the freshmen and sophomore year taking 15 credits each semester (by 1% per year, See Table 10).	
Lessons Learned	Professional advisors are key to student retention, especially in the early college years. Professional advising and counseling take a significant investment of time and resources to be successful. The complicated curriculum, financial aid rules, and the many stresses that accompany the transition from high school to college are best managed by a dedicated professional advisor who is responsive to students and knows the resources available to the student. Students can and should be mentored by faculty to pursue their academic and professional dreams and engage in their academic discipline. Students often need additional support and coaching to realize their full potential. Pre-registration of all freshmen is best accomplished with teamwork and cross training. Most students and parents expressed satisfaction with their student's schedule.	

High Impact Strategy	**Workshops, programming, and community outreach regarding college readiness and financial options/incentives, targeted to adult, military, first-year and historically underrepresented students.**
Related Goal	Goal 9: Improve college access for students who are non-traditional, military, first-generation, and/or from historically underrepresented groups.
Demonstration of Priority and/or Impact	Enrollment of students who are non-traditional, military, first-generation, and from historically underrepresented groups has increased proportionately across campus. While first generation students decreased in numbers (699 in Fall 2011 to 517 in Fall 2015), they increased slightly in overall student body proportion (31.5% to 31.7% respectively). The same is true for the military affiliated students (173 students in Fall 2011 to 167 students in Fall 2015 – 7.8% to 10.2% of the overall student population). The trend is similar for African American, American Indian, multiracial students, and Pell recipients i.e. fewer in numbers but increase in overall proportion of student body population. The adult learner dropped in both numbers as well as overall proportion of the student body (Table 2).
Primary Point of Contact	Becky da Cruz, Interim Associate Provost for Student Success Becky.daCruz@Armstrong.edu
Summary of Activities	Armstrong eliminated all non-course fees for active duty military, expanded course offerings at the Liberty Center and increased our offering of evening, flex-term and hybrid classes for adult/military students. A military education coordinator recruits and provides assistance to veteran and military students. We have significant outside partnerships with Ft. Stewart and Hunter Army Airfield, and the Community College of the Air Force. We hold adult information sessions and adult one-day registration sessions. The Office of Hispanic Outreach and Retention holds sessions in the community to address Hispanic student

	questions and concerns about college. A Hispanic Outreach and Retention Coordinator recruits and coaches Hispanic and Latino students. Our "Tickets for Success" program, run by our advisors, provides information on study skills financial aid, impacts of SAP and course withdrawals and other necessary success information to current students. Our FYE director implements our QEP "First Class," which educates first-year students on campus resources and information literacy competency. Peer mentors have been added to FYE courses to assist the faculty and students. Our Office of Multicultural Affairs provides a USG funded mentoring program for African American males (MOVE), African American females and Hispanic males. One of our newest initiatives is the TRiO Student Support Services program, providing comprehensive academic coaching, Individual Academic Success Plan, tutoring, and workshops for first generation, low income, and/or disabled students. Our Pirate Passage summer bridge program and commuter student learning communities intentionally seek to improve access and retention of target student populations.	
Measures of Progress and Success		
Measure, metric, or data element	Graduation rate of the targeted student population.	
Baseline Status	Over the last three years, the average graduation rates of each group targeted with this strategy (military, African-American, Hispanic, multi-racial, non-traditional learners and traditional freshmen) have fluctuated widely without showing a definite trend upward. Each group has a graduation rate that averages from 30.5%-35.8% (Table 3).	
Interim Measure of Progress	Progress would be evident in a dampening of the major fluctuations of this data such that a trend upward for a number of years would be recognized.	
Measure of Success	Measurable and consistent increases of at least 0.5% per year in the adult, military, Hispanic, African American, and non-traditional student enrollment, retention and graduation rates would be an indicator of our success. Our 1-year retention rates for the Pirate Preview summer bridge program has been trending upward over the last three academic years and now sit at 79.5 These learning communities have assisted with retention by providing additional support to targeted first-year students.	
Lessons Learned	Resources targeted to improving student retention and graduation are not one size fits all. Consistent resources and time must be dedicated to the specific needs of each population. With our TRiO program, Men of Vision & Excellence (MOVE) African American male initiative, membership in the Adult Learning Consortium, HOLA and Military Coordinator workshops, we hope to improve the graduation rates of these targeted student populations.	

High Impact Strategy	**Implement co-remediation in learning support courses**
Related Goal	Goal 8: Restructure instructional delivery to support educational excellence and student success, especially in the area of remediation
Demonstration of Priority and/or Impact	Of the students enrolled in learning support courses in 2015, 27.5% of students completed their English, Math, and/or Reading requirements within 2 semesters, 48.4% completed their requirement within 3 semesters, and 48.4% completed within 4 semesters (Table 14). As a result of nearly 50% of students successfully completing their learning support course(s), retention of Learning Support students increased from 55.6% in Fall of 2011 to 65.8% in 2015 – more than an 18% increase (Table 9e).
Primary Point of Contact	Becky da Cruz, Interim Associate Provost for Student Success Becky.daCruz@Armstrong.edu
Summary of Activities	The Languages, Literature and Philosophy Department, Mathematics Department, IT, Registrar, Advising, Admissions, and Testing Services worked together to implement new co-remediation models for learning support.
	This year, the first group of freshmen was involved in the co-remediation model with a total of 34 students enrolled in these courses.

Armstrong State University

Measures of Progress and Success		
Measure, metric, or data element	Retention, successful completion of learning support courses, and graduation rates of learning support students.	
Baseline Status	Tables 3, 9e and 14 show our learning support graduation, retention and success data respectively. These numbers are all quite low but tracking upwards. Still, improvements in this area could yield large results.	
Interim Measure of Progress	Students coded as learning support will have lower DFW rates in their Core A classes beginning Fall 2015. Fewer learning support suspensions will be issued. More non-traditional students and more freshmen at the lowest end of our admissions spectrum will receive the needed support to succeed in their early math and English courses, thus improving the number of credits earned and improving their 1-year retention rate.	
Measure of Success	Our completion rate for learning support and Core area A courses for this population will increase, by 1% per year to 2020. The graduation rates for students in learning support will increase 1% per year to 2020. Current data in the co-remediation courses are limited at this time since we just began the new model. However, due to the poor graduation rate related to the standard pre-req model, we believe we will see improvements.	
Lessons Learned	To be even more aggressive in improving student success among our learning support students, we will be adding an Active Intervention plan by which students who have earned less than 29 hours with less than a 1.8 GPA will be required to take a 2 credit hour Strategies for Success course. This will be implemented Spring 2017.	

OBSERVATIONS AND PROJECTIONS

In reviewing our original CCG-Armstrong plan, we have noted that many of the original proposed goals are incorporated within these modified and more focused goals. Our original goals were to improve access for traditionally underserved groups, improve student success and rates of credential completion and increase alumni and donor engagement to support student access and success. We have made strides and are continuing to make strides in each of these areas. Each of the previous tactics has been implemented, from implementing MOUs with Savannah Tech, Georgia Southern and the Community College of the Air Force to reaching out to educate the local community to an increased commitment and fundraising for student gap funding to prevent stop-outs and are part of institutional culture and process. From these initiatives, we have begun to see significant increases in degree production (Table 3). Based on preliminary FY 2015 numbers, our degree production is up 18% since 2012. While these increases may not be directly attributable to CCG activities, the results of our collective efforts are positive. We believe they are making impacts, and we are confident that the numbers of graduates and enrollees will continue to increase. Our modified goals, as stated above, show our continued commitment to the original goals of our 2012 plan, with formative changes and expansions of new goals and strategies. For example, we have noted learning support, part-time and African American male students have the lowest six-year graduation rates, thus we are reemphasizing our strategies to address their needs, while continuing the higher levels of service we now provide to military and FTFTF students. To this end, in addition to our continued participation in the AAMI program, we have recently received our first $1.1 M TRiO student support services grant from the Department of Education to focus retention and graduation initiatives on our low-income, Pell-eligible students.

Atlanta Metropolitan State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1974, Atlanta Metropolitan State College (AMSC) is a public access institution governed by the Board of Regents of the University System of Georgia (USG). The mission of AMSC is to provide high quality, low-cost access to post-secondary education, primarily to residents in the metro-Atlanta region. An essential component of the College's mission is to provide a holistic experience for students that integrates academics with a range of co-curricular activities, including experiential learning, life-skills, and civic/community services. A core component of the College's mission is to provide post-secondary access to a broad demographic of underrepresented, underserved students that will positively transform their economic, social, and civic standing in society.

AMSC has a diverse 3,000 student population, with a 3:2 traditional/non-traditional ratio; 40% adult learners; fully commuter campus, with race demographics 92% African-American, 3% Caucasian, 3% Hispanic, and 2% Asian. Although 20% of AMSC students require at least one learning support class, the College consistently maintains a graduation rate higher than the USG State College average, and leads the State College sector with associate degree graduation rates for African-American students. Seventy-four percent (74%) of students receive the Pell grant, and 90% of students receive some form of financial aid. Approximately 30% of students major in Business and Computer Science programs, 20% STEM and Allied Health programs, the remaining have majors in 28% Social Science, and 22% Humanities and Fine Arts.

Since 1974, AMSC's history is replete with thousands of success stories of students who enter AMSC, many in learning support classes, graduate from AMSC and attend the most prestigious professional and graduate schools in the country, and become recognized as authorities in their careers. The College takes great pride that 60% of its student population are first generation college students, and 95% of its graduates are born in Georgia, from metro-Atlanta urban communities. Upon attaining their degrees, most of AMSC graduates return to metro-Atlanta cities and become productive citizens in the State of Georgia.

Atlanta Metropolitan State College was elevated to a level two SACS accredited institution in 2012, offering baccalaureate degrees in Business Administration, Digital Media, Applied Mathematics, Biological Science, and Criminal Justice. Other AMSC signature programs include the Moses Ector Law Enforcement Leadership Academy (MELELA), and a baccalaureate degree teacher education program offered on the AMSC campus by Kennesaw State University. The College engages numerous metro-Atlanta and community-based partnerships that "connects the college to the community." These partnerships are strategically determined and categorized based on services or programmatic relationships, including: (1) Corporate, (2) Secondary Education, (3) Post-Secondary, and Faith-Based/Private. AMSC has a $114M economic impact in the Metro-Atlanta region.

Degrees Conferred By Fiscal Year
*2025 Target
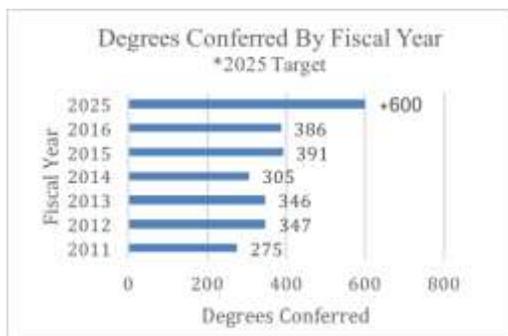
Atlanta Metropolitan State College has two overarching Complete College Georgia (CCG) priorities: (1) to achieve, at a minimum, the national graduation rate of 24% for associate's degree seekers, 65% graduation rate for bachelor's degree seekers, and (2) to award 600 post-secondary degrees annually, by 2025. The trend in degrees conferred impacted by the CCG efforts of AMSC since 2012 is provided in the following figure. The number degrees conferred (275/year) prior to implementation CCG strategies provides a baseline against which the CCG impact is measured, representing a +40% increase in degrees conferred over a five-year period.

SUMMARY OF ACTIVITIES

High-impact strategy	**Strategy 4.5: Ensure that students who meet off-track criteria receive timely and targeted advising intervention.**
Related Goal	Goal 4: Provide proactive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	Students with GPA's that drop below 2.00 are required to attend an Academic Jeopardy Workshop and meet with a representative in the Center for Academic Advising to develop an Academic Improvement Plan as well as sign an academic jeopardy contract. Students are prescribed appropriate academic and student support services such as tutoring and counseling if indicated. Follow up meetings are mandated. In addition, The Center for Academic Success offers services to directly align with the College's Academic Alert and First Year Experience programs so that once an Academic Alert signal is triggered, students will receive immediate academic support, providing a wider array of support strategies, including supplementary learning, "real time" workshops that align with student-identified difficult class topics, and an increased academic support staff to include Peer Teachers to assist and expand more services to students.
	A SAP Registration Hold is placed on academic accounts for students who are not making Satisfactory Academic Progress (SAP) as defined by the Office of Financial Aid (overall GPA being less than 2.0 and/or completing fewer than 67% of their total attempted hours), thus requiring students to meet with a representative in the Center for First Year Experience and Academic Advising to develop an Academic Improvement Plan. Students are prescribed appropriate academic and student support services such as tutoring and counseling. Follow up meetings are mandated.
Primary Point of Contact	Mrs. Sharon R. Duhart Director for the Center for Academic Advising sduhart@atlm.edu
Summary of Activities	The Center for Academic Advising (CAA) manages and implements integrated and proactive intrusive academic advising strategies with various institutional academic and non-academic activities, targeting academic jeopardy and high-risk retention and graduation student cohorts. In addition, CAA provides advanced academic advising support for high-risk first-time, full-time (FTFT) students. An Academic Alert Student Referral Program is implemented, which allows faculty to seek additional assistance for at-risk students when a threat to their success in a course is identified. Academic Alert is a process that provides students an opportunity to understand "early" if their academic performance is unsatisfactory.
	For FY2016, The Office of Academic Affairs restructured the Academic Alert Program by mandating that faculty members provide "early" graded assignments within the first four weeks of class. These early assignments help acculturate students to the value of "studying" course materials and attendance, especially with first-year students. It is important to note that not all first-year students understand what is "expected" when matriculating. In fall 2014, attendance issues represented fifty-four percent (54%) of the early alert referrals, followed by forty-five percent (45%) for late and missing assignments. In fall 2015, attendance issues represented 48% percent of the early alert referrals, followed by 52% percent for late and missing assignments. In addition, faculty members were provided with academic alert "recommended" referral due dates to encourage "early" referrals.
	Academic alert referrals indicate if students have academic performance or attendance issues as well as raise a student's awareness of his or her progress. Prior to program restructuring, it was common for students to be unaware of or over-estimate their academic performance in classes, usually after the mid-term grading period. After a referral has been submitted to the Center for Academic Advising, students meet with a professional academic advisor, develop an Academic Improvement Plan, and are referred to the Center for Academic Success. The Center for Academic Success provides a wider array of support strategies, including supplementary learning, "real time" workshops that align with student-identified difficult class topics, and an increased academic support staff to included Peer Teachers to assist and expand more services to students. Follow-up reports are provided to the referring course instructor for all academic alert referrals.
Measures of Progress and Success	

Measure, metric, or data element	Academic Alert Interventions and 1-Year Retention Rate		
	Baseline measures	103 Interventions (2014) 1-Year Retention Increase (For Students Receiving Interventions) - 24%	
	Interim Measures of Progress	218 Interventions, +112% Increase (Over Previous Year) 1-Year Retention Rate (For Students Receiving Interventions)-28% (+17% Increase Over Previous Year)	
	Measures of Success	- Metrics: Number Successful Interventions, 1-Year Retention Rate (Students Receiving Interventions) 2025 Targets: 12% Increase Annually (Interventions); 3% Increase Annually (1-Year Retention Rate)	
Lessons Learned	The leading factors that delay student graduation are: (1) errors or lack of good choices in course selection, (2) changing program of study resulting in loss of credits, thus extending time to graduation, (3) academic jeopardy, which places students on warning, probation or suspension, delaying completion or causing drop-outs, (4) Financial Aid problems linked to Satisfactory Academic Progress (SAP) requirements, and (5) lack of early academic support, resulting in an increase in course attempts, earned/attempt credit hour ratio, and delay in completion. The AMSC Academic Alert Program was expanded and realigned with the Center for Academic Advising to ensure that academic jeopardy and high-risk students are served in an effective manner to promote college completion.		
	First-time Full-time students participated in proactive intrusive academic advising program activities, which included meeting twice during the semester with a faculty and professional academic advisor, ensuring the accuracy of their degree plans, and addressing other barriers that limit this cohort from progressing to graduation.		

High-impact strategy	**Strategy 1.1: Target increases in access and completion for adult learners (25 years and older), particularly students traditionally underserved in post-secondary education**
Related Goal	Goal 1: Improve access for underserved and/or priority communities
Demonstration of Priority and/or Impact	This strategy currently impacts 40% (240 of 600) of new freshman, annually. Most of the impact of this strategy will result from increasing access of adult learners to online courses. Expanding access to online courses increases the options for adult learners to take a wider range of courses as well as increase course load, particularly while managing competing interests (i.e. work and family responsibilities). Collectively, this strategy shortens time to degree completion, and increases rates, which are both very high priorities of AMSC.
Primary Point of Contact	Dr. Kokila Ravi Director for Distance Education and Specialized Programs kravi@atlm.edu
Summary of Activities	Previous: (1) Four (4) Adult Learner "friendly" online classes were offered in various disciplines during the fall 2014 and spring 2015 semesters,
	Progress: Adult Learner "friendly" online classes increased by 50% (4 to 6). Faculty that teach these courses are specially selected and trained to address the needs and/or challenges specific to Adult Learners. As a result, 60% of faculty are trained in Quality Matters (QM). All online courses have a uniform design aligned with QM standards which promotes student success and softens the transition from course to course. In addition to teaching Adult Learner Courses, Instructors are assigned to mentor students; provide technical assistance (i.e. creating PowerPoint presentations, uploading documents into Dropbox, and assistance with using Smarthinking); student support (i.e. improving study habits, referral to Counseling and Disability, and study groups); and academic support (e.g. tutorial). Because of the Adult Learning Consortium (ALC) grant, mentors are paid a stipend to provide these services. Learning communities are also established to foster peer collaboration and support.
	Prior Learning Assessment (PLA) is also an important component of this strategy for assisting adult learners who may have prior learning that qualify for college credits. AMSC has created a

	special course to assist adult learners in preparing a portfolio to request PLA credits.
	Two (2) adult learners completed a portfolio preparation course for FY16, and received prior learning credits (PLA) for 6 credit hours, shortening time to completion, thus reducing tuition/fee costs and time to completion.

Measures of Progress and Success - (Provided below)	
Measure, metric, or data element	(Indicated Below)
Baseline measures	- Enrollment: 549 Headcount (Fall 2014) - Pass Rates: 61% (Fall 2014) - Completion: (30%) STEM Discipline, (10%) Earned Bachelors - Satisfaction Positive Ratings: Instructor Interactions (75%), Peer Interactions (77%), - Would Recommend Course (92%-Yes) (Fall 2015)
Interim Measures of Progress	*Preliminary Outcomes* - Enrollment: 534 Headcount (Fall 2015) - Pass Rates: 70% (Spring 2015) - Completion: (30%) STEM Discipline, (25%) Earned Bachelors - Satisfaction Positive Ratings: Instructor Interactions (80%), Peer Interactions (79%), Would Recommend Course (95%-Yes) (Spring 2016)
Measures of Success	- Metrics: Enrollment, course pass rates, completion, and satisfaction of adult learners 2025 Target: Offer 25 "Adult Friendly" Classes in various disciplines; At least 80% Pass rate; 95% Student Satisfaction Positive Rating
Lessons Learned	Serving the Adult Learner population requires tailoring academic endeavors to fit within the demands of life and the real world. AMSC continues to use Adult Learner Satisfaction survey data to improve the on-line learning platform so that it continues to foster healthy interactions among students with peers and instructors. Available resources play a critical role in the success of the student and Adult Learners experience challenges when resources such as tutoring services or research material are not available within an online platform. AMSC's online platform offers tutorial services and the ability to chat with instructors. These features are as simple as one click. Plans are underway to embed an eLibrarian into the online Adult Friendly course. This eLibrarian will lead modules equipped with videos and manuals that provide insight and support for conducting scholarly research. Students will also have the ability to chat with the eLibrarian, which will provide real-time support specific to the need of the student.

High-impact strategy	**Strategy 1.1: Increase access to post-secondary for high school students in dual credit Move On When Ready Programs**
Related Goal	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school
Demonstration of Priority and/or Impact	The impact for this strategy is approximately 260 students per semester. In addition to shortening time to degree for students, this strategy also increases the number of college-ready students, particularly establishing a pipeline of prepared student to enroll in AMSC baccalaureate programs after high school graduation, thus addressing an essential priority to sustain and grow high producing education programs.

Primary Point of Contact	Erica Shirley Assistant Director, Office of Outreach and Access eshirley@atlm.edu
Summary of Activities	Previous: Expanded service area recruitment/outreach of academically strong MOWR Students; Opened a dedicated space on campus for MOWR students; Hired full-time Director and created the Office MOWR Program Progress: AMSC currently has three Early College partnerships (Maynard Jackson, Booker T. Washington, and Carver Early College High Schools). In spring 2016, AMSC secured an Early College partnership with D.M. Therrell. AMSC is now the only post-secondary institution in Atlanta serving all Atlanta Public Schools (APS) Early College schools. The AMSC MOWR services cover a range of activities, including recruiting, transportation, financial aid/admissions literacy workshops, academic support, and campus orientations and day-to-day monitoring to ensure success of students. In May of 2016, for the first time in the history of Atlanta Public School System, two APS seniors enrolled in the Pre-Engineering Dual Enrollment Program at Maynard Jackson High School graduated from high school with an associate degree in pre-engineering from AMSC. One of these seniors not only earned an associate degree in pre-engineering but also in mathematics.

Measures of Progress and Success	
Measure, metric, or data element	(Indicated Below)
Baseline measures	• Enrollment: 235 Headcount (Fall 2014) • Pass Rates: 89% (Fall 2014) • Post-Secondary Credentials Awarded to High School Students - 0
Interim Measures of Progress	*Preliminary Outcomes* • Enrollment: 231 Headcount (Fall 2015) • Pass Rates: 82% (Fall 2015) Post-Secondary Credentials Awarded to High School Students - 2
Measures of Success	Metrics: Enrollment, Pass Rate, and Post-secondary Credentials Awarded to High School Students 2025 Target: 1000 MOWR students by 2025, Pass rate: 95%, and at least 10% of MOWR students enrolled will receive a post-secondary credential at high school graduation
Lessons Learned	A low student/staff ratio is important for the success of MOWR students; both on and off campus, to provide the range of services and support structure required for MOWR students. The Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of each of the students participating in the program. Additional academic and social support structures are essential and must be a top priority to support anticipated growth in proportion to the number of MOWR and Early College students. To remedy this strain, an AMSC Assistant Director for Outreach and Access was added in summer of 2016 to support the growing demands of the College's MOWR program. Appropriate Academic support for MOWR students is essential. Beginning FY2017, in order to ensure higher success and retention rates, MOWR students will be provided additional support by a Student Support Specialist (SSS), which will increase student check-ins, allowing the unit to monitor students that are in danger of failing prior to the midpoint of the semester. The SSS will work closely with the Center for Academic Advisement to monitor students that are on Early Alert as well as implement individualized academic plans for students to be successful. This will also allow more time for the MOWR Coordinator to plan academic and social events (i.e., Resume Building Workshops, Field Trips, Early College Week) for the students. These enrichment programs will not only draw more interested students into the Dual Enrollment program but will also help build a stronger support network for students who are already in the program. In addition, it will also allow the MOWR Coordinator to host Parent Events to discuss students continuing with AMSC to obtain their bachelor degree upon high school

	graduation. Adding an Assistant Director as well as a Student Support Specialist will allow the MOWR Coordinator more time for maintaining relationships with AMSC current partners, as well as establishing relationships with neighboring school districts.

High-impact strategy	**New process for identifying and awarding Advanced Placement (AP) scores to student for college level credit**
Related Goal	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
Demonstration of Priority and/or Impact	By awarding high school students prior learning credit, such as AP, it builds an early solid foundation of credit hours and reduces time to completion. In addition, dual credits allow for financial resources to be used in other areas of study. This impact strategy will affect approximately 2% of new freshman, but has great potential for growth.
Primary Point of Contact	Candy Perry, Director of Enrollment Services & College Registrar, cperry@atlm.edu as well as the Registrar's Staff
Summary of Activities	AMSC began reaching out to students in the 2014-2015 academic year. During the 2015-2016 academic year, the College adopted a proactive approach for identifying and raising the awareness of AP credit use. Trained Admissions Specialists and Transfer Articulators now look for AP credit and request transcript information for the student. The College has been able to eliminate barriers for students that involve producing paperwork and information for AP credit. For example, the Registrar's Staff speaks to students individually on how to best assist them in getting the transcript information, as well as taking the AP credit off another USG school's transcript. These initiatives save time and cost to student, ultimately reducing time to completion.
Measures of Progress and Success	
Measure, metric, or data element	Credit hours Given for AP Credit
Baseline measures	70 Hours AP Credit Awarded Annually
Interim Measures of Progress	*Preliminary Outcomes* AMSC awarded 263 hours of credit in last 2 ½ years since the College began tracking with the new codes for advance standing in spring 2014.
Measures of Success	Metrics: AP Credits 2025 Target: 200 AP credit hours awarded per year
Lessons Learned	Most of AMSC's incoming freshman either do not pass the AP test or cannot afford to pay to take the test at the end of year. The College is promoting providing students the option of MOWR, in addition to AP credit, because of the cost factor to the student. AMSC will also accept student AP credit from another USG institution in order to avoid student out-of-pocket expenses. This began as an agreement with the Adult Learner Consortium and has been very beneficial to students.

High-impact strategy	**Strategy 1.1: Early assimilation of Learning Support students into Gateway Math and English Courses**
Related Goal	Goal 7: Increasing the likelihood of degree completion by transforming the way that remediation is accomplished
Demonstration of	Twenty percent, 600 students annually, are enrolled in a learning support (LS) class, thus any

Priority and/or Impact	improvement to reduce the number of LS students or reduce their time in learning support is an institutional priority, and will result in a significantly positive impact on these student's retention and completion. Early integration of LS students into gateway courses builds their self-esteem, agency, self-determination, and translates into higher retention rates, better grades, and ultimately higher graduation rates.
Primary Point of Contact	Dr. Raghu Gompa Department Head - Mathematics rgompa@atlm.edu
Summary of Activities	Previous: Two pilot Gateway/Learning Support Math Courses were offered, with a total of 25 students, during FY15, to test the feasibility, fine tune implementation logistics, and determine outcome performance metrics. The results did not show a statistical difference between the performance of students who participated in the pilot course versus those who followed the traditional pathway of taking the learning support course as prerequisite prior to the taking the gateway course. The course success rates were in the range of 55-60%. While there was no net gain in the pass rate for students taking the pilot courses, neither were the results worse than the control group of students, which suggests promise if the proper adjustments are made for improvement. Progress: During FY16, the number of co-requisite gateway courses were increased significantly, from 2 to 12 courses, moving approximately 40% of learning support students from foundation learning support courses to gateway co-requisite courses. The performance of the LS students moved to the co-requisite gateway courses shows cautious optimism, as these students demonstrated an increase (56% vs. 52%) in their Mathematics class pass rates when compared to students who follow the traditional pathway of completing the Foundation LS class prior to taking the gateway course. The same comparisons for the English Gateway co-requisites classes were slightly less 54% to 52%, but did show slight improvements, within the margin of error.

Measures of Progress and Success	
Measure, metric, or data element	Course pass rate, student survey feedback (will be implemented in FY17)
Baseline measures	Pass rate of Learning Support Students - 48% (Fall 2014)
Interim Measures of Progress	*Preliminary Outcomes* Pass rate of Learning Support Students - 54% (Spring 2016)
Measures of Success	Metrics: Course Pass rate 2015 Target: Pass rate - 75%
Lessons Learned	Class performance is stronger when the same instructor teaches both the gateway and learning support co-requisite courses. Many unexpected factors come into play when integrating LS students into gateway courses, such as the social dynamics and interactions between LS and Non-LS students in the class; Being careful to not stigmatize students who require an additional one hour co-requisite class is important; The difficulty in the process for mainstreaming LS students into rigorous gateway courses should not be underestimated and should be comprehensively planned and implemented.

OBSERVATIONS AND PROJECTIONS

Observation and Projection #1 - Because of the enormous benefit of the Move on When Ready program to students, AMSC will continue to expand its MOWR program. It is projected that the College's MOWR program will increase growth by at least 30% for FY17. The College will expand options, emphasize and provide extended support for MOWR students who pursue post-secondary credentials while in high school.

Observation and Projection #2 - AMSC will fully implement predictive analytics into its CCG recruitment and retention strategies. In FY17, the integration of these analytics tools, along with data Dashboards, will be institutionalized and enable all critical campus stakeholders to better use data for decision-making and problem-solving.

Observation and Projection #3 - The most significant addition to CCG strategies for FY17 will be targeting CCG strategies to low-income students, based on the Lumina Foundation's model. The strategy will have enormous impact. A recent USG conference was very instrumental and timely in allowing USG institutions to reflect on and plan for CCG improvements. This conference involved System institutions exchanging ideas and sharing best practices for how post-secondary institutions might better support low-income students toward completion. AMSC has identified four modified/new strategies that will continue to build on its progress made over the past four years through CCG initiatives, specifically targeting low-income students. These strategies are listed below, and will be implemented on the schedule indicated.

STRATEGY ONE

GOAL	Measure progress of low income students on Strategy 1 metrics over time.
WHAT	Track *progress metrics* of low income students over time.
HOW	Optimize available data sources (e.g. USG Data Warehouse, IPEDS, Banner, etc.) to determine *progress metrics* of low income students over time.
WHO	Office of Institutional Effectiveness will lead campus-wide initiative beginning 2017.
BARRIERS	Inability to reach students who drop-out.
PRIORITY	High
WHEN	Spring 2017

STRATEGY TWO

GOAL	Develop a comprehensive financial literacy program for low-income students.
WHAT	Workshops (FYE Curriculum, Symposiums, etc.), NSO, Financial Aid, Academic Jeopardy workshops
HOW	FYEX 1630, AMIR 1001
WHO	Collaborative efforts with Department of Academic Affairs and Student Affairs
BARRIERS	None
PRIORITY	High
WHEN	Fall 2017

STRATEGY THREE

GOAL	Review internal policy & practices annually to ensure compliance (e.g. forms, documents, job descriptions, evaluations, etc.).
WHAT	Develop an AMSC Compliance Program (an actual programming event that illustrates changes, addendum, etc.)
HOW	Every division, department, office, center, will review policies & procedures with its purview in conjunction with Office of Institutional Effectiveness.
WHO	Senior Leadership in conjunction with Office of Institutional Effectiveness.
BARRIERS	None
PRIORITY	Very High
WHEN	Fall 2017

STRATEGY FOUR

GOAL	To centralize and institutionalize an Office of Career Placement Services to provide students assistance with career exploration, job placement, and graduate admissions, including internships and externships.

WHAT	To establish an Office of Career Placement Services to facilitate assistance with career exploration, job placement, and graduate admissions, including internships and externships.
HOW	Develop and request a funding line item for an Office of Career Placement Services
WHO	Office of Student Affairs
BARRIERS	Funding
PRIORITY	High
WHEN	FY 2018

Augusta University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

As one of the state of Georgia's four research institutions, Augusta University has the unique designation as the state's only public, academic health center. Augusta offers a broad range of traditional liberal arts, education, business, allied health sciences, nursing, dental medicine, and medicine programs – making Augusta one of handful of institutions in the United States with this curricular array. Further, in the higher education arena, we are one of the few institutions to undergo a major organizational transformation and blending of two institutional cultures in the 21st century. Less than four years into this transformation, Augusta University has become a dynamic, responsive institution that places student success at the core of our vision to become a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation. Guiding this vision is our mission.

"Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies."

Our mission statement explicitly states that we are student-centered, and we believe firmly in holding student success at the core of all our educational activities. As such, we explicitly focus on our students within our education mission strategic plan. The plan guides our new initiatives both as a dynamic institution and as they relate to retention, progression, and graduation of our undergraduate student body.

In fall 2015, Augusta University enrolled 4,976 undergraduate students at the institution, representing a decline of 248 students from fall 2014. The decrease came primarily from non-returning students as we saw a 4% increase in new freshmen for fall 2015. Of the undergraduate students enrolled in fall 2015, 64% were female and 36% were male. The enrollment of females versus males remains comparable to previous years. The ethnic diversity of the student body also remains constant: 56% White; 25% Black (Non-Hispanic origin); 6% Hispanic; 4% multiracial; 2% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 7% unknown or non-disclosed. The average age of our undergraduate student body is 24. A slightly smaller percent of students (41%) received Pell grants in fall 2015 compared to fall 2014. Maintaining diversity is important to the institution as we further develop into a student-centered comprehensive research institution.

SELECTED EDUCATION MISSION PLAN GOALS
Enhance and expand first- and second-year experience programs to assist students with transitions, connections, and adjustments during their early years with Augusta University.
Continue enhancing the effectiveness of the advising center and its efforts to advise students especially using technology such as First Alert and the EAB Student Success Collaborative
Increase the number of students who engage in academic enrichment programs including the Honors Program, CURS, and Study Away/Abroad.
Assess performance of all student cohorts and use the results to institute and enhance programs for successful degree completion intentionally targeting efforts to reduce performance gaps among them
Implement high-impact educational practices to enrich student learning experiences such as those defined by the AAC&U as High Impact Practices.

The incoming cohort of new freshmen in fall 2015 had a higher freshman index than previous cohorts with more than 75% meeting or exceeding the research institution minimum (2500). While the increasingly higher freshman index means some local students who would have had access traditionally to Augusta University are not eligible for admission, we judiciously use the opportunity to offer Limited Admission as well as promote our partnership with East Georgia State College (EGSC) who operates on our campus. EGSC provides an access point for local students who may not meet Augusta's admissions criteria with the expectation that those who continue into a baccalaureate program will enroll with Augusta. To date, 168 students have benefited by successfully transferring to Augusta. These enrollment patterns and demographics of our undergraduate students continue to inform the development of Augusta University's student success initiatives.

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

We continue to refine our Complete College Georgia completion goals, high impact strategies, and activities to meet the needs of current and future students. Our four goals are slight modifications from our original goals proposed in "Our Path Forward" (2012). The faculty and administration see these goals and activities as a means to enhance the culture of the institution and the way Augusta University supports the success of our undergraduate students. Our strategies fall within four of the overarching goals defined by Complete College Georgia:

Goal 1   Increase the number of undergraduate degrees awarded,

Goal 2   Increase the number of degrees that are earned "on-time,"

Goal 3   Decrease excess credits earned on the path to getting a degree, and

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

GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED

Augusta University's aim is to increase the number of all undergraduate degrees awarded across all constituent groups (i.e., first generation, gender, race/ethnicity, age, military) aligning with the University System of Georgia's goal for all institutions. We have intentionally chosen not to focus on a particular demographic group because we recognize there are needs across all our populations. In general, the total number of undergraduate degrees awarded has increased steadily. Our data analysis for the drop in degrees awarded in 2016 suggests the reasons for this drop are multifaceted.

Number of Undergraduate Degrees Awarded				
2012	**2013**	**2014**	**2015**	**2016**
898	985	1036	1042	934

Over the past four years, we have maintained our original goals and strategies in the pursuit of higher rates of retention, progression, and graduation. Many of the strategies have now become part of institutional culture. We have used this opportunity to concentrate on certain programs we believe will have the greatest impact. We have discovered several high impact strategies and activities for Goals 2, 3, and 4. These are listed below.

GOAL 2

High-impact strategy	**I Chose 4 Years:** To help keep students on target to graduate "on time" we implemented our "4Years4U" campaign in Fall 2013, which was rebranded "I Chose 4 Years" in 2016 to align with other enrollment initiatives. The campaign has created an institutional culture shift in course load expectations. Student expectations that they must take 15 credit hours per term or 30 credit hours per academic year to progress in four years are set at orientation. Expectations are reinforced through a request for students to sign a pledge to take at least 15 credit hours per semester and yard signs posted around campus.
	Further, students are encouraged to take full course loads through a "flat tuition" model where students enrolled in 10 or more credit hours pay the full-time equivalent rate for 15 credit hours. Students who might have only registered traditionally for 12 hours now have a financial incentive to take more.
	Faculty support has come from openly sharing data on the success of professional academic advising in the first two years and the ability of faculty to concentrate on advising their majors.
Related Goal	Goal 2—Increase the number of degrees that are earned "on time"
Demonstration of Priority and/or Impact	At consolidation, the faculty and administration of Augusta University identified a need to increase undergraduate retention, progression and graduation rates. By highlighting the "I Chose 4 Years" campaign, registering freshmen for 15 credit hours in their first semester, and seeing successful completion of these hours, the students view this load as the normal course load and continue to register this load in subsequent terms. In determining the schedule of each student for those first 15 credit hours, the professional advisors take into consideration the student's declared major or meta-major area, if undeclared, to ensure that appropriate math and science pathways are being achieved.
Primary Point of	Katherine Sweeney, Assistant Vice President for Student Success and Director of Academic

Contact	Advisement, ksweeney@augusta.edu
Summary of Activities	Beginning with Fall 2013, all freshmen and sophomore students are advised and registered through the Academic Advisement Center. At convocation new students sign the "I Chose 4 Years" pledge. During subsequent advising sessions, students and advisors continue to focus on enrolling in 15 hours for the upcoming term.
Measures of Progress and Success	
Measure, metric, or data element	% of students who attempt 15 or more credit hours in the fall term of first year % of students who earn 30 or more credit hours by the start of their second year % of students who earn 60 or more credit hours by the start of their third year % of students who earn 90 or more credit hours by the start of their fourth year

	Baseline measures	Fall 2012—8.0% of undergraduate students attempted 15 or more hours in fall term of first year Fall 2012 – 14.2% of undergraduate students earned 30 or more credit hours by the start of their second year
	Interim Measures of Progress	The "I Chose 4 Years" campaign is a continuation of an initiative that began in fall 2013. In spring 2017, the first cohort of students will meet the four-year graduation milestone and be used to set a new benchmark.

<table>
<tr><th colspan="5">Percent of Freshman Cohort Enrolled in 15 or More Hours Each Fall of First Year</th></tr>
<tr><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr>
<tr><td>8%</td><td>72%</td><td>89.5%</td><td>86%</td><td>81%</td></tr>
</table>

The "I Chose 4 Years" campaign also provides leading indicators to reach the benchmarks of earning 30, 60, and 90 credits by the start of the 2nd, 3rd, and 4th year respectively. The attainment of these credit hour benchmarks is more important due to how individual semester credit hour loads are balanced based on specific courses.

<table>
<tr><th colspan="6">Credit Hours Earned</th></tr>
<tr><th>Fall Freshmen Cohort</th><th>Earned 30 Credits</th><th>Earned 60 Credits</th><th>Earned 90 Credits</th><th>4-Year Graduation Rate</th><th>6-Year Graduation Rate</th></tr>
<tr><td>**2012**</td><td>14.2%</td><td>12.1%</td><td>10.8%</td><td>8.2%</td><td></td></tr>
<tr><td>**2013**</td><td>37.1%</td><td>24.7%</td><td>18.6%</td><td></td><td></td></tr>
<tr><td>**2014**</td><td>47.1%</td><td>33.0%</td><td></td><td></td><td></td></tr>
<tr><td>**2015**</td><td>54.2%</td><td></td><td></td><td></td><td></td></tr>
</table>

	Measures of Success	The "I Chose 4 Years" campaign uses a series of metrics to determine the progress of students toward a degree "on-time" for those students beginning in the fall 2013 and later. The metrics are based on the entering fall freshmen cohorts each year. By 2020, we intend on having 60% of 1st year students (fall 2019 cohort) earning 30 or more hours by the start of their second year, 39% of 2nd year students (fall 2018 cohort) earning 60 or more hours by start of their third year, and 24% of 3rd year students (fall 2017 cohort) earning 90 or more hours by the start of their fourth year. We want a 15% four-year graduation rate (fall 2016 cohort) and intend to have a 40% six-year graduation rate (fall 2014 cohort).
Lessons Learned		Sustaining the engagement of students to continue to pursue 15 or more credit hours past the first semester and into the major is the challenge. We continue to enhance our analytic capabilities to examine which populations of students need more targeted interventions. Once identified, we will provide additional programming for these student groups.

GOAL 3: DECREASE EXCESS CREDITS EARNED ON THE PATH TO GETTING A DEGREE

High-impact strategy	As reported previously, Augusta focused on multiple strategies to decrease excess credits earned on the path to getting a degree, including some strategies that encompassed parts of USG CCG Goal 3: Restructure instructional delivery to support educational excellence and student success. Collectively, these strategies included the redesign of courses with the creation of "stretch" sections of MATH 1111, ENGL 1101, and ENGL 1102, the alignment of math pathways with each undergraduate major, pre-determined schedules for first-semester students, and a redesign of core courses.
	Curriculum Review and Redesign: The redesign of core courses has now expanded to encompass every undergraduate academic program at Augusta. As such, the program has expanded to encompass entire academic programs rather than specific courses. Part of the curriculum redesign process focuses on bottleneck and low success rate courses to reduce instances of students needing to take remedial courses or enroll in course sequences that delay graduation.
Related Goal	Goal 3 – Decrease excess credits earned on the path to a degree
Demonstration of Priority and/or Impact	A careful review of curriculum and pedagogy that includes curriculum mapping and syllabus review is expected to reveal challenges to student progress that can be addressed with curriculum revisions, course redesign, and/or pedagogical solutions.
Primary Point of Contact	Deborah South Richardson, PhD, Director for Faculty Development, derichardson@augusta.edu
Summary of Activities	The faculty who teach in thirteen different gateway courses have made changes in courses and curricula through the curriculum review and redesign process, including core-level anatomy and physiology, chemistry, English, humanities, history, mathematics, political science, and psychology. The fall 2013 courses were selected based on high DFW rates, which include WFs. These courses have seen an average reduction of DFW rates of 6% compared fall to fall after going through the program. As reported in previous CCG status updates, these achievements have been sustained. The fall 2014 courses (in table below) were selected based on the numbers of students affected and the DFW rates, which include WFs. These courses have seen an average reduction of DFW rates of 4% in these courses compared fall to fall after going through the program. Although some programs show a small increase in DFW rates, those changes are smaller (average 3.5%) than the change observed in the direction of reduction of DFW rates (average 5.0%). The average rate of reduction for this cohort of programs is similar to the rate of for the previous cohort of courses.

Fall 2014 Curriculum Design Academy – D, F, W, WF Rates				
Course		**Pre**	**Post**	**% Change**
CHEM 1211	Principles of Chemistry I	27%	31.1%	4.1%
CHEM 1212	Principles of Chemistry II	31%	22.6%	-8.4%
HIST 2111	United States to 1877	20%	22.7%	2.7%
POLS 1101	Introduction to American Government	13%	8.5%	-4.5%
PSYC 1101	Introduction to General Psychology	26%	13.6%	-12.4%

A pilot of the curriculum review and redesign process was undertaken during the 2015-2016 academic year with four undergraduate academic programs (Dental Hygiene, History, Physics, Psychological Science). Those programs are well on the way to the development of curriculum maps and are now identifying challenges that have been revealed. The programs will continue with syllabus review during the 2016-2017 academic year.

Measures of Progress and Success	
Measure, metric, or data element	Average number of credit hours earned at graduation for students who begin as freshmen with Augusta (should equal number of credit hours required for degree)
	Average number of credit hours earned at graduation for transfer students (should be close to the number of credit hours required for degree)
	DFW rates across major courses
	% of students who earn 30 or more credit hours by the start of their second year by major
	% of students who earn 60 or more credit hours by the start of their third year by major

		% of students who earn 90 or more credit hours by the start of their fourth year by major
	Baseline measures	Baseline will be established at the start of the year in which each academic program implements the curriculum redesign.
	Interim Measures of Progress	Interim measures will include tracking average hours earned toward degree objective at the appropriate benchmark for each program (i.e., 30 hours in the first year for a 120-hour program) and the monitoring of core and major courses to achieve a DFW rate of 10% or less.
	Measures of Success	Success for this program will come in a higher rate of success in all core and major courses and students graduating with no more than the required number of courses needed for their degree objective. All undergraduate degree programs will be reviewed and redesigned within the next four years.
Lessons Learned		With 41 undergraduate academic programs, Augusta University will need to develop a strategy for efficient support of the curriculum review and design process to ensure scalability. We will move from a one-on-one program support/consultation model that we employed for the pilot programs to group training model with individual program consultation as needed.

GOAL 4: PROVIDE INTRUSIVE ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE

High-impact strategy	Professional Academic Advisement: To keep students on track to graduation, we enhanced our Academic Advisement Center in the summer of 2013. The center now provides dedicated professional advising support to all freshmen and sophomore students and to upper classmen who are returning from academic difficulty.
Related Goal	Goal 4—Provide intrusive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	At consolidation, increasing retention, progression and graduation rates were identified as very high priority for our undergraduate population. By requiring students advised within the center to see their advisors at least once per semester so we can provide early intervention and support.
Primary Point of Contact	Katherine Sweeney, Assistant Vice President for Student Success and Director of Academic Advisement, ksweeney@augusta.edu
Summary of Activities	Students advised in the center must see an advisor to register for classes, change a schedule, change a major or withdraw from class. The advisors work closely with the faculty in the departments for whom they advise to ensure sound advice is provided for each major. This creates continuity of program expectations as students transition from the center to their faculty advisors. By having all professional advisors located within the center we are able to provide seamless transition as students change majors during their first two years.
	The Academic Advisement Center uses an early alerts system to identify and support students exhibiting signs of academic distress in their courses. Augusta University currently uses indicators such as time management issues, test performance, assignment issues, number of absences, or more general comments such as sleeping in class. Faculty teaching students in the two most current freshmen cohorts are sent notices each semester asking that they report students for whom they have concerns. The advisors then reach out to the students with academic supports and referrals, as appropriate.
Measures of Progress and Success	
Measure, metric, or data element	Success of the advisement center comes from indirect metrics such as retention and progression.
	Baseline measures	Fall 2012—20.9% of all undergraduate students enrolled in 15 or more hours

Fall 2012 Cohort

1. 66.3% were retained from first to second year

	2. 48.3% were retained from second to third year 3. 40.8% were retained from third to fourth year Fall 2012—93.1% of new freshmen were full-time

Interim Measures of Progress	Fall 2013—39.4% of undergraduate students enrolled in 15 or more hours
	
	Fall 2013 Cohort
	
	   1. 69.8% were retained from first to second year
	   2. 52.9% were retained from second to third year
	Fall 2013—97.6% of new freshmen were full time
	
	Fall 2014—46.5% of undergraduate students enrolled in 15 or more hours
	
	Fall 2014 Cohort
	
	   1. 75% were retained after the 1st year
	Fall 2014—97.9% of new freshmen were full time
	
	Fall 2015—49.0% of undergraduate students enrolled in 15 or more hours
	
	Fall 2015—98.7% of new freshmen were full time

Measures of Success	The metrics used for academic advisement are the same as those used in the "I Chose 4 Years" campaign with the Academic Advisement Center being responsible for students earning up to 60 hours.
Lessons Learned	We found that the transition from the very rigid structure of the Academic Advisement Center to academic departments with varying faculty advising protocols was sometimes difficult for students. We are working now with the Office of Faculty Development and Teaching Excellence to identify mentoring and other learning opportunities for faculty advisors to streamline and make more seamless the transition of students from the Advisement Center to their major departments at 60 hours. A new retention coordinator position is being established as well. The retention coordinator will be housed within the Academic Advisement Center but work with faculty advisors to monitor student progress and develop programming that will help students further engage in their major once they transition to the department. We continue to learn how to most effectively use the EAB SSC Campus platform to leverage early intervention to ensure students are retained and progress appropriately. In addition to the platform, analyses will be done to examine if students who are "treated" more than once per semester by an academic advisor have higher progression and retention rates. These analyses will include regular contact for advisement and specialized contact for tracking early warnings and the type of intervention used with the early warning.

OBSERVATIONS

Our activities focus on a triad of student engagement, faculty engagement, and administrative support to achieve higher rates of retention, progression, and graduation. The high impact strategies listed above have proven to be successful for Augusta University and our students. We have already begun to see major improvements as shown in the metrics above. This success is the result of implementing programs that tackle multiple issues at once. As our student success initiatives have grown, we have also appointed an Assistant Vice President for Student Success to monitor our activities and plan for innovative programs to help us achieve even greater student success.

In addition to the high impact strategies above, we have several original student success strategies related to AAC&U's high-impact practices that have become part of institutional culture. In the initial Complete College Georgia plan, we set strategies to create a required first year seminar program, place more emphasis on academic enrichment activities for high ability students, analyze any policy that was perceived to hinder retention, progression, and graduation, and redesign our undergraduate core curriculum. In 2015 – 2016, we continued our Convocation program and had a nearly 78% participation rate from our incoming freshman class. Our academic enrichment areas (study abroad, honors, and undergraduate research) continued to see increases in student participation. Study Abroad has seen an increase from 291 students in 2014 – 2015 to 345 students in 2015 - 2016. Our Honors Program enrolled 290 students in fall 2015, compared with 101 students in fall 2012. The Center for Undergraduate Research and Scholarship Summer Scholars program served 41 undergraduate students with 16 mentoring faculty members compared with 21 students in 2013 – the first year of the program. We continued to offered the first INQR 1000: Fundamentals of Academic Inquiry course in

2014 – 2015, a required course in Area B of the common core, which engages a small group of students with a committed faculty member to pose and answer a question of interest. Over 1,500 students have successfully completed the course with many students reporting INQR 1000 as one of their favorite courses in their first year, and faculty from every undergraduate college are enjoying the opportunity to connect with incoming students. As an institution, we have engaged with the LEAP state initiative and are actively working to promote and include high impact practices in upper-division major courses.

Making improvements in student success takes sustained and collaborative efforts. Changes were made when analysis showed potential for improvement. For example, as a result of our assessing the curriculum review and redesign and advisement processes, we determined that more structured peer-to-peer tutoring, supplemental instruction, and life skills coaching was needed to help students become more academically successful their first two years of college. This led to the creation of the Academic Success Center, scheduled to open late fall 2016, which will provide dedicated services to helping students become more academic successful and resilient as students. We intend to report on the successes of this center in next year's CCG report. During the analyses we take the time to reflect on what did not work, what did work, and celebrate our accomplishments and successes. These celebrations help individuals see the positive effects of their efforts and stay committed to them. Augusta University is at the forefront of creating what comes next in undergraduate student success for the state, nation, and higher education.

Bainbridge State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Bainbridge State College, a state college of the University System of Georgia, provides an accessible, affordable, and excellent education for the diverse population of southwest Georgia and beyond through certificates, diplomas, associate degrees, and select baccalaureate programs as well as through continuing education, adult education, and collaboration with other educational providers, resulting in life-long learning, economic development, and graduates empowered for success in a global society.

TABLE #1: ENROLLMENT DATA

Bainbridge State College Students	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Student Body	3734	2939	2699	2470	2401
Average Age	30	30	29	29	25.9
Percent <25 years of age	59.6%	59.4%	64.9%	70.4%	75.0%
Percent >25 years of age	40.4%	40.6%	35.1%	29.6%	25.0%
Student Enrollment					
Percent Enrolled FT	54%	52%	43%	38%	34%
Percent Enrolled PT	46%	48%	57%	62%	66%
Military/Veterans					
Total Students	59	62	65	49	50
Percent of Student Population	1.6%	2.1%	2.4%	2.0%	2.1%
Students by Gender					
Female (F)	2,593	2,085	1,936	1,745	1,655
Male (M)	1,141	854	763	725	746
Totals	3734	2939	2699	2470	2401
Students by Race					
American Indian	6	5	4	5	4
Asian	14	4	12	10	10
Black/African American	2162	1636	1484	1268	1,193
Hispanic	63	55	70	82	101
Native Hawaiian	2	1	1	2	0
White	1,378	1,160	1,081	1,058	1,042
Two or More Races	21	21	21	27	22
Race Unknown or Undeclared	88	57	26	18	29
Totals	3734	2939	2699	2470	2401
Students by Ethnicity					
Hispanic of any race	63	55	70	82	101
Non-Hispanic	3,583	2,827	2,603	2,370	2,271
Not Available	88	57	26	18	29
Totals	3734	2939	2699	2470	2401

Source: USG 123

MEASURES OF STUDENT ACHIEVEMENT

TABLE #2: DEGREES CONFERRED/ENROLLMENT

Source: BSC Office of the Registrar

As enrollment has drastically declined, BSC has also increased the number of degree and certificate completions. From fall of 2011 to fall of 2015, degrees conferred have increased by a net of 9.4% (See Appendix A, Chart 1). During the same timeframe, enrollment decreased by 38% (net headcount) and by 45% (net FTE). While enrollment declined in terms of both headcount and FTE from 2011-2015, the number of graduates actually increased. During the same timeframe Student Retention has also increased:

Academic Year	1 year institutional retention rates	2 year institutional retention rates
2012	40.3%	25.5%
2013	49.2%	33.4%
2014	54.8%	33.5%
2015	54.0%	in progress
2016	in progress	in progress

Source: USG 123

INSTITUTIONAL COMPLETION GOALS, STRATEGIES, AND ACTIVITIES

Related CCG Goal(s)	**Goal #1 Increase in the number of undergraduate degrees awarded by USG institutions** **Goal #2 Increase the number of degrees that are awarded "on time"** **Goal #3 Decrease excess credits earned on the path to getting a degree** **Goal #4 Provide Intentional Advising to keep students on track to graduate**
High Impact Strategy	Continuation of establishing criteria for identifying students who may need special interventions in the semester
Demonstration of Priority	Meeting this goal helps BSC staff identify and intervene as soon as possible for students with academic, and as necessary, personal needs. The Always Alert and Early Alert programs provide specific data which allow timely contact tailored to the urgency level of each alert.
Primary Point of Contact	Dr. Sam Mayhew Assistant Dean of Student Affairs Samuel.mayhew@bainbridge.edu
Summary of Activities	• Continuation of Always Alert and Early Alert systems. • Early Alert process requires that students be contacted earlier in the semester after the drop/add period • Always Alert and Early Alert processes include a comment section on the alert file that provides instructors an opportunity to clearly explain the student's needs and weakness; while also providing valuable information to advisors to assist students in developing a more specific success plan • Have embedded peer mentors in some Learning Support and DFW courses; plan to add to FYE courses but need increased funding for peer mentors • Continuation of success coaching in online courses • Have implemented proactive advising model for first-year students with professional counselors • Degree Works has been successfully and fully implemented • Students are required to choose a major before the end of their first term • Major changes are limited to 1 per Academic Year and 3 all time

	• If a student attempts to withdraw from 50% or more of their courses, they are required to meet with an Academic Advisor
Measures of Progress and Success	

Baseline Status	The institution's Early Alert and Always Alert initiatives were fully implemented in Fall 2012, with continual updates to the process since inception.
	
	• Reported alerts included
	    ○ 2012-13 à Strategy implementation
	    ○ 2013-14 à 484 alerts reported; 346 negative _ 138 positive
	    ○ 2014-15 à 1834 alerts reported; 1,404 negative + 403 positive
	    ○ 2015-16 à 2022 alerts reported; 1445 negative_ 588 positive
	        ▪ Total alerts includes students that may have received more than one negative or positive alert from one or more faculty members
	• Number of students with reported alerts (duplicated)
	    ○ 2013-14 à Data not available
	    ○ 2014-15 à 1,459 students
	    ○ 2015-16 à 1647 students
	• Faculty participation in the Always Alert system included
	    ○ 2012-13 à implementation year
	    ○ 2013-14 à Data not available
	    ○ 2014-15 à 58 faculty
	    ○ 2015-16 à 81 faculty
	• During the 2012-2013 academic year the embedding of peer tutors was piloted. The college has continued this process, identifying and then embedding peer mentors into courses that have significantly higher D,F,W rates
	    ○ 2012-13 (implementation year)à 46 sections had embedded peer tutors
	    ○ 2013-14à 84 sections had embedded peer tutors
	    ○ 2014-15à 58 sections had embedded peer tutors (for Fall 2014 and Spring 2015)
	    ○ 2015-16à 64 sections had embedded peer tutors (for Fall 2015 and Spring 2016)
	• Success coaching in online classes has also been implemented at the college and has proven successful.
	    ○ Fall 2014 there were 127 online classes in which a success coach was present
	    ○ Spring 2015 included 112 online classes with a success coach
	    ○ Summer 2015 included the involvement of a success coach in 88 online classes
	    ○ During Fall 2015 and Spring 2016, 100% of completely online courses had a success coach
	• In Fall 2015 the college implemented a faculty advising model that places students with 31 or more hours with a faculty advisor in their discipline
	    ○ In Spring 2015 1,189 students were identified as enrolled and who had more than 31 hours. These individuals were reassigned to faculty advisors
	    ○ Returning students with 30+ earned hours reassigned to faculty advisors during AY 2016:
	        ▪ Spring 2015: 209
	        ▪ Summer 2015: 310
	        ▪ Fall 2015: 107
	        ▪ Spring 2016: 230

Measures of Success	• Number of contacts generated by each Alert system as well as the Online Coaching program • Number of faculty members who use Always Alert • Completion rates for courses with embedded peer mentors • Number of students with 30+ earned hours transitioned to faculty advisors each term • Number of contacts generated by reassignment of returning students to faculty advisors • Number of returning students who register early • Number of major changes per academic year • Number of withdrawals per term (see Appendix B, Chart 2)
Lessons Learned	Retention rates have improved markedly at BSC (see Appendix A, Table 1), due in large part to the extensive work done in increasing timely intervention, advising, and online coaching. These initiatives are in their infancy, which dictates continued innovation in methods and materials. Requiring students to meet with their advisor before they initiate path altering changes including major changes, withdrawals, and course choice has positively affected retention, course completion (see Appendix B, Charts 3, 4, 5, and 6), withdrawal rates (See Appendix B, Chart 2), and program of

	study completion, among other measures.

Related CCG Goal(s)	**Goal #1 Increase in the number of undergraduate degrees awarded by USG institutions** **Goal #2 Increase the number of degrees that are awarded "on time"** **Goal #3 Decrease excess credits earned on the path to getting a degree** **Goal #8: Restructure instructional delivery to support educational excellence and student success**
High Impact Strategy	Comprehensive review and redesign of all WEB (online only) courses via the Quality Enhancement Plan (QEP); expansion of course delivery including delivery methods, parts of term, and updated pedagogies
Demonstration of Priority	Meeting this goal allows BSC to offer courses that fit a larger variety of academic (learning styles), personal (student scheduling), selective admission program requirements (such as Nursing), and completion needs
Primary Point of Contact	Dr. Ruth Salter Director of Institutional Effectiveness Ruth.salter@bainbridge.edu

Summary of Activities	• During SACSCOC reaffirmation in 2011, BSC designated online learning as the focus for a Quality Enhancement Plan; during Academic Year 2012, the QEP Plan was set into motion
	• Faculty training was first conducted in groups, but after reviewing this process, future training was done one on one; all courses were scheduled to be completely revised within 5 Academic Years
	• As a result of the Quality Enhancement Plan (QEP), all current online classes have met a standard of quality as measured by a nationally accepted rubric. Any new online class must also meet that standard of quality before being taught for the first time. All program and curriculum development, review, and approval processes are consistent regardless of instructional methodology or location of instruction.
	• A "Georgia View Tutorial" instrument was created to measure student preparedness for online courses; all students are required to complete this tutorial before they can register for an online course
	• Students who wish to take a fully online course must be exempt from Learning Support requirements, either by examination or course completion
	• Two teams of faculty were trained to review online course offerings according to predetermined rubrics and standards; these faculty members were paid a stipend for their work
	• New teaching methods have been introduced and encouraged including:
	    o Short term course delivery (A term, B term, C term)
	    o Hybrid Classroom (partially online, partially face to face)
	    o Flipped Classroom
	    o Emporium Classroom
	    o Technology Enhanced Classroom

Measures of Progress and Success	

Baseline Status	• 100% of faculty are trained in course design standards by the Center for Teaching Excellence
	• 4 year (Fall to Fall) history of percentage of students who successfully completed full term online courses (see Appendix B, Chart 6):
	    o Fall 2012: 68.32%
	    o Fall 2013: 68.59%
	    o Fall 2014: 71.88%
	    o Fall 2015: 73.41%
	• 4 year (Fall to Fall) history of percentage of students who successfully completed full term hybrid courses (see Appendix B, Chart 5):
	    o Fall 2012: 71.75%
	    o Fall 2013: 71.39%
	    o Fall 2014: 71.89%
	    o Fall 2015: 78.07%
	• In Appendix B, charts (3, 4, 5, and 6) for each delivery mode (Lecture only,

	Lecture/Supervised Lab, Hybrid, Online only) provide a comparison between success rates of each mode of delivery as well as full term offerings and partial term offerings for each mode of delivery
Measures of Success	• Success rates for students in online only courses • For the sake of comparison, success rates for students in courses of all modes of delivery • Student Satisfaction with online only courses • Student Satisfaction with hybrid courses
Lessons Learned	The QEP has greatly improved online course delivery at BSC. Faculty members are also encouraged to design more hybrid sections and to offer courses during different parts of term. Due to the QEP and various other retention and completion related initiatives, successful course completion has increased in online only courses by 5.09%. Overall course completion has improved by 8.27%. For a comprehensive comparison between all instructional methods, please see Appendix B, Chart 7. These improvements are due in large part to the implementation of the QEP.

Related CCG Goal(s)	**Goal #1: Increase in the number of undergraduate degrees awarded by USG Institutions** **Goal #2: Increase the number of degrees that are earned "on time"** **Goal #3: Decrease excess credits earned on the path to getting a degree** **Goal #4 Provide Intentional Advising to keep students on track to graduate**
High Impact Strategy	Implement Degree Works as a primary advising tool and go "Live" with the Student Educational Planner feature; this is designated as a priority activity due to the accuracy, consistency, and institutional flexibility inherent to Degree Works and the SEP
Demonstration of Priority	Meeting this goal provides a framework by which all advisors and staff can consistently access, contextualize, and disseminate student progress; this has already led to increased completion and retention and will further increase these metrics in future academic years
Primary Point of Contact	Ridge Harper Director of College Completion Ridge.harper@bainbridge.edu
Summary of Activities	• As of August 2015, Degree Works has been available to all students, staff, and faculty • As of September 2015, Academic Plans were created in the Student Educational Planner for all programs of study • In most cases, Plans are assigned before mandatory Orientation sessions; in all cases, a Plan is created and edited by students and their professional advisors before the end of their first term • Since implementation began in AY 2013, Degree Works has undergone many changes; it has, however, functioned as a primary source of completion evaluation for the Office of the Registrar
Measures of Progress and Success	
Baseline Status	• Degrees conferred by academic year(see Appendix A, Table 2) • Beginning Fall 2015, all newly enrolled students have been assigned a "Plan" in the Student Educational Planner and roughly 70% of returning students have been assigned a "Plan"
Measures of Success	• Number of degrees conferred • Number of degrees conferred "on time" • Number of students with a "Plan" • Number and percentage of students taking courses outside of their "Plan" • Number and Percentage of staff and faculty using the SEP in Advising
Lessons Learned	Though implementation of Degree Works has been long lived, the program has been completely "Live" for 6 terms. The Student Educational Planner has been implemented and "Live" for 4 terms, much earlier than other USG schools. Degree Works has been very successful in helping BSC evaluate, analyze, and confirm program completion for the vast majority of our students. The many features of Degree Works and the SEP must be leveraged to better contextualize student data pertaining to advising, completion, and student achievement. Training in Crystal Reports has begun to assist with reporting capabilities via Transit and the SEP. The results of this training will allow

	BSC staff to better mine for completers and forecast course demand for coming terms. Degree Works has already changed the way that BSC advisors communicate with students about their programs of study. The Student Educational Planner has the potential to revolutionize advising by standardizing the way that student progress and complete their studies.

Related CCG Goal(s)	**Goal #1 Increase in the number of undergraduate degrees awarded by USG institutions** **Goal #2 Increase the number of degrees that are awarded "on time"** **Goal #3 Decrease excess credits earned on the path to getting a degree** **Goal #4 Provide Intentional Advising to keep students on track to graduate** **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** **Goal #9: Improve access for underserved and/or priority communities**
High Impact Strategy	Recruitment and enrollment of higher numbers of Move On When Ready (MOWR) students
Demonstration of Priority	Meeting this goal provides high school students with the opportunity to earn college credit at no cost to them or their HOPE eligibility
Primary Point of Contact	Spencer Stewart Associate Dean of Student Affairs sstewart@bainbridge.edu Laura Brown Admissions Advisor Laura.brown@bainbridge.edu
Summary of Activities	• Beginning Fall 2015, recruitment and enrollment of eligible MOWR students was drastically increased following comprehensive legislative amendment of the program • A full time Admissions Advisor is primarily responsible for establishing and facilitating relationships with school districts in the BSC service area • Consistent and structured testing opportunities extended to area high schools at the BSC campus as well as at high school campuses • Open House and Visitation Day events created to reach out to secondary students and their families • Orientation sessions specifically created for MOWR students each Fall term • A paradigm relationship exists with Mitchell County High School in which a counselor accompanies MOWR students to the BSC main campus during the first few weeks of each term to help them adjust to increased expectations, academic rigor, and new resources
Measures of Progress and Success	

Baseline Status	• MOWR eligible students enrolled at BSC during Academic Year 2016:
	   o Fall 2014: 234
	   o Spring 2015: 236
	   o Summer 2015: 4
	   o Fall 2015: 403
	   o Spring 2016: 460
	 • 5 Year history of Credits earned by MOWR students:
	   o 2011-12: 1017
	   o 2012-13: 904
	   o 2013-14: 1815
	   o 2014-15: 2598
	   o 2015-16: 3770
	 • Sections of first year courses created and reserved for MOWR students
	   o Fall 2015: 41 individual sections; 34 taught on high school campuses
	   o Spring 2016: 47 individual sections; 37 taught on high school campuses
	 • During Academic year 2016, 19 MOWR students completed an Associate of Arts degree before they completed high school; 1 student completed during summer 2016
	 • BSC also awards credit for prior learning experience; during AY 2016 the Office of the Registrar reviewed student transcripts and awarded the following credits:
	   o Advanced Placement Credit: 102 credit hours

	o CLEP credit: 63 credit hours
	o Departmental Examination: 124 credit hours
	o Military (ACE) credit hours: 83 credit hours
	o Other (unspecified): 8 credit hours
	• Course Completion rates for courses attempted by MOWR students
	   o Summer 2015: 100% successful
	   o Fall 2015: 97.03% successful
	   o Spring 2016: 96.91% successful

Measures of Success	• Number of MOWR students enrolled each term • Number of MOWR students completing a program of study each Academic year • Course Completion Rates for courses attempted by MOWR students
Lessons Learned	Increases in MOWR enrollment during each term have been exponential due to the tireless recruitment, enrollment, and counseling efforts of the Office of Admissions. There are several school systems in the BSC service area however, in which our relationships and presence can be improved. Intentionality is vital when communicating with secondary schools. The degree to which educational relationships are fostered dictates the overall quality of experience for MOWR students. Further expansion of educational opportunities for eligible high school students will remain a major focus going forward.

Related CCG Goal(s)	**Goal #1 Increase in the number of undergraduate degrees awarded by USG institutions** **Goal #2 Increase the number of degrees that are awarded "on time"** **Goal #3 Decrease excess credits earned on the path to getting a degree** **Goal #4 Provide Intentional Advising to keep students on track to graduate**
High Impact Strategy	Transformation of Financial Aid processes and SAP Policy
Demonstration of Priority	Meeting this goal helps Financial Aid staff identify students taking advantage of needs based financial aid, reduce loan default rates, reduce return to Title IV, etc.
Primary Point of Contact	Haley Hooks Director of Financial Aid Haley.hooks@bainbridge.edu
Summary of Activities	• During Academic Year 2016, the SAP Policy has been continuously reviewed and amended to reflect changes in federal and state financial aid programs; the current format of the SAP policy highlights the most important aspects of maintaining SAP and possible consequences if not • The number of Financial Aid counselors has been increased to meet the demands of student account review and financial aid advising • Financial Aid Information sessions are conducted each term in all First Year Experience (FYE) 1102 courses • The financial aid appeals committee has been expanded to include members from all departments of Student Services as well as one member from Academic Affairs • Communication to students regarding SAP policy and general financial aid knowledge has been drastically increased and includes mailings, email correspondence, financial aid information workshops, digital signage, etc. • Intentionality of contact with Financial Aid counselors has been increased; for example, students are required to meet with their Financial Aid counselor if they wish to change their major, have financial aid status of "NO" or "ACADEMIC PLAN"
Measures of Progress and Success	

Baseline Status	• 5 year (Fall to Fall) history of percentage of students with financial aid status of SAP "YES"
	   o Fall 2011: 49.33%
	   o Fall 2012: 63.17%
	   o Fall 2013: 67.39%
	   o Fall 2014: 70.74%
	   o Fall 2015: 74.62%
	   o Spring 2016: 79.71%
	• For Academic Year 2016, Percentages of students receiving needs based financial aid:

	o PELL: 57.3%
	o HOPE: 23.1%
	• For Academic Year 2016, Percentage of students receiving student loans:
	   o 35.8%
	• As of the last publication of student loan default rates, BSC's default rate has been reduced
	   o FY 2011 Default Rate: 28.4
	   o FY 2012 Default Rate: 29.7
	   o FY 2013 Default Rate: 28.1

Measures of Success	• Number of students with SAP "YES" status during each term (see Appendix A, Chart 2 and Table 2)
	• Number of students on financial aid appeal
	   o Percentage of appeals approved
	   o Percentage of appeals denied
	• Number of students receiving PELL
	• Number of students receiving HOPE
	• Number of students receiving student loans
	• Number of students in loan default

Lessons Learned	During Academic Years 2012-2016, the Office of Financial Aid has evolved in many positive and encouraging ways. Successful maintenance of SAP by students has increased due to better communication and more contact with financial aid counselors, intervention by academic counselors and advisors, and the collaborative efforts of administration, staff, and faculty. Percentages of students who are SAP "YES" have increased by 10% since Fall of 2014. Overall, the percentage of students who are SAP "YES" has increased by 30% since AY 2012! This is incredibly important due to the direct correlation that SAP status has with all aspects of progression, retention, and completion. Revisionary efforts in Financial Aid processing and SAP policy reform are ongoing to ensure that BSC is always compliant with federal and state regulations.

OBSERVATIONS

There has been much change at Bainbridge State College during the past 5 academic years. In an ever evolving college environment, the administrators, staff, and faculty at BSC have collectively focused on efforts that have produced the greatest amount of success.

- The implementation of Degree Works has proven to be a boon to our advising, retention, and degree completion efforts; continued work and new resources in our proactive advising model have proven to increase student retention and program of study completion rates
- Early Alert and Always Alert have both created new opportunities to intervene for our underperforming and at risk students
- Embedded tutors and online mentoring have increased our outreach to students who need supplemental instruction.
- Increased focus on recruitment and enrollment of MOWR students has expanded educational opportunities for high school students at all socioeconomic levels
- Financial Aid and SAP policy reforms have led to a 30% increase in financial aid eligible students
- The QEP and efforts to expand variety in course delivery have provided BSC students with the opportunity to choose courses that suit their personal, academic, and developmental needs

These efforts and many more have enriched the academic and developmental lives of BSC students. Due to these and other efforts, retention and degree completion have increased dramatically (see Appendix A, Table 1 and Chart 1).

Transforming remediation and the Summer Academy program have been included in previous CCG Campus Plan Updates. While the Summer Academy has been discontinued due to a lack of funding, Learning Support reform is an ongoing initiative which will likely feature as a high impact strategy in future Campus Plan Updates once the program has been relatively static for another academic year.

In the future we would like to focus on our current strategies while identifying potential high impact initiatives such as:

- Further expansion of the Student Educational Planner in Degree Works as an advising, retention, reporting, and completion tool
- Mining for potential completers across all curricula via Banner, Crystal Reports, Transit, the SEP, and more
- Restructuring of transfer and non-transfer degree level pathways
- Increasing adoption of "open source" texts in all courses

- Expanding academic relationships past our current articulation agreements with Georgia Southwestern, Thomas University, and UGA Tifton

Expanding professional relationships, internships, and job placement opportunities with local and regional industries

We have seen the most direct success with our intervention efforts as well as course redesign, proactive advising, Degree Works implementation, and financial aid reform. In the coming academic years, with the CCG Goals as a guide, BSC will continue to pursue the most innovative and impactful methods of improving student retention and degree completion.

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 2015 population totaled 7,012 students (5,943 undergraduate, 644 dual enrolled, and 425 graduate).

CLAYTON STATE STUDENT DEMOGRAPHICS FALL 2015

Undergraduate Total	6,587
Full-Time	55%
Part-Time	45%
Pell Recipients	62%
Dual Enrollment	9%

Clayton State's completion strategies, in line with the mission of serving students from diverse ages and backgrounds, are designed to support completion for all students. Over the past year, the university has especially focused on intrusive advising, increasing the percentage of students enrolling in 15+ credits, and the completion rates of the dual enrollment students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

High-Impact Strategy	**Advise students within a centralized structure that capitalizes on predictive data analytics to promote deeper student advisor connections and uses consistent advising practices.**
Related Goal	Implement intrusive advising that is informed by predictive data analytics to keep students on track to graduate.
Demonstration of Priority and/or Impact	Clayton State University has dedicated work to improve our graduation and retention rates. Prior to summer 2015 academic advising was managed within each of the four colleges and majority done by faculty. Centralizing advising for our undergraduate students permits us to use an intrusive advising model which has a great potential to impact students retention and graduation rates. This is a high priority and high impact strategy as it addresses an immediate need for the potential to impact a significant student population.
Primary Point of Contact for This Activity	Name: Eric Tack Title: Director, Center for Advising and Retention Email: EricTack@clayton.edu
Summary of Activities	In January 2015 Clayton State University hired a Director of Advising to lead the implementation of the new advising model. Prior to the 2015-2016 academic year advising was managed within the colleges with the majority of students being advised by faculty. Plans were developed prior to the 2015-2016 year regarding the implementation of centralized advising to include staffing, organization, student communication, predictive analytics for at-risk students, and physical structure. The staff consisted of 2 directors (equivalent to assistant directors in the new Center for Advising and Retention), 1 assistant director, and 13 academic advisors (4 full-time with part-time advising responsibilities). During the 2015-2016 year, the Center for Advising and Retention (CAR) has been formed into a formal office with a staff of 1 director, 5 assistant directors, and 13 academic advisors (all with full-time advising responsibilities). The CAR has developed a communication's strategy utilizing

	EAB's Student Success Collaborative software as well as the use of the software's at-risk predictive analytics. Additionally, the CAR has been brought together in one office structure located in a centralized location on campus.
Measure of Progress and Success	
Metric/data element	Clayton State University will be utilizing the number of student visits to the CAR, IPEDS cohort retention rates, and re-registration rates to assess the outcome of this strategy.
Baseline measure	Student visits to the CAR – There is no baseline data prior to fall 2015. **IPEDS Cohort Retention Rate**

Fall 2013	Fall 2014
68.3%	69%

Re-registration Rate

Percentage of Fall 2014 Students (excluding graduates) Registered for Spring 2015
90%

Interim Measures of Progress	Student visits to the CAR – In fall 2015 the CAR had 4,199 in person student visits and 7,847 student updates (this figure includes phone call and email advising).

IPEDS Cohort Retention Rate

Fall 2013	Fall 2014	Fall 2015 (unofficial)
68.3%	69%	71.1%

Re-registration Rate

Percentage of Fall 2014 Students (excluding graduates) Registered for Spring 2015	Percentage of Fall 2015 Students (excluding graduates) Registered for Spring 2016
90%	89%

Measures of Success	The results and baseline data are not enough at this point to determine an appropriate measure of success for this initiative. This initiative will continue to be a high impact strategy.
Lessons Learned	The establishment of the CAR has been beneficial for the students, staff, and faculty. During the establishment of the CAR we have had to work through a variety of challenges such as training, managing caseloads, development and buy-in of a communications strategy, communication among colleges and advisors, and a full review of our degree works program in light of an established manual process to track degree program completion. In order to address these concerns and others that may come up we continue to bring together stakeholders within the university to gather support in developing solutions to the continued effort to implement an intrusive advising model. More importantly the centralization of advising has created a campus focus on retention strategies, online course offerings, and ensuring the appropriate classes are being offered to assist students towards completion of their degree.

High-Impact Strategy	**Participation in dual enrollment or joint enrollment programs for high school students from local counties.**
Related 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.
Demonstration of Priority and/or Impact	Clayton State University dual enrollment program has served Henry, Clayton, and Fayette Counties. Enrollment from Fayette county has made up the most significant portion of participants. By reorganizing the dual enrollment support structure we will have the ability to significantly impact the potential dual enrollment students within Henry and Clayton Counties. This is a high priority and impact as it will have a significant impact on our dual enrollment participants.

Primary Point of Contact for This Activity	Name: Dr. Jarrett Terry Title: AVP for External Programs Email: JarrettTerry@clayton.edu
Summary of Activities	The dual enrollment program has been active for over six years. In 2012, the university began a concerted and focused effort to increase the number of dual enrolled students through collaborative efforts with the local high schools. Prior to 2015 we had a manager and 1.5 staff assigned to work on recruiting and advising Dual Enrollment students. In 2015-2016 we assigned MOWR advisors to Henry, Fayette, and Clayton County. The three staff have been able to recruit and advise MOWR students while also educating high school staff regarding the funding changes which took place in 2015. Enrollment has shown increases each year with the fall 2016 term resulting in 778 students. This is an increase of 20.8% over fall 2015. Another significant goal has been to focus on the credit hour completion rate of MOWR students through their assigned roles as advisors.

Measure of Progress and Success	
Metric/data element	We are using the credit hour completion rate for first semester MOWR students as a measure of success for this strategy.
Baseline measure	For the fall term we enrolled 490 new MOWR students, attempting a total of 3,400 credit hours, and earning 3,262 credit hours. This is a completion rate of 96%. The fall 2014 new dual enrollment students was 415 students, attempting 2,918 credits, and earning 2,864 credit hours for a completion rate of 98%. Historical rates are below.
Interim Measures of Progress	Table 1 below displays the total completion rate from fall 2011 through fall 2015. **Table 1: Credit Hour Completion Rates for New DE/MOWR Fall Students** TABLE_BELOW
Measures of Success	Based on the significant completion rate of 96% this measure indicates we have been successful.
Lessons Learned	The completion rate of MOWR students is excellent. Even with a restructure the rate could not have been significantly impacted due to the high percentage. This suggests that advisors will be able to focus more significantly on the conversion of MOWR students into matriculated Clayton State University students. We will continue to monitor completion rates for MOWR students but this strategy will no longer be a high-impact strategy.

Table 1: Credit Hour Completion Rates for New DE/MOWR Fall Students

	# New DE/MOWR Students	Awarded Credit Hours	Attempted Credit Hours	Credit Hour Completion Rate
Fall 2011	177	1,527	1,602	95%
Fall 2012	221	1,752	1,790	98%
Fall 2013	346	2,444	2,516	97%
Fall 2014	415	2,864	2,918	98%
Fall 2015	490	3,262	3,400	96%

High-Impact Strategy	**Graduate Sooner - Increase the number of new fall starts enrolling in 15+ credit hours per term and the number of students enrolling in the summer term.**
Related Goal	Shorten the time to degree completion.
Demonstration of Priority and/or Impact	Clayton State University new students have historically enrolled in less than 15 credits per term. The path to completing a degree on time requires students to take 15+ credit hours per term. Focusing on increasing the percentage of students enrolling in 15+ credit hours per term has the ability to significantly impact a signifciant number of students.
Primary Point of Contact for This Activity	Name: Stephen Schultheis Title: AVP Enrollment Management Email: StephenSchultheis@clayton.edu
Summary of Activities	Prior to the 2015-2016 academic year a portion of the academic advisors encouraged students to enroll in 15+ credit hours per term. During the 2015-2016 academic year we gathered staff and faculty support to promote students enrolling in 15+ credit hours. This was done through the use of institutional data, communication to the student body through a centralized Graduate Sooner message during orientaiton and throughout the year (presentations in the classrooms, residence halls, information tables, student leadership council, and student government) and most significantly through advising within our newly formed Center for Advising and Retention office. In addition to the push to have students enroll in 15+ credits we pushed enrollment in the summer term as a contibutor to graduating on time. In a study of our fall 2008 new students we learned that students who attended the summer graduated at a rate of 64% while students who never attended a summer term graduated at a rate of 7%.

Measure of Progress and Success	
Metric/data element	We are using the percentage of fall new undergraduate students enrolling in 15+ credit hours per term. As the push to enroll students in the summer term as a contributor toward graduating on time is a newer strategy we are continuing to determine the metric we will use beyond undergraduate summer enrollment counts. We will note that our summer headcount enrollment did increase 12.2%.

Baseline measure

Percentage of Fall New Undergraduate Students Distributed by Active Credits

Active Credits	2014
1-5	3%
6-8	11%
9-11	14%
12-14	50%
15+	23%

Interim Measures of Progress

Active Credits	2014	2015
1-5	3%	2%
6-8	11%	11%
9-11	14%	14%
12-14	50%	47%
15+	23%	26%

Measures of Success

The results and baseline data are not enough at this point to determine an appropriate measure of success for this initiative. This initiative will continue to be a high impact strategy.

Lessons Learned	The strategy to increase active credit hours among our fall new undergraduate students has presented some challenges to work through. Some of those challenges are in regards to misconceptions regarding student performance based on enrolled credits, institutional policies, and the financial cost associated for students to increase their credit hours. We anticipate this initiative will have an impact on increasing credit hours for our upper classmen and will continue to be a high impact strategy.

OBSERVATIONS

Clayton State realized success with all three strategies this year. The strategy to centralize advising appears to have the greatest impact on our student body. This strategy will continue to be central to our work as seek to improve our retention and re-registration rates. While the strategy to focus on dual enrollment completion rates was successful, we will begin to focus our strategy on matriculating more of the dual enrollment students at Clayton State. We will continue to focus on increasing the percentage of students enrolled in 15+ credits. While we have focused on increasing the percentage of new students enrolled in 15+ credits, our work did lead into having an impact on all undergraduate students. We will continue to use this strategy as it has the ability to greatly impact on time graduation rates. In addition to the two strategies we will continue to work on we will add strategies associated with student support services. We will aim to understand all of the support services we have across the university beyond financial aid and seek to ensure our students are utilizing them in an effort to be successful.

It is important to note that our Strategic Plan 2022 has one of the strategic priorities, increase enrollment, retention, and graduation rates, directly linked to Complete College Georgia initiatives. Within this priority, we are seeking to create a multi-faceted plan, in collaboration across the university, designed to increase enrollment, retention, and graduation rates for all student populations and continue to develop support services associated with student success.

College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Provide a brief overview of your institutional mission and student body profile. Please briefly describe how enrollment trends, demographics (for example, % Pell grant-eligible, % first-generation college students, % adult learners), and how your institutional mission influences your completion work's key priorities.

MISSION STATEMENT
Revised and approved in November 2015, the CCGA mission statement reads as follows:

> *As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student–centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.*

This mission statement is fully aligned with the University System of Georgia's (USG) mission, it represents the core principles and unique institutional characteristics of a state college, and it is accentuated by strong leadership, worthwhile community linkages and exemplary student development. Further, the new mission statement effectively infuses the College's new strategic framework that is structured around five central themes: Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships, and Sustainability & Organizational Development. And, finally, the revised mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practicums, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

FALL 2016 STUDENT PROFILE[1]
The College of Coastal Georgia experienced 12.7% and 11.2% increases in its fall 2016 enrollment and FTE, respectively, with an enrollment of 3,529 students and FTE of 2,971. In terms of self-declared race/ethnicity, 6.0% identified as Hispanic/Latino, 0.3% American Indian or Alaska Native, 1.6% Asian, 18.9% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 66.3% White, 4.4% two or more races, and 2.6% undeclared.

With an average age of 24.2, the College's student body is composed of 65.8% female and 61.3% full-time students with 91.0% indicating Georgia residency, 7.9% out-of-state, and 1.1% out-of-country.

First-generation students account for 19.7% of new enrollment, while adult learners (25 years of age or older) and military/veterans account for 26.2% and 16.0%, respectively, of the total student body. Pell recipients account for 38.0% of students, while Move on When Ready (dual-enrolled) students total 304, or a 49.7% increase compared to fall 2015.

Over the past four years, the College has built the needed structure to expand the incoming freshman class while maintaining retention. In fall 2016, the overall enrollment increased by 12.7% to 3529 with a 19.8% increase in beginning freshmen and a 19.3% overall increase in new student enrollments compared to fall 2015, while students classified as juniors and seniors increased by 10.7% and 6.9%, respectively. Given current new enrollment trends and the retention and progression of the College's current enrollment, the College is projected to increase by 3% for fall 2017.

INFLUENCE ON COMPLETION WORK
CCGA's institutional mission is a beacon that guides its completion priorities. First, by providing access and affordability, CCGA addresses the needs of the region and is particularly impactful for communities that are traditionally underserved in postsecondary education. Secondly, the College promotes student progression and timely graduation by expanding and improving retention systems and instructional delivery to support student success. Finally, by increasing student campus and community engagement, the institution prepares students to engage in meaningful careers and satisfy the economic and cultural needs of the community and the region.

To ensure the College maintains a strong focus on the alignment of the institutional goals and strategies with the college completion plan of the state, a Complete College CCGA Task Force has been appointed. The charge of this task force is to evaluate, identify, implement, and monitor high-impact strategies and activities that increase retention, progression and graduation rates.

The strategies identified in Section 2 are just a subset of the many institutional initiatives that are part of the College's completion efforts; however, it is important to recognize that the College needs to be flexible to effectively engage the variety of learners it serves, particularly adult learners, military students/veterans, under-represented populations, at-risk, first generation, and dual enrolled (Move-On-When-Ready) students. As an example of these targeted efforts, the College has initiated several key strategies and initiatives that are positively impacting military student/veterans' academic success. An Office of Adult Learners and Military/Veteran Students was established to provide a one-stop source of information and student support; an informative and interactive web page is being maintained, highlighting services and support provided for military/veteran students; and military/veterans' lounges were added on the Brunswick campus and at the Camden Center to provide a central location for military students/veterans to study and socialize. These efforts have resulted in an increase of 117% in our military affiliated student population from 241 in 2013 to 523 in 2016. Additionally, CCGA collaborated with the USG Director of Military Affairs at the Board of Regents in developing a Military Students/Veterans' Online Survey to identify particular initiatives and best practices being employed to better address military and veteran student campus needs.

With a strong emphasis on the institutional mission, the alignment of the selected high-impact strategies of section 2 can be categorized thematically as follows: access and affordability is addressed in strategies 2, 4, 5, and 6; promoting progression and timely graduation is addressed in strategies 1, 3, 4, and 5; and finally campus and community engagement which is addressed in strategies 2 and 4.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Based on your review of data on completion indicators, your institutional mission, and the resources available, please identify and report on your institution's high priority, high impact strategies. The strategies and goals you select to highlight should emerge from Part I: Campus Plan Strategy Guide and Metric Survey.

High-impact strategy (1)	Mariner Milestone Initiative: Celebration of important educational milestones in the student life-cycle.
Related Goal	**CCG Goal 1:** Increase in the number of undergraduate degrees awarded by USG institutions.
	CCG Goal 5: Award degrees to students who may have already met requirements for associates degrees via courses taken at one or more institutions.
	Institutional Goal A1: Enhance opportunities for student engagement by providing an educational, inclusive and socially responsible learning community within the College and beyond.
Demonstration of Priority and/or Impact	This important initiative is meant to signify and celebrate important time periods in the life cycle of a college student, particularly students that initially intend to complete a baccalaureate degree. Creating and encouraging the completion of milestone markers (i.e., one-year Certificate, Associate's degree) has the potential to encourage students to continue on and provide a tangible credential in case they discontinue their studies prior to completing a baccalaureate degree.
Primary Point of Contact	German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu
Summary of Activities	In alignment with CCG Goals 1 and 5, the Mariner Milestone Initiative is already in action and after a thorough audit of all students with 60 or more credits during fall 2015, spring 2016, and summer 2016, 159 students were identified as eligible to receive an Associate's degree that had not applied to receive one. This initiative resulted in an additional 126 students receiving an Associate's degree during the spring 2016 Mariner Milestone ceremony and 33 during the summer ceremony. Although the initiative started with the award of Associate's degree, the College has now received approval from the USG to also award a Liberal Arts First Year Certificate and a STEM (Science, Technology, Engineering and Mathematics) first-year certificate, and these certificates will be awarded in addition to the Associate's degrees after the 2016-2017 academic year.

Measures of Progress and Success	
Measure, metric, or data element	Number of Associate's Degrees awarded for students that are in baccalaureate programs.

	Baseline measures	The students identified as eligible for an Associate's degree under the Mariner Milestone Initiative were students that were not applying for a degree, and therefore the baseline for this particular initiative would have been zero as these students were not planning to receive a degree.
	Interim Measures of Progress	Beyond the increase in the number of Associate's degrees awarded, the Mariner Milestone initiative is aimed at rewarding progression by giving the students something tangible that reflects their accomplishments, while at the same time and promoting retention.
	Measures of Success	Number of students receiving an Associate's Degree that would not have otherwise applied for one = 151 (2015-1016 academic year)

Lessons Learned	As the College performs additional thorough degree audits, this presents an increased level of upkeep in particular for the first-year certificates. The institution needs to develop a procedure that will allow it to identify those students eligible for the first-year certificates that will be effective, efficient, and sustainable.

High-impact strategy (2)	**Adult Learner Pathway: Increase access and completion for adult learners.**
Related Goal	**CCG Goal 1:** Increase in the number of undergraduate degrees awarded by USG institutions. **CCG Goal 9:** Increase Access for underserved and/or priority communities. **Institutional Goal A1:** Enhance opportunities for student engagement by providing an educational, inclusive and socially responsible learning community within the College and beyond
Demonstration of Priority and/or Impact	In an attempt to encourage greater access and post-secondary participation and baccalaureate degree obtainment, the College of Coastal Georgia has created two streamlined pathways of access to ease admission and the transition to entering a degree program. These pathways are designed for all students who have graduated high school or earned a GED but have little or no prior college experience and/or are returning to college after being away several years. The College of Coastal Georgia is committed to reducing the hurdles for students, particularly those that have self-efficacy and test anxiety by streamlining and simplifying the admissions process and assisting students to overcome initial testing hurdles. By creating a short application process and basing Mathematics and Reading/Writing placement on classroom achievement, one-on-one advising, and guided choice, students are able to build their self-efficacy and academic confidence to eventually lead to degree obtainment and success.
Primary Point of Contact	Jason Umfress, Vice President for Student Affairs and Enrollment Management, jumfress@ccga.edu Kimberly Burgess, Admissions Counselor: Adult, Military, and Transfer Students, kburges@ccga.edu
Summary of Activities	Established a personalized enrollment pathway for adult learners. Each student now jointly works with his/her admissions counselor and academic advisor to develop an enrollment pathway. This enrollment plan begins with a counseling session with an adult learner admissions counselor that outlines all possible pathways to establish successful academic and financial plans. The student finishes with a meeting with the academic advisor to work on placement and the first semester schedule.
Measures of Progress and Success	

Measure, metric, or data element		Preliminary metric associated with access for this traditionally underserved population: Enrollment yield for non-traditional age students (25 and older)
	Baseline measures	30.3% (91 out of 300 total applicants enrolled). (fall 13, 14, and 15 combined)
	Interim Measures of Progress	The development of this new Adult Learner Pathway has resulted in a substantial increase of registered adult learners. For fall 2016, the number of registered students increased from 29 to 52, a 79.3% increase from the fall 2015.
	Measures of Success	Enrollment yield increased to 36.1% (52/144)
Lessons Learned		New approaches and pilots will often result in the disruption of long established traditions and protocols of advising. The College is already experiencing the implications of the new pathways on enrollment trends and now it needs to carefully monitor the efficacy of the pathway and how well students are progressing through the gateway courses.

High-impact strategy (3)		Creation of a new Academic Advising model
Related Goal		CCG Goal 3: Decrease excess credits earned on the path to getting a degree
		CCG Goal 4: Provide intrusive advising to keep students on track to graduate.
		Institutional Goal A1: Enhance opportunities for student engagement by providing an educational, inclusive and socially responsible learning community within the College and beyond
Demonstration of Priority and/or Impact		After a thorough evaluation of our academic advising structure, which included the evaluation of feedback from faculty, staff and students, the evaluation of the Regents Advisory Committee on Academic Advising Survey, and following best practices across the nation, the College is implementing a new Academic Advising Model for the 2016-2017 academic year.
Primary Point of Contact		German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu
		Pat Morris, Lead Academic Advisor, pmorris@ccga.edu
Summary of Activities		In the new model, the College is shifting first-year advising to be handled by the Advising Center using first-year professional advisors. The first-year professional advisors, assigned to a specific department/major, will help students complete a 4-year academic plan, monitor student's academic performance, direct advising when registering and assist in major selection, seek individualized services as needed, and encourage students to engage in the CCGA community. Once the student reaches the 30-plus credit target, primary advising would be transferred to the academic department (faculty advisor). This dual model of advising provides important quality contact with students to help them connect with their classes, their program of study, their faculty, and their end goal for jobs and career.
Measures of Progress and Success		
Measure, metric, or data element		The implementation of this new academic advising model aligns well with many of the strategies associated with CCG Goals 3 and 4, and aligns with our commitment improve retention, progression and graduation rates. In particular, as this first phase of restructuring addresses first-year students, the College will use first-year retention rate (IPEDS definition) as one of the metrics for evaluation
	Baseline measures	First-Time, Full-Time Freshmen Retention: 55.6% retention from fall 2015-to-fall 2016.

	Interim Measures of Progress	This is the College's first semester implementing this new model and now has 4 full-time academic advisors, one Move-On When Ready Academic Advisor, and one part-time academic advisor serving close to 1900 students under 30 credits.
	Measures of Success	First-Time, Full-Time Freshmen Retention: Achieve a fall-to-fall retention rate of 62% by fall 2018
Lessons Learned		The feedback collected from previous hybrid and decentralized models of academic advising indicated the need to improve consistency and accountability. The variety of advising models that were being used throughout the different Schools at the College resulted in a marked inequity of the distribution of workload and most importantly a lack of consistency and availability experience by the students.

High-impact strategy (4)		**Increase Move On When Ready (MOWR) student outreach to local county school districts.**
Related Goal		CCG 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.
		Institutional Goal A1: Enhance opportunities for student engagement by providing an educational, inclusive and socially responsible learning community within the College and beyond
Demonstration of Priority and/or Impact		CCGA's commitment to the MOWR program was ratified by the appointment of a new MOWR Coordinator. The new coordinator is providing the leadership and support structure to ensure that this growing population is served appropriately.
Primary Point of Contact		German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu
		Linny A. Bailey, Academic Advisor/Move On When Ready (MOWR) Coordinator, lbailey@ccga.edu
Summary of Activities		CCGA continues to expand and enhance the relationship development with high school counselors, locally, regionally and state-wide. Under the leadership of the new MOWR Coordinator, CCGA is hosting annual MOWR breakfasts for all area high school counselors that include Glynn, McIntosh, Camden, Wayne, Brantley Counties as well as area private high schools.
		The strengthening of the bonds with the school systems in the region is paired with a focused student recruitment plan which is increasing the MOWR student enrollment from area high schools.
		The institution is offering regular College information programs to continually update guidance counselors on new degree programs, etc.
Measures of Progress and Success		
Measure, metric, or data element		MOWR enrollment during the fall term
	Baseline measures	203 MOWR students enrolled in fall 2015; a 43.0% increase from the previous fall semester.
	Interim Measures of Progress	The momentum gained by the MOWR program is well supported by CCGA's commitment to strengthen the partnerships and collaboration with the regional school systems.
	Measures of Success	304 MOWR students enrolled in fall 2016; a 49.3% increase from the previous fall semester.

Lessons Learned	The State now permits MOWR students to enroll in classes during the summer semester. In anticipation of any challenges created by reduced personnel in the school system during the summer break, CCGA worked closely with local schools to provide all the support necessary to accommodate the enrollment needs of current and future MOWR students.
High-impact strategy (5)	**Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.**
Related Goal	CCG Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished. Institutional Goal A1: Enhance opportunities for student engagement by providing an educational, inclusive and socially responsible learning community within the College and beyond
Demonstration of Priority and/or Impact	In order to promote access while at the same time promoting retention, progression, and graduation, it is imperative that the College has an effective structure to support students who arrive at college with a gap in academic preparation. The College needs to shift its focus, however, from traditional remedial education as a standalone enterprise, and concentrate on supporting students in the credit-bearing collegiate level courses that align well with each individual program of study.
Primary Point of Contact	German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu
Summary of Activities	CCGA has transformed the Learning Support structure by focusing its efforts on co-requisite remediation. For the Area of Mathematics, students that would have been previously placed in MATH 0099 are now enrolled in the gateway Mathematics course appropriate to their programs of study (i.e., Quantitative Reasoning or College Algebra) while taking the linked support course (co-requisite component). The students with a larger gap in preparation (who were previously placed in MATH 0097) are now placed in the LS Foundations course of their year-long pathway. For the area of English, students requiring remediation are now placed in the appropriate collegiate/co-requisite English course (ENGL 1101/0999) or the Foundations for English Composition (ENGL 0989).

Measures of Progress and Success	
Measure, metric, or data element	Success rate of Learning Support students in collegiate level courses.

	Baseline measures	The students that are now placed in corequisite remediation would have been traditionally placed in a two-semester sequence of a remedial course followed by a gateway course. The historical success rate through this two-semester sequence was close to 36%.
	Interim Measures of Progress	During fall 2016, 83.8% of students requiring remediation in Mathematics and 86.9% of those requiring remediation in English, were placed directly in the gateway course with corequisite support
	Measures of Success	70% of the students from fall 2014 through fall 2015 received a grade of C or better in English 1101, 67% in MATH 1001 and 56% in MATH 1111.

Lessons Learned	It is important to note that the rates identified above correspond to the success rate in a single semester of gateway courses paired with corequisite support, while the comparison with traditional remedial sequence would correspond to the success rate after a 2 semester which would yield success rates around 36%. This is evidence that the students are not only succeeding at higher rates, but they are also shortening the time to graduation. However, this still represents a concern, because the institution now has year-long pathways for students with a larger gap in preparation which would traditionally be in a 3-semester sequence, but are still affected by the compound effect of attrition of a longer sequence when compared to corequisite remediation.

	Given the great success of corequisite remediation, the College needs to ensure that it places as many students directly in collegiate level courses with support. This calls for the reevaluation of current placement thresholds for the English Placement Index (EPI) and Math Placement Index (MPI). The College will engage in this probability of success (POS) analysis in spring 2017.
High-impact strategy (6)	**Promote access and affordability by adopting low cost and open educational resources in core courses.**
Related Goal	CCG Goal 8: Restructure instructional delivery to support educational excellence and student success. Institutional Goal B2: Enhance and promote excellence in scholarship, creativity and teaching
Demonstration of Priority and/or Impact	With the goal of promoting access and affordability of higher education, the College is committed to adopting open and low cost educational resources as alternatives to high price textbooks, without compromising the standards of the courses.
Primary Point of Contact	German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu
Summary of Activities	With the support of Affordable Learning Georgia, and with institutional support from faculty and administration, the College has now adopted open or low cost educational resources in 12 courses in the core curriculum institution. To further encourage and support the evaluation of new OER alternatives, the Office of Academic Affairs has launched an OER Reviewer initiative, where faculty members receive a small stipend to engage in additional review of OERs.

Measures of Progress and Success	
Measure, metric, or data element	Student savings per year generated by the adoption of open or low cost educational resources.
Baseline measures	After receiving the first at-scale Affordable Learning Georgia grant, CCGA students started saving $312,000 per year.
Interim Measures of Progress	Since this first ALG grant, which transformed College Algebra, Trigonometry, Precalculus, and Probability and Statistics, the institution has transformed or is in the process of transforming Principles of Macroeconomics, Principles of Microeconomics, Introduction to Psychology, Introduction to Sociology, Principles of Chemistry I and II, and Organic Chemistry I and II.
Measures of Success	More than $649,000 in student savings per year by 2017.
Lessons Learned	The institution has received funding from the Affordable Learning Georgia initiative for transformation projects in Mathematics, Chemistry and Psychology. The institution continues to raise awareness regarding the elevated cost of textbooks, and the final goal is to have at least one course in each of the core areas (A through E), allowing students to complete most of their core courses with low or no cost of textbooks.

OBSERVATIONS

What strategies and activities have been most successful? What have been least effective? Has your institution made adjustments completion activities over the past year? If so, please explain why? Looking ahead, do you anticipate changes for next year's plan? Please briefly describe the direction you think your work will be going in the coming years and why.

Although the strategies shown above have been selected because of their priority or impact, the College of Coastal Georgia has implemented several additional completion strategies that have proven to be successful. A few of them, such as initiating academic success workshops to address personal and academic development issues and provide skills training and support, and expanding Supplemental Instruction (SI) programming and support have been part of the College's strategic completion approach from the beginning. Others, such as establishing a Prior Learning Assessment process, offering a new Bachelor of Science degree program in Interdisciplinary Studies/Bachelor of Applied Science in Workforce Development and Leadership, and enhancing a comprehensive student worker program, emerged from researching the underlying barriers to student success and have contributed to the design of effective student retention and progression strategies that meet the needs of students.

The Student Entry and Access for Student Traction and Retention (SEASTAR) program has been design to provide greater access to the College of Coastal Georgia for students within the local region. SEASTAR is designed for students meeting the USG standard for entry but falling short of the College's standard. As part of the program, the College will have students engage in intensive advising, participate in leadership, financial literacy, and study skills coaching by staff and faculty.

The opportunity of a degree with a strong elective component will allow CCGA to promote retention and student success. Additionally, an interdisciplinary studies degree option allows adult learners who have accumulated a number of credit hours, but who are no longer actively pursuing a major, to be able to successfully complete a customizable program and graduate with a degree offering concentrations in communication, business, science, technology, education, social science, and culture, based on existing classes, and consolidating existing programs.

One target population for the BS in Interdisciplinary Studies (BSIS) are current students who have not graduated, have more than 30 earned hours, and their program of study is not at the baccalaureate level. A recent institutional snapshot identified 388 students who fit this profile that included single parents, minorities and non-traditional returning adult students. These students, along with 408 who are either enrolled in the Associate of Science Interdisciplinary Studies pre-major or identified as undecided are a collective population of 796 students that are at-risk for non-completion or slow progression.

To fully participate in the USG goal to respond to Georgia's need for a more highly qualified and competitive workforce, to serve adult students, veterans, and minorities with some college and no degree, to help CCGA play a strategic role in the "Come back, move ahead" initiative, and to target populations most at-risk for non-completion or slow progression, the BSIS degree program will actively contribute to helping meet the future employment needs of the region by providing an affordable, outstanding education for tomorrow's leaders and citizens.

As an interdisciplinary major, students will soon be able to utilize Prior Learning Assessment (PLA) to help them clarify educational goals and through this transformative experience feel more confident in finishing their degree in a timely manner. PLA will offer adult learners a range of options from recognition of military and workforce schooling to portfolio development. By awarding college credit for learning that has taken place in the workplace or through other life experiences, CCGA will help ease the return to postsecondary by connecting adult learners' college-level competencies gained in the workplace with their academic degree program.

The retention and progression priority is embedded in everything the College is engaged in, including performance reviews, annual reports and budget reviews. The focus is to create a learning-centered environment for traditional, adult, first-generation, and military/veteran students that will increase student learning, promote student progression and, ultimately, lead to improved graduation rates. The College believes its student progression metrics, standards and retention/graduation strategies are clear evidence of those expectations and a strong foundational commitment to growing enrollment and focusing on graduation with distinction as the overarching campus priorities.

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[1] Based on USG Preliminary Student Enrollment Report data for fall 2016.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University

Columbus State University is a four-year public institution that offers more than 100 programs at the certificate, associate, bachelor's, master's, specialist, and doctoral levels. Many degrees are conferred in professional areas of pursuit at both undergraduate and graduate levels in response to student demand and service area needs.

INSTITUTIONAL MISSION

The mission of Columbus State University is:

> *We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others.*

The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work undertaken by Columbus State University. Because effective teaching is a central component of student success, the CSU Faculty Center for the Enhancement of Teaching and Learning supports faculty members as they investigate and implement new pedagogical strategies that support millennial learners. The University financially supports student research and creative inquiry projects facilitated by faculty mentors. CSU has a strong commitment to service and has provided significant leadership in meeting the needs of the community, the region, and the state through endeavors such as the Early College initiative, service to military-affiliated students, and the development of high-quality online programs that allow students to decrease time to completion and increase the timely accomplishment of their educational goals regardless of their geographic location.

STUDENT BODY PROFILE

In Fall 2015, CSU enrolled 8,440 students, including an undergraduate student population of 6,937. Enrollment increased by three percent over Fall 2014. The institution's population is comprised of 65% full-time students. CSU also follows national trends with the female population representing 60% of the student body. The student population is 53% white, 36% black, 2% Asian, 5% Hispanic, and 4% other (American Indian or Alaskan Native, international, two or more races, or unknown). Since Fall 2010, the number of transfer students has risen by 15.7%. In Fall 2015, the institution increased the number of new transfer students by 11 (1.6%) from the previous year. Of the new transfer students in Fall 2015, 60 (9%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 2,059 (30%) of these students were first generation college students.

Columbus State University utilizes moderately selective admissions standards and processes for most applicants (high school grade point average of 2.5 and SAT minimum scores of 440 Critical Reading and 410 Math or ACT English 17/Math 17). Modified standards are utilized for applicants within the local service area in accordance with the University System of Georgia-mandated local access mission (high school grade point average of 2.0 and SAT minimum scores of 330 Critical Reading and 310 Math or ACT English 12/Math 14).

The University System of Georgia (USG) designates CSU as one of the three "access" institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined in terms of the following Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2015, 42.9% of the new student population was drawn from these counties.

The University takes pride in its role as an access institution, but this role also presents challenges in student recruitment and retention. As noted in Tables 1.1 and 1.2 below, first-time, full-time students admitted with learning support status through the institution's access mission were retained and graduated at much lower rates than students admitted with regular admission status. These tables display FT/FT because total retention or graduation rates would include transfer students.

Table 1.1: CSU Retention Rate Trends for First-Time, Full-Time Freshmen: 2008-2009 through 2014-2015

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Learning Support	67.9%	72.1%	70.4%	67.7%	67.7%	72.8%	72.1%
Learning Support	46.3%	54.7%	59.5%	49.6%	51.9%	47.7%	64.3%
Total	63.3%	68.1%	68.2%	65.6%	66.2%	70.1%	71.2%

Table 1.2: CSU Bachelor's Degree Six-Year Graduation Rate Trends for First-Time, Full-Time Freshmen: 2003-2009 through 2009-2015

	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013	2008-2014	2009-2015
Non-Learning Support	319	288	312	335	274	331	345
	36.0%	34.9%	34.2%	39.5%	35.2%	37.7%	36.5%
Learning Support	24	30	15	26	26	28	26
	14.6%	19.0%	9.0%	11.4%	12.7%	12.0%	9.3%
Total	343	318	327	361	300	359	371
	32.6%	32.3%	30.3%	33.6%	30.5%	32.3%	30.3%

Columbus State University continues to address the goals and objectives identified in the CSU Complete College Georgia plan. We look forward to continuing this work as we believe that it will positively impact the lives of our students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL 1.2 INCREASE DEGREE COMPLETION IN STEM FIELDS.

CSU has been and will continue to be successful in attracting students to and graduating students from our STEM programs. In 2015-2016, we focused our efforts on recruitment and retention.

Meeting this goal would make Columbus State a contender in the competition for math, science, computer science and engineering students. CSU is striving to become a "First Choice" institution for STEM study.

Strategy 1.2 Increase degree completion in STEM fields.	
Goal	Increase the number of students graduating with degrees in the STEM fields.
High-Impact Strategy	Focus on recruitment and retention.
Demonstration of Impact	Targets the kinds of students we want to recruit and retain. Currently, STEM majors constitute 18% of the student body.
Principle Points of Contact	Dr. Kim Shaw, UTeach Project Co-Director Dr. Deborah Gober, UTeach Project Co-Director Dr. Tim Howard, Associate Dean of the College of Letters and Sciences Dr. Eliot Rendleman, Director of Academic Center for Tutoring (ACT)
Summary of the Activities	● Recruitment Participated in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but have attempted to attract more transfer students into the UTeach Program. In 2015-2016, nine students were awarded Robert Noyce Teacher Scholarships, five of whom transferred in with 60 or more semester hours of credit. So far, we have offered seven scholarships for 2016-2017, including two students who transferred in 60+ hours, but we project that we will have nearly 10-15 total award recipients by spring semester. In 2015, CSU was one of three schools in the state to offer Woodrow Wilson Teaching Fellowships. CSU had 1/3 of the fellows (12/36); all twelve of them are now teaching in Georgia. In Fall 2016, CSU is one of five schools in the state to offer this Fellowship. It has twelve new students in the program, with eight of the twelve from outside of Georgia. Graduates from the Woodrow Wilson MAT commit to teaching in high schools in Georgia for three years after they finish the program.

Projected FOCUS replication via the first two courses in the UTeach Columbus program.

In 2015-2016, we offered 4 sections of UTCH 1201 that enrolled 39 students, and two sections of UTCH 1202 that enrolled 25 students.

In 2014-2015, CSU offered 6 sections of UTCH 1201 that enrolled a total of 43 students, and offered 2 sections of UTCH 1202 that enrolled a total of 25 students.

- **Retention**
- Provided tutoring to students in gateway STEM courses. In FY16, 328 students logged 1584 visits to seek tutoring in gateway courses (4.82 visits per student). Just to emphasize – this does not capture all of the tutoring that was conducted. It omits tutoring for Learning Support courses, some upper division STEM courses, math/science courses for Early Childhood Education majors, and non-STEM courses such as BUSA 3115 (**Quantitative Analysis for Business Decisions I**) and others.
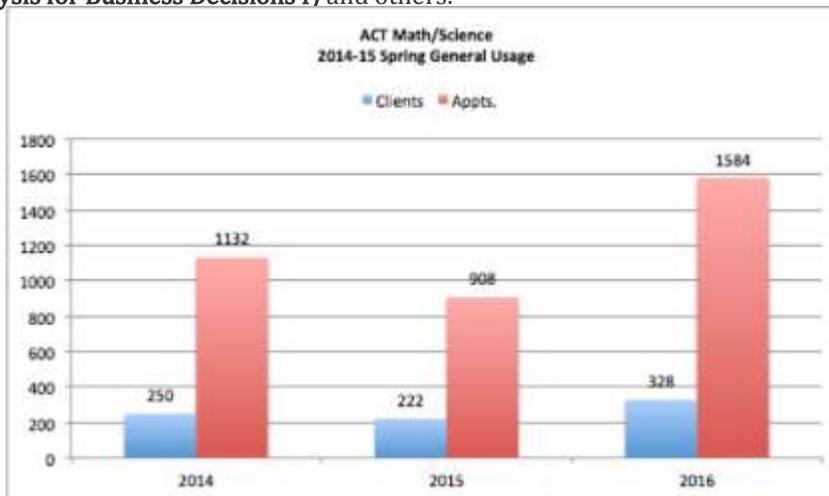
Trained and provided Peer Instruction Leaders for targeted STEM introductory level courses. Provided peer leader support program for CHEM 1211 (Fall 2015) and CHEM 1212, MATH 1111, and MATH 1113 (Spring 2016). In Fall 2015, the Peer Leader Program had 100 clients with 583 appointments. In Spring 2016, the program had 170 clients with 805 appointments. In half the cases, students attending the ACT had higher GPAs than those students not attending the ACT.

Course and Year	Overall Class GPA	Overall GPA ACT Client
CHEM 1211—Fall 2015	1.49	2.56
CHEM 1212—Spring 2016	2.03	1.78
MATH 1111—Spring 2016	2.98	3.83
MATH 1113—Spring 2016	2.82	2.75

Baseline Status	FY10: 86 students completing bachelor's degrees in STEM fields
Interim Measures of Progress	**Number of students currently enrolled in STEM programs.** - Bachelors: Fall 2015—1,217 or 6% increase since 2013 - Bachelors: Fall 2014 – 1,154 or .8% increase since 2013 - Bachelors: Fall 2013 - 1,144 **Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher).** - Bachelors: Fall 2015—1,085 or 4% increase - Bachelors: Fall 2014 – 1,040 or 2% increase - Bachelors: Fall 2013 - 1,019
Measures of Success	Increase of 3% per year of students completing bachelor's degrees in STEM fields (mathematics, environmental science, chemistry, biology, computer science, geology, secondary science, or mathematics education). We attribute these increases to tutoring in Gateway STEM courses and peer instruction. Target of 150 students by FY20. - FY 16: 123 or 3.25% increase - FY 15: 119 or 5.04% increase

	- FY 14: 113 - FY 13: 92 - FY 12: 83 - FY 11: 98 - FY 10: 86
Lessons Learned	We have made great strides in keeping STEM students by emphasizing tutoring and peer instructional leaders. Retaining them has resulted in an increase in number of graduates of 3+% per year (since FY10).

GOAL 2.1 CHANGE INSTITUTIONAL CULTURE TO EMPHASIZE TAKING FULL-TIME COURSE LOADS (15 OR MORE CREDITS PER SEMESTER) TO EARN DEGREES "ON TIME."

In 2013, a review of institutional data indicated that many students were not enrolled in a minimum of 15 credit hours each term. In Fall 2013, 3,680 undergraduate students were taking less than 15 credit hours per term. This group had an average overall GPA of 2.81. During the same term, 1,015 were enrolled in 15 or more credit hours. The average overall GPA of that group was 3.12. A campus-wide initiative was implemented in Summer 2014 to provide new students beginning in Fall 2014 with 15-hour schedules for their first term of study. These schedules were developed in advance by academic advisors with input from the students.

Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to faculty staff advisors through our advising training sessions throughout fall and spring semesters.

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."	
Goal	Increase the number of students enrolled in 15 or more credits per semester.
High-Impact Strategies	Improve core course opportunities to accelerate progression. Encourage students to enroll in 15 hours: freshman orientation, advisor training, program maps.
Demonstration of Impact	These high-impact strategies are designed to motivate students enroll full time rather than part time.
Principle Points of Contact	Dr. Tina Butcher, Interim Provost Dr. Melody Shumaker, Coordinator of Learning Support and of First-Year Experience Dr. Barbara Hunt, Project Manager, CSU's CCG Initiative
Summary of the Activities	- Worked on redesigning first-year experience—currently a bottleneck with freshmen learning communities. A First-Year Experience Committee met multiple times during the year to discuss everything related to first-year experience. The committee decided to continue both the freshmen learning communities and the "common read." The freshmen learning communities are now better balanced and reflect a better distribution of college participation in course offerings. - Improved scheduling of courses—number of sections, number and types of Freshman Learning Communities, distribution/balance of core courses needed—to improve student access to needed classes and to allow students to follow the program maps published in the catalogs. Using the program maps developed in 2015-2016, the Provost's Office created a tentative "course demand" schedule indicating the number of seats needed in certain core courses, both in core areas with multiple course offerings and in core areas with courses specified by the USG. This "course demand" schedule will be better defined in the coming years. - Continued using preference survey. The University is pro-actively sending preferences surveys to new students ahead of orientation and creating schedules prior to them attending orientation. This ensures students are taking 15 credit hours, courses related to their major, and a balanced schedule that fosters success. - Continued using 15-to-Finish video at freshman orientations. - Stressed 15-to Finish philosophy to faculty and professional advisors through training each semester. - Produced greater buy-in from departments to use program maps published in catalog.

Baseline Status	In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.
Interim Measures of Progress	Increased number of students enrolled in 15 hours or more.
Measures of Success	Increased number of students enrolled in 15 hours or more—increase of 4.4% from Fall 2013 to Fall 2016. • Fall 2016: 2,235 (32.2%) • Fall 2015: 2,228 (32.1%) • Fall 2014: 2,115 (30.7%) • Fall 2013: 1,951 (27.8%) See Appendix I for cohort progression of earned credits.
Lessons Learned	Creating a precise "course demand" schedule is extremely difficult but necessary if we are going to offer the right number and kinds of courses students need to progress.

GOAL 4.2 USE PREDICTIVE ANALYTICS (EAB, D2L, OR ELLUCIAN) TO HELP IDENTIFY STUDENTS WHO ARE OFF-TRACK AND HELP STUDENTS UNDERSTAND THEIR LIKELIHOOD OF SUCCESS IN PARTICULAR PROGRAMS.

In an effort to boost RPG, in 2014 CSU developed an advising information system that included an early alert system and academic analytic functionality. After viewing demos of similar software and consulting with our Information Technology department, CSU decided to build its own Student Advising Portal (SAP) to meet its specific needs. The system complemented DegreeWorks and included student information such as demographic data, contact information, academic history, standardized test scores, and academic analytics that assisted students in choosing appropriate majors. The Academic Center for Excellence (ACE) spent the three semesters (fall '15, spring '16 and summer '16) loading data and customizing the software for advisors' and students' specific needs.

The creation of SAP resulted in targeted, timely interventions for underclassmen, allowing advisors to create action plans and/or refer students to appropriate resources on a daily basis. During the past academic year, ACE continued using the home-grown portal to identify at-risk students and provide timely interventions.

However, during fall 2015, the decision was made to move from the home-grown SAP in order to partner with Education Advisory Board's (EAB) Student Success Collaborative (SSC) technology. EAB is going into production in Fall 2106. The decision to move away from the home-grown system in lieu of EAB was due to limited internal resources, needed on other projects; therefore, we lacked the resources to create and implement phases II and III of the project. Institutional leadership felt that a third party vendor was a better long-term return on investment.

Strategy 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.	
Goals	• Provide intentional advising to keep students on track to graduate. • Increase use of D2L Brightspace to report in-progress grades.
High-Impact Strategies	• Identify students who may need special interventions in the semester. • Offer training workshops for faculty.
Demonstration of Impact	Identify and aid at-risk students; train faculty in use of Brightspace
Principle Points of Contact	Ms. Lisa Shaw, Director, Academic Center for Excellence (ACE) Mr. Dustin Worsley, Assistant Director, ACE Mr. Sri Sitharaman, Director, Institutional Research and Effectiveness Ms. Amy Thornton, Director, Center of Online Learning (COOL)
Summary of the Activities	ACE met with at-risk students identified through its Early Alert System (EAS) and referred identified students to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development. Every day, ACE advisers check their list of students with new alerts in the portal. Within 24 hours they contact the student (via email, phone, etc., depending on the student's preference). The adviser then refers the student to an appropriate resource or creates an action plan to monitor the student

	and hold them accountable. The adviser then logs all activity in the notes section of the portal. ACE educated faculty to use the Early Alert System (EAS). EAS is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use these resources to promote academic success and student retention. We are shifting our workflow to EAB to include Early Alert. • ACE emailed faculty the link to the online Early Alert System referral form (https://ace.columbusstate.edu/early_alert.php). Faculty members completed the referral at a secured site and students were contacted by the Academic Center for Excellence. • COOL continued offering workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important
Baseline Status	Baseline for EAS was 48 for 2013-2014. • Fall 2009 percentage of credits successfully completed was 70%. • Fall 2014 - Fall 2015 retention rates for all students was 71.4%. • Fall 2014 – Fall 2015 retention rates for FT/FT freshmen was 71.1%. • Graduate rate 28.7% of FT/FT Freshmen in 2002.
Interim Measures of Progress	Increase faculty referral rate of EAS. Increase number of faculty using D2L Brightspace as their grade book through training and consultations. Center of Online Learning (COOL) collected data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services. Below are the numbers provided by the Center of Online Learning (COOL) for June 1, 2015 - May 31, 2016: • Number of faculty used service: 311 • Amount of time spent: 600 hours • Number of workshops: 60 • Number attended workshops: 185 • Number of consultations: 1930
Measures of Success	Success is measured by EAS referral rates, percentage of credits successfully completed, retention rate, and graduation rate. **EAS referral rates.** %%TABLE%% 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. For freshmen, the percentage of earned to enrolled credits were: ○ Fall 2015: 83% ○ Fall 2014: 83% ○ Fall 2013: 82% ○ Fall 2012: 74% ○ Fall 2011: 73% ○ Fall 2010: 66% ○ Fall 2009: 70% • **Retention rate:** ○ Fall 2015-Spring 2016 retention rates for all students: 91.8% ○ Fall 2015-Fall 2016 retention rates for all students: 72.4% ○ Fall 2014 - Spring 2015 retention rate for all students: 91.3% ○ Fall 2014 - Fall 2015 retention rates for all students : 71.4% • Overall Retention increase from FY15 to FY 16 was 1.0% ○ Fall 2015-Spring 2016 retention rates for FT/FT freshmen: 92.4%

The EAS referral rates table referenced above:

Term	# of students referred	Total	% Change
Spring 2016	25	94 for 2015-2016	56%
Fall 2015	69		
Spring 2015	37	75 for 2014-2015	20%
Fall 2014	38		
Spring 2014	20	48 for 2013-2014	Base
Fall 2013	28		

	o Fall 2015-Fall 2016 retention rates for FT/FT freshmen: 73.2%
	o Fall 2014 - Spring 2015 retention rate for FT/FT freshmen: 92.0%
	o Fall 2014 - Fall 2015 retention rates for FT/FT freshmen: 71.1%
	• Overall Retention increase from FY15 to FY16 was 2.1%
	o In 2013, we established our retention rate goal as 75% by 2020.
	• **Graduation rate:**
	o Our 2020 goal is 36%. We are currently at 30.3% for FT/FT freshmen.

GOAL 7.2 COMBINE REMEDIATION IN ENGLISH AND READING.

In accordance with recommendations made by the USG Committee on Transforming Remediation, in 2015 CSU revamped the remediation model for students requiring support in English and reading. Beginning Fall 2015, there were only two areas of remediation: English and math. Reading remediation as a separate course no longer existed.

Entering freshmen who scored significantly below the institution's admission requirements in English and reading were placed in an Integrated Reading and Writing (IRW) course, ENGL 0989, Foundations for English Composition. Following the successful completion of this course, students then enrolled in ENGL 1101 with a co-requisite, one-credit remedial course ENGL 0999 Support for English Composition. The goal for combining English and reading remediation was for students with significant reading and writing remedial needs to complete the gateway English composition course within two semesters, or one academic year.

Students who required only writing remediation, or whose placement scores were not significantly below admissions requirements, were placed in the gateway course, ENGL 1101, with the co-requisite ENGL 0999. The goal for these students was successful completion of the gateway course in one semester by providing the additional support of ENGL 0999.

Creating these two new courses (ENGL 0989 and ENGL 0999) required having numerous committee meetings, offering training sessions (for advisors, enrollment services staff, and instructors), and working with UITS. Below we chart the success of this endeavor, begun in Fall 2015, because we now have some data to report.

Strategy 7.2. Combine remediation in English and reading.	
Goal	Reduce time for completion of gateway courses.
High-impact strategies	• Combined English and Reading into one Foundations course (ENGL 0098) for students with significant English and/or reading deficiencies at the college level. • Provided a co-curricular course for students with minimal writing deficiencies (ENGL 0999).
Summary of the Activities	• Created appropriate English Placement Index (EPI) to determine students' placement at the Foundations level or the co-curricular level. • Provided training and assistance for instructors of the new courses, especially the • Foundations course. • Provided adequate technological support for these courses, including an online reading program. • Offered ENGL 0989, the foundations course, for the first time in Spring 2015. Started teaching ENGL 0999 in Fall 2015.
Baseline Status	Metric 7.2: Number of students receiving co-requisite remediation in Fall 2015 in English (or combined English/reading): 29
Interim Measures of Progress	Completed progression of activities on schedule and placed students in appropriate courses.
Measures of Success	We can validate the following goals: →60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt. □ % of students assigned to ENGL 1101/0999 who passed ENGL 1101 on first attempt— Spring 2016: 75% (18/24) Fall 2015: 73% (22/30) →60% of students assigned to the IRW foundations course (ENGL 0098) will successfully

	complete ENGL 1101 within one year of enrollment.
	□ % of students assigned to ENGL 0989 who successfully completed ENGL 1101 within 1 year (F 2015 only since Spring 2016 information not yet available): 61.5% (16/26)
Lessons Learned	Teachers of the IRW Foundations course and of the co-requisite ENGL 1101/0999 courses are English teachers trained to teach writing; they needed to be cross-trained to teach reading as well, quite a different discipline from that of their primary SACS qualifications.

With this goal, we have increased completion rates for our students needing English and/or reading remediation by removing obstacles to entering college credit courses, while providing appropriate support for those who need remedial help.

GOAL 8.1: EXPAND COMPLETELY ONLINE OPPORTUNITIES.

Strategy 8.1: Expand completely online opportunities.	
Goal	Restructure online support services to enhance educational excellence and student success.
High-Impact Strategy	Improve online opportunities and experiences at CSU.
Demonstration of Impact	Access to administrative functions is an obstacle to completion. The lack of online forms and processes affects many students, especially those who are enrolled in completely online programs. CSU has 1,545 fully online students (18%); 3,292 students are taking some online courses (39%).
Principle Points of Contact	Dr. Barbara Hunt, Project Director, CSU's CCG Initiative Dr. Ellen Roberts, Associate Provost for Online Education Dr. John McElveen, Associate Vice President for Enrollment Management

Summary of the Activities	Put these forms online (2015-2016) for ease of use by all students:
	
	• Change of Major form,
	• DegreeWorks Adjustment form (for transfer students), and
	• Exception Petition form (for students requesting an exception to policy or
	The Change of Major workflow automation is live, as of 8/15/16. The DegreeWorks
	
	Adjustment form and the Exception Petition form as available as online forms, but not yet as workflow automations.
	
	• Identified, reviewed, edited (as necessary) and then prioritized all existing academic administrative forms in 2015-2016 to ensure ease of access by all students. A number of priority enhancements have been identified and are in process of being developed:
	   o Financial Aid verification, while forms are already on line, will be further automated by our recent agreement to buy into the first cohort of institutions participating in the One USG financial aid project. This will allow for submission of required verification documentation fully on-line. Implementation will commence September 1, with completion in 4-6 weeks.
	   o On-line Orientation programs for Veterans and Active Duty is in production now and target completion is to have it available for Spring 17 orientation.
	   o The VA-required Enrollment Certification process which currently requires Veterans or their dependents to submit by hand their schedules for review and verification by the VA office in the Military Enrollment Service Center is currently being converted to an automated workflow process with completion and implementation scheduled for October 16.
	   o A single on-line application form is being developed which will use branching logic so that the single form for all types of applicants can replace the now multiple on-line forms we use. Target date for implementation is during Spring 17 for use for Summer and Fall 17 applicants.
	• **Identified and inventoried which student services are not online but should be. Then prioritized and prepared a project plan for ensuring online students have equal access.**
	   o We are proposing a project to automate the First Academic Exclusion Appeal process built on a similar design as the new Major Change workflow process.

	Student wishing to appeal will be directed to an on-line form which upon completion and submission will automatically route to College or Program designees where they can, just as in the new major change process, choose to approve, deny, or require a face-to-face or phone consultation before a decision on the appeal is rendered. Target implementation is scheduled for end of Fall 2016. ○ While major student functions such as application and registration are already on-line, we are considering expansion of Dub Labs mobile apps to amplify our smart phone-accessible functionality over current mobile applications.
Baseline Status	0 forms online
Interim Measures of Progress	Progress in creating three specified online forms.
Measures of Success	• Completion of three specified online forms. One automated form completed; the others are online, but not yet automated. • By completing these forms, we gain efficiency. For example, using paper, it would take two weeks for students to fully implement a change of major. Online forms enable this to happen in one to three days.
Lessons Learned	Putting all forms and processes online is a time-consuming process, but a necessary one for the benefit of our online students and programs; allowing student access and helping faculty with technology are vital for the improvement of the online experience.

OBSERVATIONS

SUCCESSFUL STRATEGIES FROM LAST YEAR:
Increasing STEM recruitment and retention by using a multipronged approach. We saw an increase in the retention of students due to our emphasis on tutoring and peer instructional leaders and an increase in productive grades, as well as a 3.25% increase in the number of graduates. We also improved future recruitment opportunities through our STEM Honors Camp, Robert Noyce Teacher Scholarship Program, and Woodrow Wilson Teaching Fellowships.

- **Targeting institution culture to increase number of students enrolled in 15 or more hours.** Success here is due to preregistering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 4.4% since Fall 2013 in the number of students enrolled in 15 or more hours. We also focused efforts to offer the numbers and kinds of core classes needed as well as rewarded juniors and seniors with extra special attention (such as increased number of internships and workshops on soft-skills development).
- **Transforming the catalog to include program maps for all undergraduate degrees.** We are confident that these maps will positively impact RPG in the future and contribute greatly to the culture of "15-to-finish." The 2016-2017 catalog represents the third year these maps are included. In addition, five interest-area metamajor maps were developed for entering freshmen who are having difficulty deciding on a major.
- **Using various methods to keep students on track and identify students at risk.** These methods range from training faculty in use of Brightspace, reminding faculty to use the Early Alert System, and using intentional and proactive advising to refer students to appropriate and effective campus resources.
- **Improving efforts at providing better targeted tutoring and peer instructional support** for all students, but especially for STEM students, thereby providing students with the skills they need to pass the collegiate course in which they are enrolled. Data indicates that about 50% of the time, students attending the ACT have higher GPAs than those who do not.
- **Working tirelessly across constituent groups to automate what were previously paper-based forms and processes** so that obstacles to efficiency are removed. Students who are 100% online are still at a disadvantage but we are working to level the playing field. We have automated one form, put all paper-forms on line for easy of submission, and have identified goals for next year.
- **Continuing to use the Discussion Board requesting suggestions for improving RPG at CSU.** We derived the specifics for our 2015-2016 goals by creating an interactive website (http://aa.columbusstate.edu/completecollege/) where 50+ stakeholders (faculty, students, staff, alumni, retired faculty and staff) offered suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which ideas seemed the most feasible and the most likely to positively impact RPG. The Council continued this approach in FY 2016, deciding to continue the same goals as last year.

LEAST EFFECTIVE STRATEGIES FROM LAST YEAR:

All strategies tried seem to be effective but a couple of times we dropped the ball and did not do what we said we would do. Lesson learned: Sometimes we dream bigger than what we can realistically accomplish due to financial or labor restraints.

Dalton State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Dalton State College (DSC), according to its website,

> *. . . provides a diverse student population with opportunities to acquire the knowledge and skills necessary to attain affordable baccalaureate degrees, associate degrees, and certificates and to reach their personal and professional goals. Through challenging academics and rich collegiate experiences, we promote lifelong learning, active leadership, and positive contributions in Northwest Georgia and beyond.*

In pursuit of that goal, DSC offers targeted four-year and two-year degrees and career certificate programs, along with a wide variety of public service activities. The College's work is strengthened by partnerships with regional businesses and industries, governments, and schools. DSC seeks to prepare and inspire its students to be active members within their professions and communities.

Dalton State College has expanded programs and maintained rigor in its academic programs, it maintains its status as one of the most affordable four-year colleges in the nation. For the sixth consecutive year, Dalton State has been named one of the most affordable public four-year colleges in the nation, according to the U.S. Department of Education.

In January through May of 2016, stakeholders of DSC undertook a new three-year Strategic Plan that would guide the campus from 2016 to 2019. Two of the four themes of the Strategic Plan mirror the same overall goals as Complete College Georgia: Student Success and Academic Excellence.

DSC's enrollment saw a steep increase during the aftermath of the 2008 recession (just below 6,000 students in Fall 2010), and then a steady decrease in the years afterward. However, the last four semesters have seen a relative stabilizing of enrollment at 4,854 (Fall 2014), 4496 (Spring 2015), 5044 (Fall 2015), and 4,620 (Spring 2016). Of these, 20.3% are adult learners (mean age of DSC students is 23, with the exact percentage of adult learners varying semester to semester). About 67% are first generation college students, and more than 70% are eligible for need-based aid (56% PELL recipients). The male/female ratio is 40.5%/59.5%. Further, 23.6% of students disclose themselves as being of Hispanic heritage and 4.2% as African American. We are an Emerging Hispanic Serving Institution. 63% of our students are pursuing a bachelor's degree, 32% are seeking an associate's degree, and the remainder are in certificate programs.

Therefore, a combination of demographic and socio-economic factors leads to a less-than-desired three-year graduation rate for associate's degrees (8% for 2012 cohort) and six-year graduation rate for bachelor's degrees (20.5% for 2009 cohort). The two-year graduation rate for associate degree students is 1.7% (2013 cohort), and the four-year rate for baccalaureate students is 8.3% (2012 cohort), indicating that when our students do finish their degree programs, it takes them longer. At the same time, the number of graduates each year has risen consistently. From 2015 to 2016 DSC saw a 4.4% rise in associate's graduates (316 to 330) and a 7.7% rise in bachelor's graduates (365 to 393). Although the six-year graduation rate for bachelor's degree graduates is still quite low at 20.5%, it has risen to that number from 14.6% for the 2005 cohort. Part of this trend can be related to DSC's growth as a baccalaureate institution and addition of several new four-year programs in the last ten years.

Equally promising is an upward trend in retention rates. The group starting in 2011 had a 60.8% one-year retention rate, but the group starting in Fall 2014 had a one-year retention rate of 73.7%. However, by the fourth year for the 2011 cohort, the retention rate had dropped to 36.8%. Interestingly, of all subpopulations, the students of Hispanic heritage are the most highly retained. Their four-year retention rate is 56.9%, just slightly below the system average (61.1%) and much higher than DSC's overall four-year retention rate.

When the Complete College Georgia process was begun, DSC chose five goal areas: intrusive advising through predictive analytics, increased dual enrollment offerings, transforming remediation through co-curricular courses (specifically in math), offering more online and hybrid courses and programs, and providing alternative instructional delivery methods. In choosing these five areas, DSC focused on areas where the largest gaps existed, for example, learning support math. This is not to say that Dalton State has overlooked other strategies. For example, several faculty members have adopted open educational resources, incentivized by the Affordable Learning Georgia grants. To date, through the first five rounds of grants, DSC faculty groups have received eight ALG grants, significantly reducing the costs of textbooks for our students.

Although co-curricular math has replaced the former learning support model, our choice of learning support English in 2010 as our QEP precluded our transition to co-curricular in English and reading; however, our QEP has been very successful, with increases from 50% to consistently well over 80% for first attempts at remedial English. On the other hand, some CCG strategies were not good fits for DSC. One CCG strategy for shortened time to degree, that of taking

fifteen hours or more per semester, remains to be full explored and advocated, largely because more than one-third of DSC students attend part-time (2015 numbers) and have other responsibilities and work high numbers of hours per week. In general, however, retention, progression and graduation rates are slowly improving.

DSC's Complete College Georgia plan is focused primarily on efforts to expand and/or enhance programs, services, and interventions that will provide additional support, flexibility, and options to help our students succeed. As will be outlined later in this report, we have sought to promote high impact learning practices inside and outside the classroom. In addition to the five goals CCG to which DSC committed at the outset, the College has also improved its First Year Experience course, sought to increase student engagement in curricular and co-curricular programs, restructured to offer better student and enrollment services, involved itself in national initiatives such as LEAP and High Impact Practices of the Association of American Colleges and Universities, and pursued inclusion of more academic options that would allow students to complete their educational programs at DSC.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (FROM CAMPUS PLAN STRATEGY SURVEY)

GOAL 4 – INTRUSIVE ADVISING -- STRATEGY 4.2 – PREDICTIVE ANALYTICS

The specific strategy for Goal 4.2 is to "use predictive analytics to help identify students who are off track." "Off track" can refer to students who have accumulated excessive hours or inapplicable hours toward graduation due to major changes; struggle to settle on a major; miss prerequisite courses at the appropriate times; perform inadequately in required course work and are placed on academic probation; and are not accepted into their first desired major (notably, but not exclusively, nursing). Due to the complexities of this definition and the multiple factors involved in a student getting "off track," intrusive advising, incorporating the use of predictive analytics, was seen as one way to address these students, although further research into the many reasons for lack of progression has also been undertaken. Intrusive advising relies upon direct contact with the student in a capacity that probes student strengths, motivation and interests. It reinforces the human element with one-on-one intervention.

To clarify, DSC's current model of advising is a hybrid where the advisors work in the academic Schools (Health Professions; Business; Liberal Arts; Science, Technology, and Mathematics; and Education). Students typically see one of the eight professional advisors for the first stage of their academic progress (from 15 to 60 hours, dependent on the school's policy) and then move to a faculty advisor or in some cases a faculty mentor. The exception is STM, where the students stay with a professional advisor for four years and are assigned a faculty mentor in the junior year.

Strategy 4.2 notes the use of a predictive analytics tool to provide information that will facilitate advising conversations with all students, including those "off track" or struggling with decision-making. DSC has invested resources in improving advising to reach students. DSC requested and was approved for funds in our FY15 budget to join the Education Advisory Board's (EAB) Student Success Collaborative, which included purchase and implementation of their predictive analytics software. The EAB platform provides advisors with relevant student data that is formatted to expedite and facilitate the advising conversation. The interface indicates risk levels of students in terms of likelihood of successfully completing their programs, the strength of the advisee in different academic areas, and likelihood of successful completion of courses. The EAB platform also provides recommendations and information about majors that are deemed a good fit for the student based on past academic behavior. Additionally, the EAB platform has an embedded career exploration database (drawing from Burning Glass data) and a variety of tools for advisors to contact students, conduct outreaches, keep notes, and store data. EAB is for advisors, and students do not have access to it. They do, however, have access to the degree auditing program DegreeWorks, which can also store notes from advisors.

Four relevant functionalities of EAB are its interface that gives an advisor the most relevant information about a student's performance in a quickly accessed format, its ability to create a wide variety of data reports through its filters, its ability to provide administrators (usually deans and chairs) with robust, detailed data about student success in specific majors over periods of several years, and its assigning of a risk level to each student. While the first two features have been embraced by the users, the third has been a point of contention, since even after alterations to its risk assessment algorithm, 14% of our students are listed as high risk (and 22% in the STM disciplines). Also, the EAB platform does not provide risk levels for associate's degree students, which means 42.6% of DSC students are not even assigned a risk level (these are largely health professions students, where 77% of the students are not assigned a risk level).

After initial training and follow-up, the first target was to increase utilization of the EAB platform. EAB provides monthly reports of utilization. To this point, the primary users of EAB have been the eight professional advisors assigned to the five academic schools. Use of the platform is, of course, cyclical, with highest use during registration and pre-registration. Average logins peaked in March with 6.82 logins per user. This means that the average user (n=175) used it about seven times to advise students. Seeing that utilization was not as high as desired, the eight professional advisors were surveyed about their use of and attitudes toward EAB in April 2016.

Although the majority of advisors did use its functionalities on a regular basis, none of them strongly agreed with the statement, "I believe EAB contributes to the advising process in a way that affects student learning, retention, and

progression." These survey results are in Appendix A. EAB has some limitations that affect advising work and are disincentives to advisors' use of it: its interfacing capabilities with BANNER, its inactivity timeout, its method of showing student transcripts and current class schedules (it does not show a schedule, just classes), and the perceptions about how its risk algorithm works. On the other hand, the EAB organization has provided good customer service to update the platform according to our needs, or to at least try to do so. For example, the risk algorithm was altered to fit our population better; originally far higher numbers of students were listed as high risk. The EAB platform also provides helpful filters and tools for data collection and targeting students for outreach campaigns.

To summarize, then, the addition of EAB still requires some work to achieve useful implementation, and the Office of Academic Affairs took upon itself the task of more research and attention to the issue of advising in the big picture as well as in terms of a technological platform. Additionally, the Office of Enrollment Services engaged a consulting team from the American Association of College Registrars and Admissions Officers to conduct a site visit and study our processes. AACRAO made several recommendations for processes to improve the student enrollment experience in general, as well as advising.

Because DSC enrolls a significant number of first generation college students (67%), addressing advising strategies was chosen as one of the targeted goals for our CCG campus plan strategy. According to recent research, first generation students do not, in general, understand the "hidden curriculum" of college—the "often confusing array of student support services" (Haskins, 2016). It became apparent to the Office of Academic Affairs that more information was needed about students and advising. In order to dig deeper into student understanding about and attitudes toward advising at Dalton State, the Office of Academic Affairs engaged SmartEvals to conduct an extensive advising survey with students in Spring 2016. Seventy-three percent of the 941 students taking the survey rated their satisfaction level with their advising experience as HIGH or VERY HIGH. The results did not indicate vast dissatisfaction with advising and actually were fairly positive, but the results did show some confusion and/or unhappiness on the part of students with processes, communication, and workflow and with their expectations of the proper role of advising. These survey results (found in Appendix B) will provide helpful information moving forward.

The ultimate goal of advising is to lead students toward graduation and afterward toward a fulfilling career or further education. It was determined five years ago that DSC students had an excessive number of course withdrawals, so the College has put into practice some policies to discourage withdrawals such as earlier midterm grade deadlines for faculty and required faculty signatures on course withdrawal forms. Additionally, the College will pilot an Academic Alert system in the Fall and Spring 2016-7. The President also instituted a Student Success Committee in December 2015 to investigate data sources more closely. Early results from that Committee indicate that the sophomore year is a point of needed attention, because students are returning at the beginning of the sophomore year at satisfactory rates (about 70% for first-time, full-time freshmen, although lower for those needing learning support, attending part-time, or Pell-eligible) but not progressing to the junior year and beyond, as seen in a nearly 20% six-year graduation rate and 8.3% four-year rate for bachelor's degree students. Two personnel attended the Institute on Sophomore Success in April 2015. These two persons (an advisor and an administrator) received a CCG Capacity grant to hold a symposium on DSC's campus on the needs of second-year students in USG institutions.

One factor in retention is low GPAs, that are sometimes on the verge of causing the student to be placed on academic probation or suspension and lose financial aid. In Spring 2016, 433 out of 4580 (9.5%) students had a GPA of 1.99 of lower. At the end of Fall 2015, 257 students were put on probation and 132 were put on suspension, a total of 7.8% of the enrollment that term. Policy changes regarding probation and suspension policy were made in Fall 2015 to help students navigate the process more seamlessly and restore themselves to a satisfactory GPA. However, some programs require GPAs much higher than 2.0, and thus students are unable to enter the programs they originally desired to pursue. This situation provides another challenge for retention and advising, that of reaching out to students to explore and change majors when the first choice major is not achieved. Nevertheless our students do change majors; data from past semesters shows many major changes (766 in Fall 2014, 508 and 618 for the 2015-2016 semesters, a downward trend). Intrusive advising is one answer to making major changes intentional, effective, and, hopefully, one-time.

Addressing academic progress in the first year is especially important. Of the cohort of 2014 full-time, first-time student, 11.9% were at a probationary GPA (less than 2.0) when they returned for the second year, 51.6% had a 3.0 or better. Unfortunately, research into DWF rates and reasons for W grades shows that the main reason for dropping a class is to protect GPA, usually to retain financial aid eligibility. DWF rates in general have dropped less than 19% for both 2015-2016 semesters, in response to a concerted effort to set midterm grades due dates earlier and to change withdrawal policies. The College is therefore reducing the DWF rate from 36% in Fall 2013 to 18% in Fall 2015; as with all the metrics under CCG, we are seeing slow but steady improvement through intentional and strategic action driven by a dedicated group of advisors.

To summarize activities in this area:

NARRATIVE OVERVIEW MATRIX

High-impact strategy	Use predictive analytics to help identify students who are off track

Related Goal	Goal 4: Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	This goal of providing intentional advising through the use of predictive analytics first gives faculty and professional advisors a comprehensive tool for tracking academic needs of students in terms of progression and risk.
Primary Point of Contact	Vice President for Academic Affairs Dr. Pat Chute, pchute@daltonstate.edu Associate Vice President for Academic Affairs Dr. Andy Meyer, ameyer@daltonstate.edu
Summary of Activities	- Requested and received funding from USG to join the Education Advisory Board in 2014 - First site and kickoff visit by EAB consultant, August 2014 - Conducted pilot with STM advisors in Summer 2014 - Began training of faculty and full implementation in January 2015 - Second site visit by EAB consultant, February 2015 - Working continuously with EAB/SSC to improve success markers, platform functionality, and implementation. - Third site visit and additional training by EAB consultant in August 2015 and fourth in February 2016. - Ongoing training to ensure 100% level for faculty. - Survey of eight professional advisors on usage and attitude toward EAB, April 2016 (see Appendix A) - Extensive survey of students in Spring 2016 about satisfaction with and perceptions of advising at DSC.

Measures of Progress and Success	
Measure, metric, or data element	- Usage of EAB predictive analytics platform by advisors - Number of Major changes - Percentage of students graduating with bachelor's degree within 150 hours - DWF rates
Baseline measures	2011 – EAB was not in use in 2011, so usage data not applicable 2011 – Major changes: 1751 2011 – 74% of students graduated with bachelor's degree within 150 hours. (223) 2011 – DWF rates: 23%; high of 36% (Fall 2013 prior to EAB implementation)
Interim Measures of Progress	- By November 2015 EAB utilization had increased to 2270 logins by 167 users. 95% of those with advising responsibilities had been trained to use it. - By April 2016, utilization had increased to 1193 logins by 175 in one month alone. (Average number of logins per user has seemed to decline from 4.3 in July 2015 to 3 in July 2016 because more users are trained.) - Major changes have decreased to 508 and 618 (Fall/Spring 2015) from 766 in Fall 2014; this represents almost a 36% decrease in major changes. 80.2% of 2015-2016 bachelor's graduates completed their degrees within 150 hours. - DWF rate in Fall 2015 was 18%, down from a high of 36% in Fall 2013. - Number of course withdrawals reduced from 766 (out of 4997 students, 15.3% withdrew from a course in Fall 2013) to 745 (out of 5007 students, 14.8%, withdrawing in Fall 2015) and 556 (out of 4581, 12.1%) in Spring 2016.
Measures of Success	By 2020 - Utilization by 80% of advising personnel (faculty and professional staff) - Reduction in DWF rates to 10% across campus Reduction of changes in major to maximum of 400 per semester - Increase in percentage of students graduating within 150% of required credits to 40%
Lessons Learned	A close look at advising shows many areas where we need to improve. Our professional advisors have too large a load of advisees, especially during the summer. While the current model of advising taking place in the five Schools of the College is not likely to be changed, processes for onboarding freshmen during or close to the time of orientation need work.

GOAL 6 – SHORTEN TIME TO DEGREE -- STRATEGY 6.1 – DUAL ENROLLMENT FOR HIGH SCHOOL STUDENTS

For several years Dalton State has actively pursued increasing the number of high school students participating in dual enrollment, which serves to shorten time to degree. An earlier challenge with this strategy was the imbalance in funding established by the state, which penalized local high schools if their students were dually enrolled in an institution in the USG but not so if they were dually enrolled in a TCSG institution. In addition, USG academic standards for participation in dual enrollment exceeded those of the TCSG. The funding policy has since been revised; consequently, our dual enrollment numbers have begun to rise. The USG's Move On When Ready (MOWR) initiative has been a driver for DSC's dual enrollment success.

As the number of dual enrolled students increases, it is expected to have a larger impact on our overall completion time. Further, increased outreach activities with local high schools, including having DSC faculty visit high school classrooms, hosting high school class visits on campus, certifying high school teachers to teach some dual enrollment classes at their own schools, and having DSC faculty teach classes at the high schools have occurred. Many of the dual enrolled students attend classes on campus in contrast to the instructor visiting the high school. Also, the College offers assistance with completing financial aid applications and high school counselors are updated on programs, services, and activities available on campus. In Summer 2015 the Office of Enrollment Services hired a Coordinator for the Dual Enrollment program, with the goal of further outreach and growth in the program.

Due to these outreach activities, dual enrollment has greatly increased. In Fall 2015, 226 local students took 1879 total hours of dual enrollment credit. This represents an increase of 236% since Fall 2011, when the headcount was 98 and the enrolled credit was 799 hours. Spring 2016 saw an even greater number of 249 students and 2066 registered credit hours. Dalton State teaches dual enrollment students from eighteen local high schools and offers dual enrollment courses in five high schools. Courses in English, communication, math, science, history, social sciences, and foreign language are taught in the dual enrollment program. Dual enrollment is especially important to the College's satellite campus in Gilmer County, where 23% of students (54/234) in Spring 2016 and 17% (42/244) of students in Fall 2015 were dual enrollment students.

Ideally, the increase in dual enrolled students should also be accompanied by a long-term increase in the number of those students who enroll at Dalton State and finish a credential. Of the 102 students who had been dual enrolled in the 2011-2012 AY, approximately 65% enrolled at Dalton State for their credential. This percentage dropped to 40.22% for the 179 students who were dual enrolled in 2014-2015 AY, but 53.5% (54/101) of graduating high school seniors in dual enrollment courses matriculated as DSC students in Fall 2015. Additionally, 31/37 (83.8%) of non-graduating high school students returned as dual enrolled students in Fall 2015. This represents a 61.6% retention rate for dual enrollment students. A slight rise in the average GPA of these students in their Dalton State classes, from 3.24 in Fall 2014 to 3.32 in Spring 2016 has also been observed. The College will continue to seek to increase the percentage of students who choose to attend Dalton State for their credential as well as increasing the number of dual-enrolled students. Dual enrolled students typically have many options for college, so the fact that almost 53.5% of some of the region's best students are choosing Dalton State is encouraging. Since MOWR students incur no tuition cost (including textbooks), there is great incentive for these students to attend DSC.

Another substantial improvement has been seen in DSC's granting of credit for Advanced Placement and International Baccalaureate work in high schools. The number of AP credits brought in by students increased almost tenfold over five years, from 47 in Fall 2010 to 437 in Fall 2014, and IB credits increased by three times between Fall 2011 (9) and Fall 2014 (27). Although CLEP tests are not utilized by recently graduated high school students only, the number of student credit hours granted by CLEP tests has increased from 216 in AY 2011-2012 to 958 in AY 2015-2016, a rise of 443%, thus allowing expedited graduation for many. PLA credit is another area for expedited graduation, but it has only been used to this point in a few isolated cases, such as for the eMajor program in Organizational Leadership.

To summarize, Dalton State's involvement in dual enrollment has been successful and exceeded expectations at this time.

NARRATIVE OVERVIEW MATRIX

High-impact strategy	Participate in dual enrollment programs for high school students
Related Goal	Shorten Time to Degree
Demonstration of Priority and/or Impact	Dual enrollment is especially of value to DSC because of the regional and commuter nature of our college. Although we recently built a new state of the art residence hall, over 90% of students live off-campus- most with family. Reaching into the high schools to recruit through the dual enrollment option is a viable pipeline for DSC, and it appears to have some success. Dual enrollment students who choose to come to Dalton State permanently will generally be more successful. With an GPA of 3.32 in their dual enrolled DSC classes, they have a strong

	start.
Primary Point of Contact	Casey Bridgeman, Move On When Ready Coordinator cbridgeman@daltonstate.edu
Summary of Activities	• Dalton State has been involved in dual enrollment for many years, but the employment of a Move on When Ready Coordinator allowed the work to be the responsibility of a specific person, and she has been able to communicate full-time with high school faculty and administrators. The increase in dual enrolled students coming to Dalton State, despite having other options, has been encouraging. Other activities: • Outreach to local high schools; annual conference for high school counselors; • DSC faculty visiting high school classes; • high school classes visiting DSC; • DSC faculty teaching courses at local high schools; • Assist students with admissions and financial aid applications

Measures of Progress and Success	
Measure, metric, or data element	• Numbers of dual enrolled students • Success rates of dual enrolled students • Percentage of dual enrolled students who enroll at DSC after high school graduation • Percentage of dual enrolled students who take a second year of dual enrollment classes.
Baseline measures	2011 figures on dual enrollment: • 98 students, 799 enrolled hours, 788 completed hours, 98.6% success rate. • 64.71% of formerly dual enrolled students who enrolled in DSC as full-time, post-high school students. • Not available
Interim Measures of Progress	By Fall 2015 there was: • A 236% increase in number of dual enrolled students and number of enrolled credit hours since Fall 2011. • 95.11% success rate in Spring 2016 • Move from 40% (2014-2015) to 53.5% of dual enrolled students who enroll as freshmen at Dalton State after graduation. • 31/37 (83.8%) of non-graduating high school students returned as dual enrolled students in Fall 2015
Measures of Success	By 2020: • 100% increase in number of students dually enrolled and number of credits awarded to dually enrolled students • 50% increase in number of formerly dual-enrolled students who enroll in Dalton State as full-time, post-high school student. • 25% increase in number of formerly dual-enrolled students who compete a credential at DSC. (Note: These measures have already been achieved.)
Lessons Learned	The employment of a full-time dual enrollment specialist and continued financial support for the MOWR initiative should help DSC attract more students.

GOAL 7 – TRANSFORMING REMEDIATION -- STRATEGY 7.1 – ENROLL STUDENTS NEEDING REMEDIATION IN GATEWAY COLLEGIATE COURSES IN ENGLISH AND MATH WITH CO-CURRICULAR LEARNING SUPPORT

Enrolling students in need of remediation in gateway collegiate courses with co-curricular learning support is an effort to improve first-time pass rates out of learning support and shorten time to degree without reducing the amount of instructional support needed to make up for learning deficits. Since students are limited as to other courses they are allowed to take prior to completing their learning support requirements, this strategy will make a significant impact on degree completion time. Dalton State has fully enacted co-curricular learning support for math and is making plans to do so for English and reading for Fall 2017.

It is not possible to implement this practice for English and reading at the present time because the SACS/COC Quality Enhancement Plan (QEP), of which we are beginning Year Five, is focused on an alternative model for our learning support English classes. The QEP plan includes but is not limited to the following: Small class sizes (18 students), sections taught as learning communities with the First Year Experience class, computer-assisted writing assignments, dedicated faculty experienced and trained in needs of learning support students, and at least five visits to the Writing Lab. These changes increased the success rates for students exiting learning support English from 54% to 80% in just one year (AY 2013), gains which have been replicated in the following years. The changes in USG policy for state colleges in regard to learning support did cause a slight reduction to 77% from a high of 87% in the success rates in ENGL 0098 (AY 2015-2016). Specifically, some students who needed three learning support classes could be admitted beginning Fall 2015. This caused a spike in the number of students taking learning support English, from 125 to 236; therefore, the class enrolled a very different population than the previous years of the QEP. Last year, 47% (111/237) of our students in LS English would not have been admitted to the college at all in the previous years of the QEP.

The QEP has also led to higher pass rates in the English 1101 courses for those students who passed English 0098; in some semesters, the pass rates in English 1101 for those who benefited from the QEP's changes in ENGL 0098 were higher than the normally admitted students, by as much as 14%. Due to DSC's commitment to the QEP until the end of AY 2016-2017, the state requirements regarding co-curricular learning support for English and reading will not begin until Fall 2017. In regard to the READ 0098 course, the course's overall structure has not been changed during the time of the Complete College Plan, and with the acceptance of students with three learning supports, the enrollment numbers increased significantly in Fall 2015. Success rates in that class were 77.7% in Fall 2015 and 69.8% in Spring 2016. Reading 0098 will also be phased out to include a co-curricular plan for those with insufficient reading scores on placement testing.

After the QEP has finished its cycle in 2017, the English Department will move toward a co-curricular model similar to that of the Math Department, which is described below. However, the requirement of SACS/COC is that the QEP be sustainable after its completion; therefore, many of the key aspects, such as class size, required use of the Writing Lab, inclusion of writing assistant technologies will be retained.

Dalton State has finished its first phase of implementing co-curricular learning support in math for all three courses that satisfy the Area A Core Curriculum math requirement, 1001, 1101, and 1111. The process began three years ago when the USG offered special training for faculty in new models of math remediation. Faculty who attended the training returned to campus and began developing the necessary courses to implement the co-curricular model. In a co-curricular model, the students needing learning support take both the college level and the learning support class; if the student passes the college level course, they also receive a satisfactory (S) grade in the learning support. The new courses were approved through our Academic Programs Committee and implemented for the first time in Fall 2013. That year, the completion rates for the 0091/1001 co-curricular combination were 79% in Fall 2013 and 36.4% in Spring 2014; completion rates for the 0092/1101 co-curricular 65.2% and 55% in the same fall and spring. (The Spring 2014 numbers tend to be lower for developmental course success because these students are often repeaters who struggle academically in general and because there are much smaller numbers involved in the courses.) Completion rates for the co-curricular MATH 0091/1001 sections were 67% in Fall 2014 and increased to 80% in Spring 2015; completion rates for the MATH 0092/1101 sections were 62.5% and 69%, respectively. A total of 359 students were able to successfully complete the learning support course and benefit from this program in the two-year period.

The overall success rate for the co-curricular students in Fall 2015 was 63%, which is higher than the success rates for learning support math instruction prior to the institution of the co-curricular model. It should also be noted that the co-curricular learning support classes are taught using the emporium model of instruction. For each of the co-curricular support math courses, Math 0997, Math 0998, and Math 0999, a course has been set up online using MyLabsPlus through Pearson. The online course is set up to parallel the material covered in the co-curricular credit classes, Math 1001, Math2101, and Math 1111, offering tutorials, video, and PowerPoint instruction and additional homework practice. There is no formal face-to-face class instruction time for these support courses; however, a designated computer lab with 36 computers is open and staffed 55 hours per week along with the Math Lab to offer assistance to students with their work in these courses. The designated computer lab and the Math Lab are connected, and additional computers are also available in the Math Lab. Students' work and progress are monitored by an instructor who communicates regularly with students on satisfactory progression through the course material and addresses individual student questions. To indicate the popularity of the Math Lab, during 2015-16, 973 students made 5636 visits to the Math Lab, totaling 10,0612 hours. The number of visits represents a 16% increase over the previous year, and the total hours represent an 18% increase over the same previous year.

In compliance with USG policy, in Fall 2015, the course formerly known as MATH 0098 (now MATH 0999) was paired with MATH 1111 (College Algebra), and the course numbers were changed on the co-curricular learning support courses to MATH 0997, 0998, and 0999. As mentioned above, also in Fall 2015, according to USG policy, DSC's placement scores for learning support were lowered and some students needing learning support in three areas (reading, English, math) were admitted. It is projected that this will affect success rates somewhat in the next few years. Academic support services (tutoring, supplemental instruction) are in place to meet these students' academic needs.

Therefore, in the second year of full implementation (AY 2015-2016), success rates in co-curricular learning support mathematics were consistent and somewhat improved, despite the fact that the USG's learning support policy was now permitting students to enroll who would not have been admitted in 2012-2014. In terms of students who were required to take both courses (that is, the learning support level students), the success rates in both classes were as follows: MATH 1001, 61%; MATH 1101, 75%, and MATH 1111, 74%. This means that the students who took both did significantly better than the overall group of freshmen math students. Success rates (A, B, or C) in MATH 1001 (18/35) were 51%; in MATH 1101 (181/284) were 63.7%; and in MATH 1111 (450/747), 60%. The co-curricular students benefited from being required to attend both classes. According to data files provided by the USG, completion rates for learning support math students was 56.2% in Fall 2015 (145/258); however, these figures use the first time/full time IPEDS definition, so it may not include some students who had been previously registered at DSC.

To summarize this area:

NARRATIVE OVERVIEW MATRIX

High-impact strategy	Enroll students in need of remediation in gateway collegiate courses in math with co-curricular learning support
Related Goal	Increase likelihood of progression towards graduation by transforming remediation
Demonstration of Priority and/or Impact	National research has shown that students entering college needing remediation face many barriers to progression. By providing this option for math students, DSC has increased success rates in Area A math courses, allowing students to progress, especially those in non-STM fields.
Primary Point of Contact	Randall Griffus, Dean of Science, Technology, and Mathematics rgriffus@daltonstate.edu Lee Ann Nimmons, Chair of Math Department lnimmons@daltonstate.edu
Summary of Activities	Dalton State started moving toward co-curricular math courses in 2013. Selected math faculty attended special workshop offered by USG in alternative models for math remediation; faculty developed co-curricular model for all three math courses in Area A of the Core Curriculum; courses approved by DSC Academic Programs Committee; co-curricular model implemented Fall 2013; model being revised for Fall 2014; DSC math faculty also working with local high school math teachers to improve preparation of students for college level math; grant proposal submitted to engage in joint professional development activities between DSC and local high school math faculty; math lab reconfigured to emporium-like model.
Measures of Progress and Success	
Measure, metric, or data element	- Success rates in Area A math courses (1001, 1101, and 1111) - Success rates of students assigned to co-curricular courses in their Area A math courses
Baseline measures	In Fall 2012, 41% success rate in learning support math courses the year prior to initiation of co-curricular courses. (beginning in Fall 2013)
Interim Measures of Progress	- Increase in number of students passing learning support math on the first try (79% in Fall 2013, 62.5% in Fall 2014, 69% in Spring 2015). - Achievement of an overall success rate in MATH 1001, 1101, or 1111 of 60.8% in Fall 2015 despite changes in population due to alterations in BOR policy on learning support admissions. - Success rates for co-curricular students better than the general population of Area A math students.
Measures of Success	By 2020: Increase to 85% the number of students passing/exiting learning support math on the first try.
Lessons Learned	The QEP will finish in 2017 and the English Department will be transitioning its developmental English and reading instruction to the co-curricular model while still

	incorporating the features of the QEP that worked (as per SACS requirements for QEP implementation). The English Department will be working with the Math Department in this transition.	

GOAL 8 – RESTRUCTURE INSTRUCTIONAL DELIVERY -- STRATEGY 8.1 – EXPAND COMPLETELY ONLINE OPPORTUNITIES

As noted earlier, the majority of students at Dalton State are challenged by the need to juggle work, family, and school responsibilities. Expanding online opportunities offers students more flexibility and often enables them to enroll in an increased number of credit hours, as it eliminates the need to schedule time on campus. We began addressing this need in 2011 when we became an eCore affiliate in the USG.

To add to our success as an eCore affiliate, we offered to become the first institution to collaborate with other USG institutions in the development of a shared eMajor program. We were approved by the BOR to join the eMajor program in 2013, offering the B.S. in Organizational Leadership, for which we developed and are offering the concentration in Health Care Administration. The Organizational Leadership degree is specifically designed to be an adult completion degree with an entirely online format. In early 2015 DSC was approved to collaborate with Georgia Southwestern State University on an online Bachelor of Science in Criminal Justice eMajor; later in the year DSC was approved to offer its own (non-collaborative) four-year degree in Health Information Management Systems, which will offer its upper-level coursework online in conjunction with eCore courses to create a fully online program. Upper-division courses for the Health Information Management Systems degree will begin in Fall 2016, and those for the eMajor B.S. in Criminal Justice began in Fall 2015. Enrollment in these programs has slowly increased; for example, the total enrollment for the B.S. in Organizational Leadership eMajor has grown from ten students in 2011 to eighty-one in 2016; currently twenty of those are Dalton State students, and there are a total of eighty Dalton State students taking courses in all eMajor programs.

In addition, faculty are being encouraged to develop more completely online courses, especially those at the 3000 and 4000 level and those lower-division courses that are not available through eCore. We have been hampered in that regard because of loss of funding for our Instructional Technologist position in an earlier round of budget cuts. However, that position was restored in Spring 2015 and the position filled in July 2015. The individual who took the position has been able to offer enhanced training in online course development for our faculty. Interest among faculty appears to be increasing with new hires who are more comfortable in an online environment and with increased promotion, training, and support for online instruction. The college is now a member of Quality Matters as part of the University System of Georgia's membership in that organization. Additionally, the campus' Online Education Committee revised rubrics, approval processes, and registration processes for online courses to ensure quality and better student retention in those courses. Finally, beginning Fall 2015, faculty are being given the opportunity to apply for $1200 grants to develop new online and hybrid courses.

As an institution, there has been significant growth in the access students have to online and hybrid opportunities and how much they are taking advantage of them. This chart summarizes the numbers in AY 2015-2016:

	eCore course enrollment	DSC Online courses available	DSC Online course enrollment	Hybrid courses available	Hybrid course enrollment	eMajor enrollment (duplicated)
Fall 2015	370	22	531	50	1239	197
Spring 2016	374	27	509	52	1296	216

Duplicated headcount for all online and hybrid opportunities was 2337 in Fall 2015 and 2395 in Spring 2016. Overall, in Fall 2015, students had over 320 sections of online or hybrid courses available to them through our home-grown and collaborative programs, and in Spring 2016, over 390. For purposes of comparison, in Fall 2014, 695 students (duplicated) were enrolled in eCore or DSC online courses, but that number jumped to 901 in Fall 2015. Amounts of enrolled hours have grown accordingly. In terms of student success in courses, it is difficult to make exact comparisons because eCore classes are primarily freshmen and sophomore level and Dalton State's traditional and online courses are taught at every level. In Spring 2016, the average GPA for Dalton State students taking eCore classes was 2.57, while the average for DaltonStateOnline courses was 3.15. The W rate for eCore classes was 2% below that of DaltonStateOnline courses (11.5% to 13.5%). The overall GPA for all Dalton State students runs slightly below 3.0. All online and hybrid courses undergo the same assessment processes for SACS (formerly using a product called WEAVE, now using one called EFFECT) that involves validation of specific student learning outcomes in every class.

The plan is for Dalton State to turn its attention to the development of upper division online courses in all disciplines. The School of Business is leading the way.. A survey conducted by the Online Education Committee showed the overwhelming desire of Dalton State students for more options in upper division courses. Although this format will not

work for all subjects, more access to online courses should allow students more flexibility and expedite graduation for many over time.

NARRATIVE OVERVIEW MATRIX

High-impact strategy	Expand completely online opportunities.		
Related Goal	Restructure Instructional Delivery to Support Educational Excellence and Student Success		
Demonstration of Priority and/or Impact	Students are able to register for more classes at flexible times, aiding their progression.		
Primary Point of Contact	Dr. Andy Meyer, Associate Vice President for Academic Affairs ameyer@daltonstate.edu		
Summary of Activities	Dalton State did the following prior to this academic year: • Joined eCore in 2011; • Approved to be a collaborative partner with USG's first eMajor program in 2013; • Offering a concentration in the eMajor BS in Organizational Leadership program in Health Care Administration; • Ongoing workshops and presentations about online instructional methods; • Office of Distance Learning established format, guidelines and quality control process for online instruction; working with other institutions on additional eMajor programs, two of which we are providing leadership for (Health Information and Criminal Justice); • Hired Instructional Technologist in Summer 2015.		
Measures of Progress and Success			
Measure, metric, or data element	• Increased enrollment in online and hybrid courses • Increased course offerings		
	Baseline measures	In 2011 there were: • 11 fully online courses offered by DSC faculty. • 864 students enrolled in hybrid courses. • 10 students were enrolled in the B.S. Organizational Leadership program.	
	Interim Measures of Progress	• Increase of hybrid courses to 52 with 1296 students • Increase of DSC Online courses to 27 with 509 students • Increase of eCore students to 374 (duplicated)	
	Measures of Success	Originally we set a 100% increase in number of completely online courses and 50% increase in number of fully functioning online programs. We have produced graduates from the two online programs (B.S. Criminal Justice, B.S. Organizational Leadership with concentration in Health Care Administration, and have launched in Fall 2016 the B.S. in Health Information Management Systems. These goals have already been achieved.	
Lessons Learned	Targeted upper division courses need to be developed, according to survey conducted by the Online Education Committee. DSC will continue to provide technology training, supports, and grants for online course development.		

GOAL 8 – RESTRUCTURE INSTRUCTIONAL DELIVERY – STRATEGY 8.2 – IMPLEMENT ALTERNATIVE DELIVERY MODELS

Alternative models of instructional delivery have been shown to increase student engagement and student success. Examples include online courses, hybrid (blended) courses, flipped classrooms, emporium model, and incorporation of interactive technologies and social media. Further, increased student engagement leads to decreased DWFs and improvements in student learning, which, in turn, promotes confidence, persistence, and increased likelihood of program completion. In 2010, Dalton State became a part of AASCU's Red Balloon Project, focusing on redesigning undergraduate education; DSC launched a campus-wide, faculty-driven course redesign initiative in the 2011-2012

academic year. Combined with this desire to re-imagine classroom instructional activity to be less lecture based and more learning centered, the faculty and administration have learned what does and does not work well with DSC students.

With a new Director for our Center for Academic Excellence in Summer 2014, the college began a focus on "high impact practices" as defined by the AAC&U through their LEAP (Liberal Education and America's Promise) initiative. Almost every event was related to incorporating the high impact practices into the classroom and curriculum. During the 2014-15 academic year and continuing into 2015-16, the CAE provided training and leadership in service learning, writing intensive classes, common readers, first year experience and freshmen year courses, internships, capstone courses, undergraduate research, collaborative learning projects, and global learning. Georgia became the thirteenth LEAP state on June 19, 2016, and by then our faculty had already subscribed by vote to the LEAP initiative.

The Office of Academic Affairs, with help from the Office of the Dean of Students, sent a team of five personnel to the AAC&U Institute on High Impact Practices in Los Angeles in Summer 2016. Selection for attendance was based on a competitive proposal process. In response to the College's Strategic Plan, which specifies inclusion of high impact practices as one of the four strategic goals under the theme of Student Success, the team was able to construct a detailed action plan for the next four years of the College's life which will result in multiple experiences of high impact practices for at least half of our graduates.   Essentially, high impact practices involve pedagogical practices high in engagement with faculty, in reflection and rigor, and in experiential learning. The AAC&U designates ten high impact practices but also eight "quality matrices" or "key essential elements" that actually ensure the practices are "high impact." Moving forward, DSC will not call a practice "high impact" unless it meets these criteria. Discussion about how courses will be designated "high impact" and how students will achieve this metric are ongoing, as well as how to make sure online classes are also high impact.

Innovations in pedagogy to expand experiential and engaged learning can be found over the campus. It would be impossible to list all of them here, so only a few relevant to this report will be included. In 2013 learning support math courses initiated an emporium model which has raised success rates to over two-thirds of enrolled students. Increasingly, students are being taught in hybrid/blended formats. In Fall 2015, 941 students participated in the first year experience course, which is now being expanded to include thematic courses. The Office of the Dean of Students directs a civic engagement program, and DSC has a growing international education program that enlisted 33 students and 8 faculty to participate in 8 different study abroad programs, with help from the DSC Foundation.

Another alternative strategy that has gained some traction nationally is that of the "flipped classroom," where direct instruction through reading and video is done outside of class meetings and class time is used for active learning strategies. The Center for Academic Excellence has hosted workshops on this methodology, and several instructors in the STM disciplines and elsewhere have experimented with it. Preparation demands for the flipped classroom, such as creating instructional videos, are high, and student resistance is also an issue. To date, no consistent data has been collected on the effectiveness of "flipping the classroom." However, the ASN program began a fully flipped classroom mode of instruction Fall 2014. This move was partially in response to lower-than-normal first-time pass rates of ASN graduates on the NCLEX (69% in Spring 2014). In Fall 2014, instructors were required to flip at least one lecture period, and by Fall 2015 all lectures were flipped. Data collection in terms of student evaluation of instructors (and thus satisfaction with the class experience) has been completed, but the most important data will be the first-time success rates of ASN graduates on the NCLEX in Summer 2016 (not available at this writing, but 2015 rates rose to 80%). Among other reasons, the ASN program was changed to a flipped classroom model in order to address the high content nature of the coursework and the increased emphasis on critical thinking on the NCLEX. (It should be noted that DSC's success rates on licensure exams in Radiological Technology, Respiratory Technology, and Medical Lab Technology have been 100% for several years and counting, and the LPN rate is consistently around 95%.)

To summarize this area:

NARRATIVE OVERVIEW MATRIX

High-impact strategy	Implement alternative delivery models, such as online and hybrid instruction, flipped classrooms, and emporium model instruction
Related Goal	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Demonstration of Priority and/or Impact	As a teaching institution, DSC faculty and administration support what happens in the classroom and seek to increase engagement of students at all levels and in all departments with high impact, engaged learning methodologies.
Primary Point of Contact	Vice President for Academic Affairs Dr. Pat Chute Director of Center for Academic Excellence Dr. Marina Smitherman
Summary of Activities	Since 2011-12 AY course redesign initiative and with a new Center for Academic Excellence Director, faculty has increasingly implemented a variety of instructional innovations,

including hybrid instruction, flipped classrooms, use of i-clickers, use of iPads, emporium model, small group projects, and undergraduate research to increase student engagement and learning.

The Center for Academic Excellence, the Library, and the Instructional Technology Service Center have offered a variety of workshops, book groups, small group discussions, presentations, speakers, webinars, etc. to provide professional development opportunities for faculty to learn about new instructional technologies; faculty travel was funded to conferences to do presentations and learn from others regarding alternative instructional methods; A newly hired Instructional Technologist who will direct training under the Office of Academic Affairs has occurred. Part of the Quality Enhancement Plan involved introducing writing software into learning support English.

This Goal is being addressed at many levels through the introduction and emphasis on high impact practices as defined by the AAC&U.

Measures of Progress and Success	
Measure, metric, or data element	Various measures of instructional health and achievement of learning outcomes; diffusions of innovation in the classroom instructional model; course completion rates; licensure exam rates in health professions; retention rates; improvement in average college-wide GPAs
Baseline measures	Fall 2011 data: • Completion rates in hybrid courses: 80% • One-year retentions rates of first-time, full-time freshmen, 64.2% • Overall GPA, 2.63 • Course completion rates, 79.3%
Interim Measures of Progress	• Overall student GPA has increased to 2.95 in Fall 2014. • Eighty percent pass rates on the NCLEX for Spring 2015 ASN graduates. • One-year retention rates of first-time, full-time freshmen cohort 2014 increased to 73.7%. • Completion rates in hybrid courses has increased to 87.2% in Spring 2015. • Overall course completion rates increased to 85.8% in Fall 2014. • Since introduction of emporium model for learning support math, overall completion rate has increased to 63%, with a high of 69% in Spring 2015. • English 0098 (Learning Support English) completion rates have increased from about 50% to over 87% in AY 2014-2015 (down to 77% in AY 2015-2016). • Bachelor's degree completion numbers increased from 221 in 2010 to 367 in 2015; six-year graduation rate for bachelor's degrees is 20.5%. • All lecture instruction in ASN program has been adapted to flipped classroom methodology by Fall 2015. Spring 2015 graduates performed at 80% on NCLEX.
Measures of Success	By 2020 • Improved pass rates on NCLEX for ASN graduates, from 69% to 90%. • 5% decrease in the Fall 2014 DWF rates. • Sustained and somewhat improved success rates in learning support courses (due to decreased admission standards and adaptation to co-curricular model in English and reading in Fall 2017). After the adjustments in 2017, it is projected that pass rates will be sustained at 75% • 5% increase in campus average GPAs
Lessons Learned	Improvement is possible with sustained effort, training and development of faculty

OBSERVATIONS

Beginning in the late 1990s, Dalton State College transitioned from a two-year college to a bachelor's degree-granting institution. From that time to Spring 2016, the College has increased its four-year programs to a total of 22. Conversely, the number of associate's degree programs has decreased to three pathways in the A.A. degree, seven pathways in the A.S. degree, five A.A.S. degrees, the associate of science degree in nursing (ASN), and three certificates in science and allied health fields. Therefore, the number of bachelor's degree graduates has increased incrementally (e.g., 221 in AY

2010-11 to 367 in AY 2015-6) while numbers of associate's degree graduates have slowly decreased (353 to 316, respectively). This trend is mirrored in the number of bachelor's degrees awarded to underserved populations.

In terms of the categories of first-generation students (67%), military veterans (a rather small number, less than 30 in any given semester), part-time students (about 36%), minority students, Pell-eligible individuals (over half), and those 25 or older (about 20%), increases in the conferral of bachelor's degrees has ranged from 400% (military) to 77% (first-generation) to 61% (Pell-eligible) to 60% (25+) to 41% (part-time) (from 2010-2015). Six-year graduation rates for Pell-eligible individuals is 20.2%; for African-American students, 13.3%, for Hispanic students, 28.2%, and for those 25 and older at matriculation, 18.5%. These figures stand in contrast and comparison to the overall 20.5% six-year graduation rate. At the same time, the decreases in conferral of associate's degrees among these populations has not been as dramatic and actually has increased in the case of minority students and military veterans. These data indicate that DSC is serving the traditionally underserved populations rather well.

Based on the potential for DSC to become a Hispanic Serving Institution (HSI) in the near future and on the basis of the data about underserved populations, we project that our completion rates for underserved populations will increase slowly but steadily in the next five to ten years, specifically with Pell-eligible and minority students. Already our graduation rate for Hispanic students is much higher than the overall or for Caucasian students (20.4%). At least a 5% increase every year over the next five years in conferral of bachelor's degrees to the underserved population is a reasonable expectation, since there has been a 15% (2014) and 16% (2015) increase in Pell-eligible students earning bachelor's degrees since 2013. Additionally, a 73.5% increase (2014) and 25% increase (2015) in minority students earning bachelor's degrees since 2013 has been observed. This trend may be attributed to three sources: attempts to recruit and engage minority students, increased retention efforts, and the availability of more baccalaureate degrees.

Dalton State's trend in increased numbers of bachelor's graduates and decreased numbers of associate's graduates (except in some health profession fields) is mirrored in the number of degrees completed in biology, chemistry, secondary science, pre-engineering, math, and health professions. By 2015, 27% of all graduates (associate's, certificates, and bachelor's) were in STM fields; however, the number of STM bachelor's degrees conferred increased by 377% and the percentage of overall bachelor's conferred in STM increased from 9.8 to 22.6%. The STM disciplines will continue to be a strong attraction for DSC students, with the 2014 dedication of a state-of-the-art science building (Peeples Hall), a strong undergraduate research program in the natural sciences, initiation of a new major (Bachelor of Applied Science in Scientific Technology) and a job market looking for STM and health profession graduates. We project that the growth in STM programs will steadily continue to 2020.

For many years, Dalton State has prided itself on being mission-driven, student-oriented, and rigorous. In the days of the system-wide Regents Exam, Dalton State enjoyed extremely high pass rates, and as a two-year institution, the College's reputation for successful transfer students was stellar. The pass rates on health profession certification exams, such as in Radiological Technology, reach 100% regularly. However, a rigorous access institution often translates into high DWF rates if supports are not offered to students, and funding cuts and compression have stifled some of our ability to maintain the support. In DSC's choices for strategy focuses for Complete College Georgia, we chose to target those areas where we could achieve the most reasonable but also worthwhile gains: increased completion in courses and decreased DWF rates; improved and diversified instructional delivery, especially in learning support courses; increased opportunities for online and hybrid instruction; and increased outreach to local high school students who are ready for college work.

We will be developing an early alert system to help identify at-risk students. An array of options for students to achieve credit in alternative ways are offered along with three entirely online degree programs. Significant progress is being made in getting students through remediation faster without losing the needed instructional supports, along with investment in faculty development to improve the quality of classroom instruction. Improvements in DWF rates, fewer course withdrawals, higher GPAs, increased retention, and increased completion for four-year programs has been observed. As an institution on the cusp of being identified as an Hispanic Serving Institution, there is a concerted effort enroll more students who are still in high school, as well as continue to attract a diverse student population in terms of age and ethnicity.

One area of improvement being sought is student self-direction in advising. Students who use DegreeWorks are able to take ownership of their progress, but many do not use it to its full effectiveness due to lack of training. The Enrollment Services Office is engaging in a publicity initiative on campus to inform students on the use of DegreeWorks, and it is included in many first year experience courses. Improvement in the website to point students in the right direction with advising is currently being integrated. Students now have access to an online video to learn how to use DegreeWorks. Handouts directing students to the video are distributed at orientation and are readily available in Enrollment Services. Advisors have an established goal to teach students how to use the software. Students also seem to want further informational sessions about DegreeWorks, advising, other majors, career services, and related subjects. The College has invested in a position for a full-time director of career services so that more students can access these services, especially for internships. The College offers career fairs twice a year and a graduate school fair at least once a year.

Dalton State College's main challenges continue to be economic and cultural. Despite the fact that DSC is a low-cost institution, many students cannot afford to attend or continue, even with financial aid. Over half of the students are Pell-eligible but still face financial gaps in funding their education. As noted earlier, many students lose Pell due to poor

grades in the first year. Geographically DSC is located in an area that historically has not placed a high value on education, especially post-secondary. Over 65% of our students are first-generation college students and many do not receive the level of support from home that they need to persist in their academic programs.

However, despite the challenges, the administration of Dalton State College is optimistic about these improvements and about our ability to navigate the challenges.

REFERENCES

Haskins, J. (2016, May 6). Why first-generation students don't go to their advisors—and how to get them there. *EAB Daily Briefing*.

East Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing its students access to academically transferable programs of study and targeted bachelor degrees. EGSC began offering its initial baccalaureate degree, a bachelor of Science Degree in Biology, in Fall Semester 2012 and has awarded the degree to 8 students. The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts Degree in Fire and Emergency Services Administration (FESA). FESA is offered online for the convenience of working fire and emergency service professionals. The College is now preparing to offer another targeted bachelor degree to be delivered online to working professionals, a Bachelor of Science in Nursing (BSN) Degree designed for registered nurses (RN), starting in Fall Semester 2017. EGSC has signed a memorandum of understanding with Southeastern Technical College (STC), a unit of the Technical College System of Georgia (TCSG), to use the Health Sciences Building located on STC's Swainsboro Campus for EGSC new nursing program. Like the FESA Program, the RN to BSN Bridge Program addresses a recognized need for professional development in Southeast Georgia.

After posting double-digit percentage enrollment growth in the 2010 and 2011 fall semesters, EGSC experienced declining enrollments in the 2012 and 2013 fall semesters before enrollment began to steadily increase, first by 1.9% in Fall Semester 2014, then by 3.1% in Fall Semester 2015 and 5.0% in Fall Semester 2016. Throughout the Complete College Georgia initiative (2012 to 2016), EGSC's four most important demographic cohorts [African-American Females; African-American Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males] showed a decline as a percentage of the total student body from 93.9% in Fall 2010 to 88.5% in Fall 2016, indicating a gradual diversification of its student population.

The College extends its access mission from its home campus in Swainsboro to campuses in Statesboro and Augusta. EGSC is working collaboratively with Georgia Southern University in Statesboro and Augusta University to encourage its former students to make application for their EGSC associate degree through the A.D.D. (Associate Degree you Deserve) program, a reverse transfer process. In Spring Semester 2016, EGSC awarded associate degrees to 61 former EGSC students who had completed EGSC's requirements for the associate degree at their transfer institution.

82.1% of Fall Semester 2016 students have received some form of financial aid (54.6% who were awarded Pell grants, 27.7% who received Hope grants, and 44.4% who secured loans). 3.8% of new freshmen were aged 25 or over and the average age of all students was 20.7 years, excluding high school students who are taking college courses. An academic profile of Fall Semester 2016 new freshmen by location is presented in Table 1 below. The percentage of new freshmen who are full-time increased at each location compared to Fall Semester 2015.

Table 1: Fall Semester 2016: New Freshmen Profile

Fall 2016 New Freshmen	Augusta	Statesboro	Swainsboro
Full-time	83.6%	90.8%	93.2%
Part-time	16.4%	9.2%	6.8%
SAT Average Math Score	443	429	421
SAT Average Verbal Score	452	442	423
Learning Support (LS)			
Require Math LS	43.6%	31.4%	39.0%
Require English LS	14.9%	17.1%	22.9%
Require Reading LS	1.0%	1.1%	0.4%

INSTITUTIONAL GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

EGSC's progress on its CCG goals/high-impact strategies is presented below.

High-Impact Strategies	**Increase in the number of undergraduate degrees awarded to low income students (Pell eligible students)** **Increase in the number of undergraduate degrees awarded to first generation college students**
Related CCG Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
Demonstration of Priority and/or Impact	Since over half of East Georgia State College's first-year students are Pell recipients and over a third are first-generation college students, any initiative targeting students in general will greatly impact the number of undergraduate degrees for low-income and first generation students. In order to increase the number of undergraduate degrees, the College will provide a range of academic support services to remove obstacles and provide clear pathways to college completion. The success of students will lead to retention, progression, and graduation of the student. The cornerstone of this strategy is the Academic Center for Excellence (ACE) and the academic services (academic advising, tutoring, and testing) provided to the student to contribute to their success. Over the last five academic years, 60% of students who graduated from EGSC received Pell grants. This percentage is consistent with EGSC's overall student population. In addition, 38% of EGSC graduates were the first in their families attend college (first generation). 28% of graduates both received Pell grants and were first generation students. It is consistent with the EGSC's mission as an access college that more than half of EGSC's students have low incomes and that over one-third are first generation students,
Primary Point of Contact	Name Dr. Tim Goodman Title Vice President for Academic Affairs Email goodman@ega.edu
Summary of Activities	Since Fall Semester 2012, EGSC has provided variety of academic support services in its Academic Center of Excellence (ACE), with a focus on tutoring and advisement. Basic activities are: - Increase student usage of tutoring and academic advising services in the Academic Center for Excellence (ACE). - Progress: The utilization of the ACE services has increased in the 2015-2016 academic year. - Refine the Early Warning System and integrate it into the academic services of the ACE. - Progress: Purchased and began utilization of the GradesFirst software package to integrate the advising and tutoring services. - Develop a variety of graduation focused activities to increase awareness of the value of an associate degree. Progress: The college has developed the (g2)2 program, a "15-to-Finish" program, and is active in the USG A.D.D. initiative, a reverse transfer initiative.
Measures of Progress and Success	
Measure, Metric, or Data Element	The utilization of the academic resources and the success of students is the general metric used to measure the progress and success of the activities. Course success rates are defined as the percentage of students earning a grade of "C" or better in individual courses, in specific delivery modes and programs, and overall.
Baseline measures	The academic year 2011-2012 (FY 12) served as our baseline year for Complete College Georgia (CCG). The College set 2020 goals based on a specific CCG measures presented in Table 2 below compares baseline CCG metrics with the most recent results for the College. **Table 2: EGSC CCG Baseline Metrics Compared to Most Recent Results** <table><tr><th>CCG Measurement</th><th>FY 12 Baseline</th><th>EGSC CCG Goal</th><th>Most Recent Results</th><th>Data Source</th></tr></table>

3-Yr FY Graduation Rate	5.8%	20.0%	9.8%	Fall 2012 Cohort
1-Year Retention Rate	42.9%	65.0%	52.3%	Fall 2014 Cohort
1-year Retention + Transfer Rate	53.2%	75.0%	60.9%	Fall 2014 Cohort
Overall Success Rate	57.1%	70.0%	67.3%	Fall 2015 EGSC Students
Number of Graduates	168	207 Ave	357*	FY 2016

*Includes 3 Bachelor of Science in Biology graduates.

Table 2 above shows the five chosen measures and the baseline data for each. In addition, it shows the goal set by the campus Complete Georgia team based on that data. It also gives the most recent results for those measures. Table A1 in the Appendix lists EGSC associate degrees earned from the 2012 through 2016 academic years. For the period Summer 2012 through Fall 2015, Table A2 lists the number of bachelor degrees awarded by Georgia Southern University and Table A3 lists the number of bachelor degrees awarded by other USG institutions to former EGSC students. All three tables breakdown the degrees awarded by gender and ethnicity.

This baseline data has been expanded to include success rates for selected gateway courses, learning support courses, and courses delivered in the online format. The table shows the baseline for success rates in locally-developed gateway courses, learning support, and online-delivered courses.

Semester	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	48.5%	56.0%	53.4%	34.6%	49.4%

The success-rate goal was set at 70% for all listed classes.

At the beginning of the CCG activities, the Academic Center for Excellence and the Academic Advising Centers did not exist. The development of a Learning Commons model, which included academic services (tutoring, testing, advising, and library services), was developed with an Academic Center for Excellence (tutoring and testing), an Academic Advising Center, and the Library all located in close proximity of each other.

During FY 2012, the rate of returning student early registration was less than 30%. This made official Registration day a major challenge. Our goal is to increase the advisement/pre-registration rate to over 50%.

Interim Measures of Progress	As noted above, the success rates of students will be our measure of progress toward goals. Table 2 list the overall success rates and those for selected gateway courses, learning support courses and courses delivered online are given for the base Fall 2011 and for Fall 2015. Table A4 in the Appendix includes the intervening fall and spring semesters through Spring Semester 2016.

Table 2: Fall Semesters 2011/2015 Success Rate Comparisons

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Fall 2015	67.3%	53.8%	63.5%	56.0%	57.4%	64.0%

Table 3 shows the usage of the Academic Centers for Excellence (ACE) for 2015-2016. The number of student visits for tutoring increased from 2014-2015.

Table 3: Academic Centers for Excellence Usage and Student Success Rates

	Term	Student Visits	ACE Usage (Minutes)	Student Success Rates
Swainsboro:	Fall 2015	523	392,894	60.0%
	Spring 2016	224	307,556	61.5%

Statesboro:	Fall 2015	219	116,962	65.6%
	Spring 2016	662	98,527	73.1%
Augusta:	Fall 2015	114	6,423	NA
	Spring 2016	NA	NA	NA
Overall:	Fall 2015	756	516,279	60.5%
	Spring 2016	886	406,083	70.2%

The success rates, especially those associated with the Swainsboro ACE, are not good. In the 2014-2015 year, the success rates in Swainsboro were 71.9% in Fall 2014 and 66.4% in Spring 2015 and in Statesboro were 76.2% in Fall 2014 and 73.0% in Spring 2015. A change in leadership in the ACE, a significant increase in the number of student visits and usage without a corresponding increase in the tutoring staff, and difficulties in finding and funding an adequate number of qualified tutors were projected reasons for the decline.

Another activity in the Learning Commons is academic advisement. We indicated our goal was to advise at least 50% of our students for returning the next term. This is to reduce the number of students we must handle on registration day and also to give our academic administrators an early warning of course scheduling and personnel resources issues. Table 4 below gives a breakdown for the 2015-16 academic year of how many students are going to the advising centers on each campus and the overall impact of their presence on the percentage of students who register for the next term.

Table 4: AY 2015-16 Student Advisement and Registration

Campus	Fall 2015 Advising Appointments	Fall 2015 Percent Registered	Spring 2016 Advising Appointments	Spring 2016 Percent Registered
Swainsboro	445	53.2%	219	58.4%
Statesboro	334	46.0%	289	58.4%
Augusta	42	43.9%	29	52.4%

Measures of Success	Our goal for all success rates is a minimum of 70%. We have made steady, but not dramatic progress toward that goal. We project reaching that goal in Fall 2020. The EGSC Strategic Tactical Action Plan set annual minimum goals for success rates at 55% by Fall 2017, 60% by Fall 2018, and 65% by Fall 2019 to reach the 70% goal by Fall 2020.
Lessons Learned	We have identified a need in the Academic Centers for Excellence for qualified tutors. We currently must use work-study students as a source of the majority of our tutors. We must move to a process to hire more and better qualified tutors. We have become part of the John N. Gardner Institute Gateways to Completion (G2C) Initiative and have identified Math 1111 as our gateway course. It is our hope that the program will increase our success rate in Math 1111, which has been identified as one of the major barriers to student success, progression, and graduation.

High-Impact Strategies	**Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."** **Materials or information on taking 15 credits or more included in orientation for new students** **Advisors trained to encourage students taking 15 or more credits a semester**
Related CCG Goal	Goal 2: Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelor's degrees in 4 years).
Demonstration of Priority and/or Impact	East Georgia State College developed a (g2)[2] program or "Get to Graduation in Two Years," which is a "15-to-Finish" program. The program has inspired growing numbers of students to graduate on time and thus increase EGCS two-year and three-year graduation rates. The program has changed the culture on the campus so that students see the value in completing a degree in two years. The Academic Advising Center has strongly promoted the program.
Primary Point of	Dr. Tim Goodman

Contact	Title Vice President for Academic Affairs Email goodman@ega.edu
Measures of Progress and Success	
Measure, Metric, or Data Element	The program has been assessed by using the graduation data to determine the number of graduates who graduate in two years and three years, as well as tracking the institutional three-year graduation rates. In addition, the number of hours necessary to complete the degree will be tracked.
Baseline measures	The Fall 2011 cohort provided our baseline data for CCG. As indicated in a previous section, the three-year graduation rate was 5.8%. The first year of CCG we evaluated the Fall 2012-Summer 2012 graduates. We had a total of 173 graduates with 8.1% finishing their degree in two years and 24.9% completing their degree in three years. It took those students an average of 73.0 hours completed before graduation.

Interim Measures of Progress	Table 5 below tracks the total graduation rate since the Fall 2008 cohort. Note the increase as we began to focus on graduation for the Fall 2012 entering cohort.

Table 5: Fall Freshman Cohort Graduation Rates

Entering Fall Cohort	Total Beginning Cohort	2-year Graduation Rate (%)	3-year Graduation Rate (%)
2008	1,063	2.5	5.3
2009	1,081	2.4	5.3
2010	1,162	2.3	6.2
2011	1,699	1.7	5.8
2012	1,319	3.0	9.8
2013	1,040	3.5	NA

The number of hours a student must take to graduate is 65 hours. As can be seen Table 6 below, EGSC has slowly begun to reduce the number of hours taken to graduate, an indication of a much more efficient program and better advisement.

Table 6: Average Number of Hours Taken To Graduate

Graduates/Semester	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Graduates	58	94	77	110	92	117	98	209
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7	71.2	70.4

Our CCG graduation goal was to produce an average of 207 graduates a year between 2012 and 2020. As can be seen by the Table 7 below, the number of graduates has surpassed that number for three consecutive years.

Semester	Semester Graduates	Total AY Grads	$(g2)^2$ Grads*	AY $(g2)^2$ Grads*	3-Yr Grads	AY 3-Yr Grads
Fall 2012	58		0		18	
Spring 2013	94	173	10	14	20	43
Sum 2013	21		4		5	
Fall 2013	77	208	2		33	
Spring 2014	110		14	25	43	85
Sum 2014	21		9		9	
Fall 2014	92	253	30		57	
Spring 2015	117		31	73	77	157
Sum 2015	44		12		23	
Fall 2015	98	374	29		63	
Spring 2016	209		43	86	90	185
Sum 2016	67		14		32	

*Two-Year Graduates

The average number of graduates in an academic year increased to 252 per year for the last four years. Table 7 also shows the increase in the number of students graduating in 2 years and 3 years.

Measures of Success	The measurement of success will be the increase in the graduation rate and the number of graduates. Our target date for Complete College Georgia is 2020. We anticipate continued growth in our graduation rate to reach our 20% goal by 2020.
Lessons	We began looking at barriers to graduation. One barrier identified was hours taken outside of the core.

Learned	We studied our core and decided to change our core and take the Student Success class from outside the core and move it to Area B. In order to complete this adjustment we had to re-write the course and change it to a freshman-year experience course in order to get approval from the Council on General Education. At the same time we merged the new course with our critical thinking course and produced CATS 1101 for the core curriculum. This reduced the number of hours to graduate from 65 to 64. We find our greatest challenge promoting graduation is to change the culture on campus. We have a transfer culture which must be changed to a graduation culture. We must promote the value of completing an associate degree. We do this with the (g2)^2 program and the A.D.D. Initiative.
High-Impact Strategies	**Students are informed upon transfer of the possibility of receiving a degree through reverse transfer.** **Institution has a process for contacting students identified as potentially eligible for reverse transfer.**
Related CCG Goal	Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
Demonstration of Priority and/or Impact	Through the through the A.D.D. (Associate Degree you Deserve) Reverse Transfer Initiative funded by the Lumina Foundation, USG institutions are able to increase the number of Georgia citizens with post-secondary degrees and helping to create a more educated population in the state. Students receiving a degree through the Reverse Transfer Initiative value the education received at the institution and are able to make a greater impact on our service area and fulfilling the institutional mission of awarding degrees to students who would not otherwise complete a degree. Additionally, research studies have proven that students obtaining an Associate's Degree are more likely to complete higher-level degrees.
Primary Point of Contact	Tabithia Ross Registrar ross@ega.edu
Measures of Progress and Success	
Measure, Metric, or Data Element	The institution is using the "RT" outcome status in the degree record to identify students receiving degrees through the Reverse Transfer Initiative. This tracking mechanism allows us to see what percentage of the students transferring to four-year institutions are actually sending their four-year institution credits back for degree conferral.
Baseline measures	Before the A.D.D. Program was implemented, we did not have a way of tracking the degree conferral of reverse transfer students.
Interim Measures of Progress	Beginning in the Spring Semester 2016, we began using the "RT" (Reverse Transfer) outcome status for the degree conferral in EGSC's Banner Student Information System. The initial outcome has been overwhelmingly positive with 61 reverse transfer associate degrees awarded for an overall total of 211 degrees awarded for the semester. These included 59 Georgia Southern University (GSU) and 2 Augusta University (AU) students. The addition of the Reverse Transfer degree conferrals resulted in a 43% increase in graduates over the previous spring semester. During Summer Semester 2016, EGSC received student transcripts from Columbus State University, Georgia Gwinnett College, and Georgia College in addition to more transcripts received from AU and GSU.
Measures of Success	The overall increase in the number of graduates and the graduation rate of the institution will indicate the success of the strategy. With an expected stabilization of the Reverse Transfer program throughout the next academic year, the institution would be able to gauge a better idea of a success of the strategy following the spring 2017 semester or by mid-term of the summer 2017 semester.
Lessons Learned	With the increased processing necessary to evaluate Reverse Transfer transcripts and auditing of student's academic history for potential degree conferral, human resources have become the biggest factor in the overall success of the initiative. The anticipated stabilization will allow for more structured processing times in the course of a semester allowing for a better time management strategy in relation to the RT initiative.
High-Impact	**Participate in dual enrollment/Move On When Ready programs for high school**

Strategies	students.
Related CCG Goal	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.
Demonstration of Priority and/or Impact	As an access institution within the USG, EGSC seeks to expand post-secondary opportunities in its Southeast Georgia service area. Since more than one-third of its students are first generation college students, the College encourages high school students to take college-level courses on EGSC campuses and on location at area high schools.
Primary Point of Contact	Brandy Murphy Coordinator of MOWR bmurphy@ega.edu
Measures of Progress and Success	
Measure, Metric, or Data Element	The metrics EGSC is using to assess the outcome of its MOWR strategy include the number of high school students who take college-level courses and their success in completing those courses.
Baseline measures	In Fall Semester 2011, prior to the launching of Complete College Georgia, EGSC had 17 duel enrollment/MOWR students and did not schedule courses in any area high schools.
Interim Measures of Progress	As documented in Table 8 below, EGSC has dramatically increased the number of high school students who are taking college-level courses. In addition, the College has classes scheduled in 6 area high schools in Fall Semester 2016.

Table 8: Annual Growth of MOWR Program

Semester	MOWR	% Annual Increase
Fall 2011	17	35%
Fall 2012	23	
Fall 2013	44	91%
Fall 2014	54	23%
Fall 2015	104	93%
Fall 2016	349	236%

Measures of Success	Table 9 below documents a close correspondence between high school GPA and the success of MOWR students in EGSC college level courses.

Table 9: MOWR Student High School GPA and College Course Average Grades

Semester	High School GPA	ENGL 1101		MATH 1111		POLS 1101	
		Count	Average GPA	Count	Average GPA	Count	Average GPA
Fall 2010	3.60	41	3.44	25	3.20	25	3.16
Spring 2011	3.53	18	3.56	12	3.67	18	3.59
Fall 2011	3.67	13	3.46	16	3.75	9	3.44
Spring 2012	3.46	18	3.00	13	3.85	10	3.30
Fall 2012	3.72	26	3.46	25	3.28	12	3.75
Spring 2013	3.73	29	3.69	26	3.73	15	3.40
Fall 2013	3.71	74	3.76	38	3.11	43	3.47
Spring 2014	3.62	32	3.63	20	3.18	22	2.95
Fall 2014	3.71	57	3.75	42	3.62	29	3.70

Spring 2015	3.85	16	3.94	13	3.92	10	2.90
Fall 2015	3.74	115	3.42	127	3.51	28	3.57
Spring 2016	3.57	36	3.47	37	3.41	2	3.50

Lessons Learned	As evident in Table 8 above, the College's MOWR program has grown dramatically over the past two academic years. To assure continued success of this program. EGSC has dedicated a full-time staff member with several years of experience in admissions to serve as coordinator of the MOWR program.
High-Impact Strategies	**Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.**
Related CCG Goal	Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
Demonstration of Priority and/or Impact	As an access institution, 35% of EGSC's student population typically needs learning support in mathematics and 20% needs learning support in English.
Primary Point of Contact	Dr. Jimmy Wedincamp Dean of the School of Mathematics and Natural Sciences Wedincamp@ega.edu Dr. Carmine Palumbo Dean of the School of Humanities cpalumbo@ega.edu

Measures of Progress and Success	
Measure, Metric, or Data Element	The metric used is success rate (i.e. final grade of "C" or better in ENGL 1101: Composition I). Success Rates as defined by number of students that make an A, B or C divided by the total number of students. A grade of D, F or W is considered an unsuccessful attempt.
Baseline measures	Because the corequisite model of learning support was a new program, the prior success rates were not applicable. The corequisite program in English and mathematics began on two campuses (Swainsboro and Augusta) in fall of 2014 and was expanded to the third campus (Statesboro) in fall 2015. The alternative pathways model in mathematics has been employed since the beginning of the Complete College Georgia initiative.
Interim Measures of Progress	We have used the co-requisite model in English and the co-requisite and alternative pathway models in mathematics. Preliminary results of our utilization of the co-requisite model for learning support English and math showed great success in the learning support English, but not good success in the math as shown in Table 10 below. The math co-requisite is doing better this year, but has a ways to go. The alternative pathway through mathematics, Math 1001, shows promise and should grow as our academic advisors begin to promote the course. **Table 10: Learning Support Redesign Models** _see table below_
Measures of Success	For remediation in English, success has been reached. Every one of these students would have been ineligible to take Composition I until after at least one semester. Nearly 70% of the students each fall are taking only one credit of support and are moving on to the Comp II after one semester. This is huge success over our previous system.
Lessons Learned	The challenge of fitting these one-credit sections into a faculty member's load is the primary obstacle to success at this point. Also, incentivizing the students to take advantage of the support sections, despite the fact that the grade is based solely on the college level course grades, is also a challenge. All faculty members are encouraged to utilize GradesFirst to provide an early warning grade in the fourth week of class. This action should allow students ample time to take corrective action in a course to prevent failure. Also, the faculty are encouraged to continue to send warnings to students,

Fall 2015	Total Students	Successful	Success Rate
ENGL 0989*	104	72	69.2%
ENGL 0999/ENGL 1101**	154	122	79.2%
ENGL 1101 (total)	1201	763	63.5%
Math 0989*	239	121	50.6%
Math 0999/Math 1111**	327	153	46.8%
Math 1111 (total)	1325	713	53.8%
Math 0997/Math 1001**	10	8	80.0%
Math 1001 (total)	29	20	69.0%
Spring 2016	**Total Students**	**Successful**	**Success Rate**
ENGL 0989*	53	31	58.5%
ENGL 0999/ENGL 1101**	122	95	77.9%
ENGL 1101 (total)	595	332	55.8%
MATH 0989*	145	90	62.1%
MATH 0999/Math 1111**	264	109	41.3%
MATH 1111 (total)	684	311	45.5%
MATH 0997/ MATH 1001**	5	4	80.0%
MATH 1001 (total)	19	14	73.7%
*Foundations Courses **Co-requisite Courses			

<table>
<tr>
<td></td>
<td>advisors, tutoring, and counseling throughout the term when a student's performance falls below an acceptable level.

In Spring Semester 2015, when East Georgia State College began participation in the John N. Gardner Institute Gateways to Completion (G2C) initiative, the School of Math/Science utilized a single 4 credit Learning Support Math (MATH 0099) for remedial mathematics students. Starting in Fall Semester 2015, the School of Math/Science changed the delivery of remedial mathematics to include a lower level 3 credit Foundations of College Algebra (MATH 0989) and a 1 credit co-requisite College Algebra Support (MATH 0999). In using this model, each College Algebra instructor also taught a linked College Algebra Support (MATH 0999). The delivery of remedial mathematics will change again starting Spring Semester 2017. The instruction of remedial mathematics will be converted to a lab model. College Algebra instructors will be assigned to staff computer labs to assist remedial students enrolled in MATH 0999. The delivery of remedial mathematics may continue to evolve as we learn more regarding mathematics education by our participation in the G2C initiative aimed at improving success in Gateway courses.

The rapid evolution and changes in remedial mathematics instruction will make comparisons difficult between previous tersm and current terms.</td>
</tr>
<tr>
<td>**High-Impact Strategies**</td>
<td>**Implement flipped classrooms**
Implement open educational resources (OERs; free, open source textbooks)</td>
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<tr>
<td>**Related CCG Goal**</td>
<td>Goal 8: Restructure instructional delivery to support educational excellence and student success.</td>
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<tr>
<td>**Demonstration of Priority and/or Impact**</td>
<td>As an access institution, EGSC serves a student population that includes over 30% who are first generation college students and over 80% who receive some form of financial aid. The results of the Community College Survey of Student Engagement (CCSSE) given to samples of EGSC student populations over the last twelve years indicate that EGSC students are more likely than their peers at other small colleges to either skip class or come to class without having completed readings or assignments. EGSC faculty are flipping their classrooms to encourage their students to become more active and engaged learners.

EGSC faculty are referring students to the ACE for tutoring. They are also using the GradesFirst software to send warnings to the students when they are having identifiable difficulties. The value of GradesFirst is that it not only warns the student of their difficulties, but also their advisor, the ACE (tutoring), the Advising Centers (academic advisement), and Counseling.

In addition, many students are unable for financial reasons to purchase all required textbooks at the beginning of the semester. By assigning open educational resources to student, EGSC faculty are removing a substantial barrier to student success, particularly in the crucial early weeks of each semester.</td>
</tr>
<tr>
<td>**Primary Point of Contact**</td>
<td>Dr. Jimmy Wedincamp
Dean of the School of Mathematics and Natural Sciences
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Dr. Carmine Palumbo
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Dr. Lee Cheek
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lcheek@ega.edu</td>
</tr>
<tr>
<td colspan="2">**Measures of Progress and Success**</td>
</tr>
<tr>
<td>**Measure, Metric, or Data Element**</td>
<td>The results of general education assessments will show the success of enhancements in flipped classrooms. College faculty are applying for Textbook Transformation Grants from Affordable Learning Georgia and implementing digital textbooks as the result of grant.

The institution has been using a specific metric to assess the outcome of implementing open educational resources. Our goal has been to make all faculty members aware of these resources and to encourage faculty members to take advantage of these resources in areas where quality will not be compromised,.

Success Rates as defined by number of students that make an A, B or C divided by the total number</td>
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	of students are used to assess the overall success of flipped classrooms in comparison to non-flipped classrooms.
Baseline measures	There is a need to improve EGSC student success rates in gateway courses (MATH 1111, ENGL 1101, and HIST 2111/2112) and in learning support and online-delivered courses above the baseline of Fall 2011. It has been noted that less than fifty per cent of students in gateway core classes purchase required texts.
	In the first few years of Affordable Learning Georgia, an initiative supported by the University System of Georgia and headed-up by the Library Directors, a number of EGSC faculty members earned grants to adopt OERs and other techniques in their classrooms in order to improve success and save students money.
	We will compare success rates between courses utilizing the current text books and courses utilizing open source materials.
Interim Measures of Progress	Flipped classrooms are in progress in all academic schools. The flipped classrooms in both general chemistry I and II and calculus I continue to show growth from a 42-48% success rate in chemistry I and II and a 50-60% success rate in calculus I to the rates indicated below after the classes were flipped. It can be noted the instructor who flipped the calculus I retired at the end of Fall Semester 2015 and the new instructor did not adopt the flipped classroom approach.

Table 11: Flipped Chemistry I and II and Calculus I Success Rates

Flipping Chemistry	2014		2015	
	Spring	Fall	Spring	Fall
CHEM I Success Rate	50%	57%	81%	65%
CHEM II Success Rate	63%	71%	68%	85%

Flipped Calculus I	AY 2013-2014		AY 2014-2015		AY 2015-2016	
	Fall 2013	Spring 2014 + DVDs	Fall 2014 + DVDs	Spring 2015 + DVDs	Fall 2015 + DVDs	Spring 2016 – New Instructor + Not Flipped
Success Rate	83.3%	86.2%	76.7%	93.3%	76.2%	44.4%

Five ALG applications grants have been awarded to EGSC faculty. The cost savings associated with those grants is noted below in Table 12. Other classes are beginning to use less expensive alternatives to traditional textbooks. For example, all chemistry classes use an ebook which is approximately 40% of the cost of a hardbound textbook. The chemistry and integrated science instructors supply locally-developed laboratory exercises, saving the cost of a laboratory manual. One section of MATH 1121 Introduction to Statistics has been converted to open source text and online supplements. The text book utilized is Introductory Statistics from OpenStax and the homework system is WebAssign. Digital textbooks are being implemented in all introductory psychology courses. Students in world history are provided detailed notes of class material which replaces a textbook. Economics has been taught in the past using OpenStax. The new instructor in the course has reverted back to a standard textbook because of insufficient time to adjust to the OpenStax version.

Table 12: Affordable Learning Georgia Grants to East Georgia State College

Round	Grant Recipients	Course	2016 AY Students	New Book Cost	New Book Savings	Rental or Loose-Leaf Cost	Rental or Loose-Leaf Savings
1	Kearns and Lee	Psyc 1101	267	$197.50	$52,732.50	$108.63	$29,004.21
2	Xie and Kersey	Math 1111	265	$275.25	$72,941.25	$194.00	$51,410.00
6	McKinney and Shepard	Hist 1111	52	$64.00	$3,328.00	$35.20	$1,830.40
6	Sega and Chevalier	Biol 1107	158	$257.00	$40,606.00	$192.75	$30,454.50
	2016 Savings				$169,607.75		$112,699.11

7	Andrews and Drummer	Math 1111	321	$275.25	$88,355.25	$194.00	$62,274.00
	2017 Projection				$257,963.00		$174,973.11

Measures of Success	The overall cost of textbooks would continue to drop. No final date can be speculated since more and more textbooks are being replaced with alternatives. A statistically relevant increase in success rates will indicate success of the program. One encouraging metrics is the rate between credits earned based on courses attempted. Table A5 in the Appendix documents steady increases in the rate from Summer Semester 2010 through Spring 2016. For example, the rate increased from 57.3% in Fall Semester 2010 to 72.5% in Fall Semester 2015. The table also documents that students who take a mix of in-class and online courses complete courses at a rate that is higher by 6 percentage points than students who depend on one course delivery mode.
Lessons Learned	**FLIPPED CLASSROOMS** Many of the biology courses have instituted flipped classrooms. One of the biggest challenges reported has been the struggle to provide students with the appropriate feedback they need to benefit from the flipped classroom process. Instructors report that they are streamlining the process and tend to focus more on discussion and less on after-the-fact grade assessments. Many students reported that they felt like they were being asked to do too much outside of class. This style of teaching is used in order to foster student preparedness for class activities and promotion of time management skills. It was also noted that all instructors may not be willing to adopt flipped classrooms. The time to change a traditional class into a flipped class in much more than some faculty can invest because of other time commitments from the remainder of their teaching schedule. **OPEN EDUCATIONAL RESOURCES** One of the challenges is that the open source text covers similar topics as the original text, However, our students find the open source text more difficult to understand. The instructor is developing PowerPoint slides for each lesson to make sure we are assisting our students while still covering the same topics as our other statistics sections. Another challenge is the open source ancillaries, such as homework programs, have not developed to the same functional level as those in the more costly textbook. To alleviate this problem the instructors have to review some items in class when a section is completed.

OBSERVATIONS

MOST SUCCESSFUL STRATEGIES:

Our most successful strategies appear to be those associated with graduation. Our "15-to-Finish" strategy, called (g2)2 or "Get to Graduation in Two Years," is working well. The USG A.D.D. (Associate Degree you Deserve) initiative, which is a partnership between EGSC and Georgia Southern University and EGSC and Augusta University, is designed to assist students who wish to "reverse transfer" in order to complete an associate degree. The support of the EGSC, GSU, and AU Records Offices and the Academic Advisement Centers is critical for this program to work. The number of graduates has increased dramatically and the graduation rate is climbing out of the basement.

The Learning Commons strategy involving collaboration among the Academic Centers for Excellence, the Academic Advising Centers, and the Library is still working well even though funding may be required to raise the level of success for this strategy. The GradesFirst shows promise as a tool for assisting students.

LEAST EFFECTIVE STRATEGIES:

The USG G2C initiative has not been as effective as planned and has not reaped early benefits. The time that must be put into the project has not provided the output needed to justify the input. It is a 3-year project, so perhaps it will improve.

ADJUSTMENTS MADE TO COMPLETION ACTIVITIES:

EGSC has replaced its previous five-week grade reporting system with GradesFirst, which should give the College the ability to utilize constant monitoring of student success. It will also provide a way of interacting between the ACE, the advising centers, the Counseling Center, enrollment services, and the faculty. EGSC is also examining the Lumina

Foundation's Beyond Financial Aid (BFA) initiative and will be adopting some of the components of the program in the near future.

We must develop East Georgia State College's version of competency-based education. This initiative will become a higher priority at the College.

Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

INSTITUTIONAL MISSION
The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

STUDENT BODY PROFILE

High-impact strategy	Pre-College Academy
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
	Goal 2: Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years).
	Goal 9: Increase Access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	This specific high impact strategy addresses priority for Fort Valley State University (FVSU), as it seeks to increase access to postsecondary education to underrepresented, at-risk student populations. The success of the program increases the number of students the institution serves from this population, and potentially increases the number of students who enroll as new freshmen each semester.
Primary Point of Contact	Stevie L. Lawrence II, Ph.D., Executive Director, Center for Retention Services (478) 822-1018 (office) lawrences@fvsu.edu (email)
Summary of Activities	During the 2015-16 academic year, FVSU provided the Pre-College Academy for a group of 17 students during the fall 2015 semester. Students in the program were enrolled in six credit hours, which included both the Learning Support mathematics and English course. Additionally, students enrolled in the program had an opportunity to engage in a cadre of programs, services and institutional initiatives that spoke to developing the whole student and ultimately preparing them for the rigors of college life. Among these, include time management workshops, cultural trips, and career development and exploration seminars.
Measures of Progress and Success	
Measure, metric, or data element	As a method of evaluation, FVSU will assess the success of student participants based on their ability to persist beyond the first-year of college, and their ability to successfully complete college level English and math once fully admitted to the institution.
Baseline measures	24.2% of underprepared students graduate from FVSU in six years.
Interim Measures of Progress	Since the inception of the program in the 2014-15 academic year, 61 students have participated in the Pre-College Academy. As 61 students have participated in the Pre-College Academy since Fall 2014, all students, with the exception of 12 have been retained beyond the first semester of their first year; providing for a 80% persistence rate for Pre-College Academy students. The average overall GPA for currently enrolled Pre-College Academy

	students is 2.23.
Measures of Success	Increase the success of students who are underprepared by 5% over the next three years.
Lessons Learned	Barriers that have been associated with implementation of the Pre-College Academy is the ability to enroll a high number of academically underprepared students. However, the institution has taken additional measures to create additional programs such as the Fort Valley State University Gordon Access Program also know as FVSU GAP, in an effort to serve an even greater population from this specific student demographic.

FVSU enrollment reached a high in 2011 (3896) and now stands at 2695. The student retention percentage has grown over the last academic year to 75%. FVSU administrators believe this increase is due to many initiatives that have been implemented. The majority of FVSU students are African-American (94%) and as of 2014, 84% of FVSU students received Pell Grant Funds. Approximately only 5% of the incoming freshmen class were considered adult learners (25 years or older), so the bulk of the student body is made up of high school graduates who are products of lower-performing high schools in the inner-cities or rural areas. However a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates. Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that needed to be developed and for historical perspective as the plan was outlined for the future of FVSU.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-impact strategy	**Expanded Adult Learning Opportunities**
Related Goal	Goal 9: Increase Access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	This strategy is directly related to enrollment growth for our institution. Specifically, targeting an additional group of adult learners provides greater access to higher education for the surrounding service area.
Primary Point of Contact	Mr. Ashley Ballard, Director of Graduate Admissions (478) 825-6338 ballarda@fvsu.edu
Summary of Activities	The institution has done some work in this area to increase opportunities for adult learners to enroll at a higher rate. Among these activities, include Adult Learner Recruitment Days provided at the institution's Warner Robins Campus to highlight programs that are suitable for adult learners and to emphasize the methods for enrollment. Developing a strategy to further grow this student population has just begun.
Measures of Progress and Success	
Measure, metric, or data element	N/A
Baseline measures	Adult students make up 4.9% (2014) of the first-time freshmen student enrollment along with Adult students comprising of 1.3% of first-time freshmen online students. The Adult student population graduates at rate of 27.3%. The Total Online population makes up 2.7% of the first-time freshmen enrollment.
Interim Measures of Progress	This information is not available at this time.
Measures of Success	The institution will measure the enrollment of adult students in both traditional formats as well as online.
Lessons Learned	FVSU is becoming intentional in communicating and developing outreach programs and services that will attract and service adult learners in an effort to offer them greater access.

High-impact strategy	**Intrusive Financial Aid Advising**
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years). Goal 9: Increase Access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	The completion of financial aid is a problem for many campuses. As FVSU seeks to implement an intrusive financial aid advising model, this will increase the number of students who complete the enrollment process successfully each academic year until graduation. This has a direct impact on retention and ultimate completion.
Primary Point of Contact	Teresa Joseph, Interim Director of Financial Aid, josepht@fvsu.edu
Summary of Activities	Prior to the 2015-2016 Academic Year, we assisted students with completing their FAFSAs, provided information during our Financial Aid Awareness Month (February), and participated in various workshops. Also, we presented parents and students with information during our Open House Events and provided additional guidance during the Orientation Sessions. During our peak season, we utilized our Call Center to assist with the numerous amount of phone calls that we received daily. Once all system upgrades had taken place, the four Financial Aid Advisors were able to begin packaging and reviewing the Verification Documents.
Measures of Progress and Success	
Measure, metric, or data element	Provide intrusive advising to keep students on track to graduate.
Baseline measures	Eighty-Three Percent (83.5%) of FVSU students receive Pell Grants and 92.6% of students receive some type of loan. Thirty-Seven Percent (37.3%) of the enrolled population was considered paid on the first day of class.
Interim Measures of Progress	This data is not available at this time.
Measures of Success	Currently the institution is working to determine at what levels should students receive aid based on the number of FAFSAs received.
Lessons Learned	There are still some dilemmas with implementing a totally intrusive financial advising model. There are some challenges that persist related to communicating with students about the importance of completing the FAFSA and submitting the appropriate documentation to complete the award process.

High-impact strategy	**Intrusive Academic Advising**
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 4: Provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	This specific strategy contributes greatly to the number of students who persist in a timely manner to graduation. Intrusive Advising is tremendously important, as it ensures that students understand their degree requirements and follow them closely. Essentially, it also contributes to providing a better understanding to the purpose of the undergraduate core curriculum for students and ensures that each student meets such general education requirements.

Primary Point of Contact	Stevie L. Lawrence II, Ph.D., Executive Director, Center for Retention Services (478) 822-1018 lawrences@fvsu.edu Jocelyn Neal, Ed.S., Director of Academic Advising & Tutorial Services (478) 822-1070 email nealj@fvsu.edu
Summary of Activities	The current structure for academic advising is twofold at FVSU. The Center for Retention Services (CRS) provides academic advising services for freshmen and sophomore students (0-60 credit hours). There are a total of five staff persons who provide academic advising services for this student population. Each advisor is responsible providing academic advising for specific majors. Students undergo a two step advising process which includes pre-advising just before registration begins in an effort to assess their progress in their current classes, and once registration begins, they undergo a the process for actually registering for classes each semester. In addition, advisors monitor the progress of their students each semester. In addition to these efforts, students on Academic Probation, Academic Warning, and SAP must see their Academic Advisor. Advisors will assist with assigning Tutorial Services and monitoring their attendance with tutorials. Students must attend tutorials at least 10 times during the semester. These students must develop Academic Improvement Plans and are placed on an academic contract to hold students accountable. Additionally, students meet with Retention Specialists bi-weekly to discuss improving academically and developing appropriate academic behaviors.
Measures of Progress and Success:	
Measure, metric, or data element	
Baseline measures	Eighty-percent (80.2%) of credits attempted were successfully completed.
Interim Measures of Progress	Increase the percentage of credits successfully completed by 5%.
Measures of Success	Increase the percentage of credits successfully completed by 5%. This direct assessment will incorporate an analysis of Passed courses (A, B, C, and S) versus attempted courses (D, F, W, WF, and U). Additionally students will continue to have an opportunity to provide their perceptions of the effectiveness of the advising center and the team of retention specialists through student satisfaction surveys. Also, Student Credit hour attainment will be tracked.
Lessons Learned	

High-impact strategy	Data Analytics
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	This specific strategy contributes greatly to the number of students who persistence in a timely manner to graduation. Intrusive Advising is tremendously important, as it ensures that students understand their degree requirements and follow them closely. Essentially, it also contributes to providing a better understanding to the purpose of the undergraduate core curriculum for students and ensures that each student meets such general education requirements.
Primary Point of Contact	Don McCarthy, Sr. Research Associate mccarthyd@fvsu.edu
Summary of Activities	As it relates to retention and graduation rates, the Office of Institutional Research provide monthly reports related to course withdrawals and semester reports related to course completion and ultimate matriculation. Moreover, the Center for Retention Services has employed a case-management model for academic advising which allows staff the opportunity to effectively track course completion and degree progress.
Measures of Progress and Success:	
Measure, metric, or data element	The retention rate has increased by 19 percentage points, while the six-year graduation rate has increased by 5.5%.
Baseline measures	The Retention Rate at FVSU is 56.7% and the six-year graduation rate is approximately 28.5%.
Interim Measures of Progress	The current retention rate has grown significantly to 75%, with the six-year graduation rate growing to 34%.
Measures of Success	The rate at which students successfully complete courses toward graduation is one method by which the data related to retention and graduation.
Lessons Learned	Assessing important campus data related to retention and graduation is key to decision making. Therefore, the institution will continue to employ such measures.

Georgia College & State University

GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

This report describes strategies that Georgia College & State University (GC) is implementing to address Complete College Georgia (CCG) goals as designated by the University System of Georgia (USG). The report evaluates each strategy and its impact and summarizes the activities supporting each strategy. It also describes the baseline measurements and lessons learned.

GOAL I: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS

Description of Strategy: This high-priority strategy aims to increase high school completion from the GC Early College (EC) program by 5% annually and increase earning of college credits by the time of high school graduation by 5% over the next two years. This strategy is a priority because of its potential to have a direct, positive impact on high school students in Middle Georgia—increased high school graduation rates, college admission and completion-- and to increase diversity at GC.

While the number of students enrolled in GC EC declined between 2014 and 2015, there was a significant turnaround in the students enrolled during the 2015-2016 academic year; and a record number of those students graduated (see table below). In spring 2016, 26 students graduated from the EC program; and 21 of those students were accepted into colleges in Georgia. Seven students in the class of 2016, the highest number to date, applied, were admitted, and, subsequently, enrolled in GC. Two students from the EC class of 2014 also applied and were accepted, bringing the total number of EC students admitted and enrolled at GC in the fall of 2016 to nine.

Data from the GC EC Class of 2016 were noticeably higher compared to prior years. While percentages were down in FY '15 as compared to FY '14, the numbers for FY '16 are demonstrably higher, particularly in the number of students enrolled in GC's first-year class. GC EC administration is very proud of the Class of 2016's outstanding achievements. The administration had predicted that only five students would complete the program in 2015, so these results have been greater than anticipated, particularly in the Class of 2016. The administration is anticipating that all 25 seniors in the Class of 2017 will complete the program, with college credits earned continuing to be between nine and 42.

Georgia College Early College Completion Data

	Total GCEC Enrollment	**Graduating High School (Attended GC)**	**% of Original Class of 55***	**Continuing @ IHE**	****Dual Enrollment Range of College Credits Earned by GCEC graduates**
2011-12	168	10 (1)	18.2%	10	15-29
2012-13	194	11 (0)	20%	11	13-26
2013-14	229	19 (5)	34.5%	19	15-37
2014-15	216	12 (2)	22%	12	9-32
2015-16	234	26 (9)	47.27	26	9-42

*% students graduating from GC EC compared to original class enrollment **Number of college credits awarded to GC EC graduates in each of the past three years

ACTIVITIES:

We attribute this rise in the number of students graduating from the EC program to the initiatives implemented by the EC and GC administration, student groups, faculty mentors, and the clear goals set by the director of the EC program.

Collaboration and goal setting

Efforts by the GC administration during the 2015-2016 academic year to maintain communication with GC EC-to provide support, initiate programming, and set goals-have helped to increase graduation and admission to GC from EC. These conversations greatly improved communication. The goal of the EC is for all seniors to graduate and be admitted to colleges in Georgia.

Highlighting the success of students admitted to college

This year, EC hosted spring *Signing Day*, where the each student admitted to a college was announced, applauded, and accompanied on stage by alumni from the college to "sign" their commitment to attend the college where they had received admission. The public acknowledgement in front of parents and other GC students, the presence of alumni from the respective colleges, and the general excitement that included balloons and cheerleaders that is often part of athletic signing day, were an excellent way to make acceptance to college a fun and inspiring experience for the students, the alumni, and their parents.

Mentoring EC students

GC work-study students from the GC College of Education have spent much of their time working with EC students as peer mentors. Mentors and EC students met once a week to discuss the challenges of applying to college, what to expect in college, and how to survive and thrive once they enroll.

Outreach from the GC Male Connection

The MALE Connection is GC's African-American Male Initiative, supported by the USG's African-American Male Initiative (AAMI), which started in 2002. The MALE Connection, an acronym for Mentoring African-Americans for Leadership, Education and Connection, includes over 50 participants, over half of whom are EC and high-achieving male students who are mentored by our undergraduate students. Of the nine students accepted to GC for the fall 2016 class, seven of those students are male, which we attribute in large measure to the success of the mentoring and outreach of the MALE Connection with EC male students.

Collaborations between EC and GC faculty

EC and GC faculty members are working together to create small group tutoring sessions to address the basic skills needed for students to succeed in college core courses. GC EC teachers have engaged in collaborative planning and team teaching with college professors to address those areas where students need to be successful. These intentional efforts are paying off for EC and GC faculty and the students, as evidenced by the increased number of EC students recently admitted to GC. These mentoring relationships will continue with GC professors during the students' first year in college to ensure successful progress.

Outreach from GC academic advisors

In an effort to provide additional mentoring outreach and to help in both academic and social preparation for college, the Associate Provost for Student Success asked GC academic advisors to form an outreach committee to establish long-term advising relationships with EC students in order to help them prepare for admission and successful matriculation at GC. Seven advisors established a committee called the EC Holistic Outreach (ECHO). The ECHO committee has developed a program that includes monthly outreach to seventh, eighth, and ninth grade EC students to help them bond as a cohort and begin early to help them prepare for admission to college. Sessions include getting-to-know-you activities, question-and-answer sessions between students and advisors, and informative discussions on the daily life, resources, and benefits of college. The advisors met with the EC students three times in 2015-2016.

Outreach to EC students enrolled at GC

The academic advisors and faculty members who have established relationships with EC students will continue their mentoring relationships with those students after they enroll at GC. The Associate Provost for Student Success believes that an intentional, ongoing institutional commitment to these students throughout their college career will help to ensure their retention and success. In addition to assigning one of the academic advisors now working with the seventh, eighth, and ninth graders to work directly with students in the first year class at GC, the Associate Provost will be hosting a fall and spring semester lunch with the EC students so that they can get to know senior administrators, learn more about GC, and establish long-term ties to the university. The combination of these efforts will be helpful for the retention and successful completion of the students now enrolled.

Baseline Measure of Success: In 2011, one EC student was enrolled at GC. We want to continue to increase that number and to make sure that the nine new students enrolled this year remain at the college and graduate.

Lessons Learned: Given the varied backgrounds of EC students, often without a tradition of family members who have attended college, comprehensive mentoring and engagement with them is important in order to ensure their readiness, their acceptance, and their retention in college.

Principal Points of Contact: Runee Sallad, Director of the EC Program; Carolyn Denard, Associate Provost for Student Success.

GOAL II: PROVIDE INTRUSIVE ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE
Description of Strategy: Intrusive advising has taken three forms at GC to help students stay on track for graduation. This is a high-impact, high-priority strategy designed to increase GC graduation and retention rates.

ACTIVITIES
Tracking retention and graduation by advisor

Building on the success of the four-year advising clusters, wherein advisors remain with their advisees all four years, advisors are being asked this year to track the retention and graduation of their advisees. We are soliciting the technical assistance of the predictive analytical tools of the Success Collaborative to help advisors identify and track students who might be at risk and then to make them part of a targeted outreach campaign to make sure that they stay on track. Our lowest retention rate (65%) occurs between the second and third year, with nearly 35% of an entering class having left GC by the beginning of the junior year. We are working now to have each advisor identify which of his or her advisees is leaving the college and why and to ascertain through intrusive advising the assistance that GC can provide to help those students remain enrolled.

Senior-year Progression Pilot Program

To increase the number of students graduating, intrusive advising has been extended this year into a full year *Senior Progression Pilot* to track students who have 90 or more hours at the beginning of the fall semester so that they graduate in the spring. The *Pilot* has included an early fall survey to determine the student's own expectations for their graduation and to determine if they have completed both the course requirements—core course completion, capstone projects, and minimum GPA-- as well as the out-of-class requirements—exit exams and legislative exams-- needed in order to graduate on time. The survey was followed by a fall senior information session and direct calls from advisors to students who have not met benchmarks—exams, GPA, financial aid, core and major requirements—by the end of the first semester. The *Pilot* will not necessarily increase the cohort graduation rate for GC since many students transfer after the sophomore year, but it may increase the number of students who graduate from the university overall. Certain barriers keep students from progressing; the goal of this project is to engage in proactive, intrusive advising through targeted campaigns for seniors to make sure that they are meeting requirements necessary for graduation in a timely manner.

Campus-wide enrollment and retention committee

In an effort to make graduation and retention the responsibility of a broad-based group of college administrators, the Provost (January 2016) created a campus-wide Strategic Enrollment and Retention Committee. The committee was charged with developing initiatives to improve enrollment, retention, and graduation as well as enhance student success at GC. These initiatives will be presented to the President's Cabinet. The first task of the committee was to undertake an initiative similar to intrusive advising. A subcommittee made calls over the summer to students who had not registered for fall and who had not completed a formal withdrawal. A total of 106 students fit this criteria. The responses from students were not unexpected—entered GC with the intent to transfer, desired to be closer to home, and medical challenges. The intervention increased awareness of the reasons why students were not returning and provided an opportunity to intervene if at all possible.

Baseline Measure of Success: Our baseline second-to-third-year retention rate is 68%. Our baseline graduation rate is 47.7%. Our goal is to improve both of these numbers.

Lessons Learned: We have learned that intrusive advising works and can be used by a broader number of college staff beyond academic advisors.

Principal Points of Contract: Carolyn Denard, Associate Provost; Mike Augustine, Director of Academic Advising; and Chris Ferland, Director of Institutional Effectiveness.

GOAL III: SHORTEN TIME TO DEGREE BY ALLOWING STUDENTS TO EARN COLLEGE CREDIT WHILE STILL IN HIGH SCHOOL AND BY AWARDING CREDIT FOR PRIOR LEARNING THAT IS VERIFIED BY APPROPRIATE ASSESSMENT

Description of Strategy: Increasing the number of dually-enrolled students taking GC classes and earning college credit prior to high school graduation is a high-priority strategy that can have a positive impact on graduation rates at GC. This year, GC increased the count of dual-enrollment students by 41% from 58 in fall 2015 to 82 in fall 2016 (see chart below).

Dual Enrollment (includes Move on When, Early College, and Dual/Joint Enrolled)
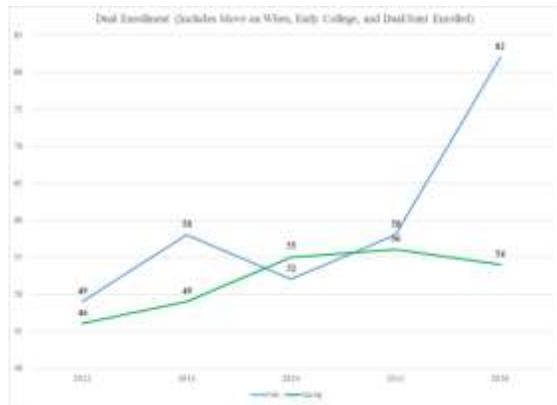
ACTIVITIES

Outreach to local schools

The GC Office of Admissions has reached out to local schools to offer assistance for students enrolling dually in high school and college. GC admission counselors work with high school counselors to encourage students all over Georgia to take advantage of dual-enrollment opportunities in their local communities as a way to gain advanced credit and also improve their admissions portfolio when considering application to GC. GC has an advisor specifically designated to work with dual-enrollment students.

Impact of Move on When Ready

The change in the funding model for dual enrollment from the *Accel* program to *Move on When Ready* proved to be quite beneficial for increasing the number of dual-enrollment students. Under *Move on When Ready* funding, families receive funding for all tuition, mandatory fees, and the use of required textbooks. The GC Office of Admissions works closely with local schools to explain the benefits of this program.

Impact of AP credits

In addition to offering dual enrollment, GC encourages entering students to enroll in Advance Placement (AP) courses in high school with the intent of exempting college courses by AP exam score. Score reports from summer 2016 indicate that 635 incoming first-year students at GC, 46% of our first-year class, had received some form of academic credit that is applicable toward their degree. The total academic credit from AP was 1,885 credit hours or approximately three semester hours of credit for each student. The 635 students with AP credit in 2016 is up 12% from 566 in 2015.

Baseline Measure of Success: In 2015, 566 incoming freshmen, or 39% of the group, brought in AP credit. GC is working to appropriately increase the percentage in the coming years.

Lessons Learned: Dual enrollment can be positively impacted by providing free tuition for dually-enrolled students. Encouraging students to take AP credits during recruiting sessions pays off in the number of student who enter the university with college credit.

Principal Points of Contact: Suzanne Pittman, Associate Vice President for Enrollment Management; Kay Anderson, Registrar; and Mike Augustine, Advisor of Dual Enrollment Students.

GOAL IV: Restructure instructional delivery to support educational excellence and student success

Description of Strategy: In addition to the *Math Emporium* tutoring program, which we highlighted in our CCG Report last year and which has greatly increased student performance in math courses, Georgia College's Supplemental Instruction (SI) program, administered out of the Learning Center, is rapidly becoming a high-impact program. SI is a high-impact, high-priority strategy that reaches one-third of our undergraduates. SI is supporting the university's and the CCG goals in three important ways: greatly improving students' performance in difficult courses, encouraging the retention of high-achieving students who serve as SI leaders, and creating a welcoming social and intellectual climate for students from diverse ethnic backgrounds.

ACTIVITIES:

Supplemental Instruction

GC's SI program consists of non-remedial, peer-led study sessions targeted at historically difficult courses. The program (started in the 1970s--and still headquartered at the University of Missouri at Kansas City), began at GC in 2012 with a goal of improving student academic performance and retention in difficult courses and thus improving graduation rates for the university overall. SI leaders are not TAs; they are a highly-selective group of students who have performed well in the courses for which they lead intense discussion sessions outside of class. Since 2012, the SI program has grown from 43 SI leaders to 78 SI leaders in fall 2016. They are assigned to 68 courses and 79 total class sessions. From a population of 2,100 students, 1,400 (or two-thirds of the eligible students) have taken advantage of the program. Student visits to SI sessions have increased from 3,279 in fall 2012 to 7,375 in fall 2015. The DFW rate for courses where students regularly attend SI sessions has dropped consistently over the past four years. In fall 2015, in a sample of 67 courses (see table below), the DFW rate for students who attended SI sessions dropped between five and 66 percentage points. In only two cases did the DFW rate increase after SI visits.

Overall, students who attended SI sessions increased their AB-grade rates and lowered their DFW rates.
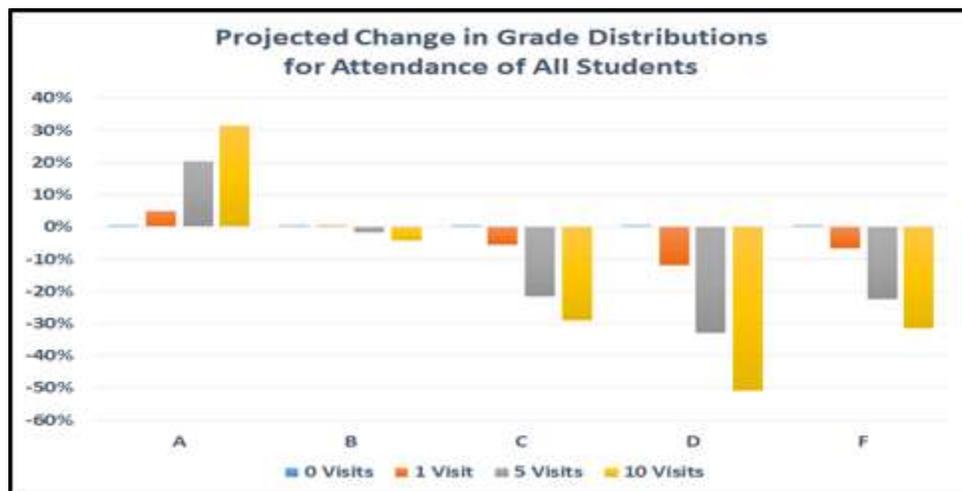
According to the model, each additional SI session a student attends increases the student's odds of receiving a higher grade by 1.061 percentage points. The predicted percentage change in grade distributions if all students attended 0, 1, 5 and 10 SI sessions is given in the figure to the right. We see a consistent, positive change in the distribution of As, and consistent, negative change in the distribution of Cs, Ds, and Fs.
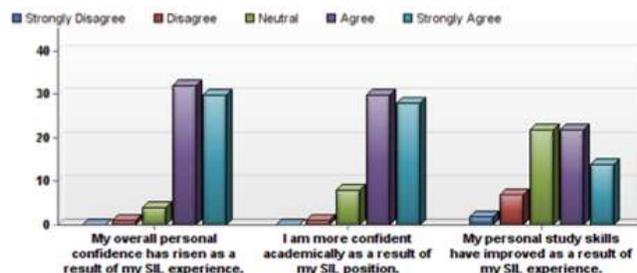
Student leaders in the SI program receive training in managing course study sessions, oral presentations, and leadership. An important outcome of the program has been the students' personal growth and academic competency in their major subject areas. The students who serve as SI leaders complete their course work with distinction at GC, engage in research more often with their professors, and go on to receive impressive graduate school scholarships. In spring 2016, fifteen SI leaders received scholarships to graduate schools; and one SI leader won the prestigious Woodrow Wilson Teaching Fellowship. Consistently, students who serve as SI leaders indicate that they receive great personal gains from the program (see chart at left).

Over the past four years, the SI program has become a model for peer-led instruction at GC. Demand for the program has increased dramatically since 2012 as faculty find that it greatly improves the performance of students and allows an

important mentoring opportunity with a high-achieving student. The SI program began with a focus on courses in STEM fields and now includes many courses outside STEM. The benefits of the program to faculty and overall student success have exceeded our expectations. Our work in this area has become a model for the system.

Baseline Measure of Success: We will continue to measure the SI program by the decrease in DFW rates in difficult courses, the increase in AB-grade rates, the demand for the program from our faculty, and the overall personal growth and academic development and success of our students.

The Lessons Learned: Good programs that focus on the academic success of students and their personal growth can have enormous benefits well beyond the classroom. Such programs can increase overall retention. We have learned that successful, high-impact programs are a good investment for the university.

Principal Points of Contact: Jeanne Haslam, Director of the Learning Center and the SI Program; Carolyn Denard, Associate Provost for Student Success.

Georgia Gwinnett College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Gwinnett College (GGC) is **one of two access institutions within the University System of Georgia that primarily offer baccalaureate degrees**. The GGC mission states that the College "provides access to targeted baccalaureate and associate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region." Founded in 2005, Georgia Gwinnett College (GGC) operates, and has always operated, in the context of a clear strategic plan derived from its mission. From its inception, access to and success in baccalaureate education have been at the center of the College's efforts. GGC's growth and its success in serving a challenging population are evidence of the College's commitment to providing not only access to post-secondary educational opportunity but also support structures that engender success.

GGC's game-changing model of education reflects our values of access, attention, and affordability. We use a coordinated care model of learning and progression, integrating efforts across campus to ensure that we best serve our students. Further, we provide intersectional programming for student success, understanding that layering high impact practices both addresses the widest audience and has the greatest effect on students reaching their academic and personal goals. Our efforts in coordinating care and providing intersecting student success programs coincide with our attentive teaching and learning model, in which active and authentic learning experiences focus instructional design, academic programming, and faculty development activities. For these reasons, we discuss below our strategies and activities in clusters that work in tandem towards promoting the values at the heart of GGC's mission: coordinated care; intersectional student success programming; and attentive teaching and learning. These strategies are not interventions added to our core institutional makeup but together form the basis of our institutional culture, where innovations and initiatives in teaching, advising, and mentorship affirm our commitment to supporting the success of every student.

A review of the basic demographic characteristics of the GGC student population shows a preponderance of those who are traditionally underserved and for whom substantial support structures are essential.

GGC students tend to have relatively low levels of academic preparation. The mean high school GPA of GGC's Fall 2015 entering freshman cohort was 2.79, among the lowest in the USG State Colleges. Each cohort of first-time entering students at GGC has had a consistent academic profile with a mean high school GPA of between 2.69 and 2.82, with over 25% requiring remediation in at least one core subject (Math or English). New transfer student cohorts have traditionally entered with a mean transfer GPA between 2.3 and 2.9 and transfer in an average of 40-45 semester hours.

GGC enrolls a substantial number of first-generation college students. Results from four consecutive years of the Beginning College Survey of Student Engagement (BCSSE) indicate that 40-50% of the entering first-time students are from families in which neither parent has a college degree. A more detailed analysis of the most recent entering class shows that 38.6% of entering students have no parent with a college degree. Other self-report data continues to indicate that over 20% of entering GGC students are the first in their families to attend college. These findings suggest a substantial portion of the student population may enroll without having had a model of college attendance as a regular part of their formative educational experience.

GGC is a majority-minority institution. GGC enrolls a highly diverse student population and has been majority-minority since 2009. GGC has been recognized by US News and World Report as the most diverse college in the South. For Fall 2015, the College's race/ethnicity data show that its student population is 35.6% White, 32.6% Black/Non-Hispanic, 16.9% Hispanic, and 10.1% Asian. This pattern of racial/ethnic enrollment has been consistent for several years.

GGC enrolls a high percentage of Pell Grant eligible students. For the past four years, over 50% of each entering freshman cohort has been eligible for Pell grants, and over two-thirds have received financial aid of one form or another. For the upcoming academic year, preliminary data show that over 60% of GGC students are Pell eligible.

GGC students are primarily traditional-aged and full-time. For each of the past four years, 98% of GGC's incoming freshmen have been under 24 and 84% of the student population as a whole is of traditional age (18-24). Further, 68% of the student population is enrolled full-time, taking 12 or more credit hours per semester. However, **GGC students are more likely to work over 20 hours per week than most traditional-aged, full-time students.** The 2014 NSSE data show that 35% of GGC's first-year students and 47% of prospective graduates work over 20 hours per week in comparison to national results of 12% and 34%, respectively. Similar results were found in the 2013 NSSE data.

These consistent characteristics of GGC's student population, along with the mission's concentration on providing both opportunity and support, have shaped the College's specific strategies for promoting completion. GGC's key priorities in support of Georgia's college completion goals are focused on increasing enrollment among typically underserved

populations, aiding students with a successful transition to higher education, and providing tools that enable early successes for our students. GGC has focused first on increasing access and success for the traditionally underserved. An effective transition to higher education is facilitated by the College's focus on student engagement and student success in the first year, most notably through advising programs, faculty mentoring and block scheduling. Early successes are fostered by the provision of tools such as academic advising for students enrolled in Learning Support pre-college courses, concurrent remediation, the multi-faceted tutoring program available to all students through the Academic Enhancement Center, and programs tailored to the needs of specific sub-populations of first-year students. The College's overall commitment to active learning and authentic experiences for all students nurtures ongoing success, deep learning, and preparation for post-graduate careers and study. Finally, GGC's commitment to maintaining an affordable environment makes continuation and completion more possible for our student population.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

COORDINATE PROGRAMS AND SERVICES TO ENSURE ACCESS TO HIGHER EDUCATION

Goals Addressed: Goal 1: Increase the number of undergraduate degrees awarded by USG institutions; Goal 9: Improve access for underserved and/or priority communities

Primary Points of Contact: Dr. Melinda Spencer, Sr. Associate Provost for Operations; Dr. Justin Jernigan, Dean, School of Transitional Studies.

STATEMENT OF PRIORITY AND IMPACT

GGC opens the door to four-year degrees for many people, including those who might have never considered college. As the student body profile above indicates, GGC has sought, recruited, and enrolled a highly diverse population that draws strongly from traditionally underrepresented groups. These results arise from the efforts of both Enrollment Management, through their recruitment, admissions, and financial aid efforts, and the School of Transitional Studies, which is responsible for programs and services to bring students into the college and support their academic and personal transitions while enrolled.

SUMMARY OF ACTIVITIES

GGC has focused intentionally on creating deep and meaningful relationships with the Gwinnett County Public Schools, recognizing our mission to serve our immediate geographic region and the size and scope of the population in Gwinnett County. Similar sustained attention is dedicated to other schools from which GGC attracts students. These relationships are developed and sustained through ongoing events and visits. GGC's Admissions Counselors have built working relationships with guidance counselors at 202 individual schools in Georgia and are committed to visiting each school 2-3 times a year. Over the 2015-16 academic year, admissions counselors made between 400 and 600 individual high school visits.

The College invests in student-focused activities that are accessible to all interested students, including:

- Open House (for prospective students and their families)
- Access-focused admissions criteria and recruiting
- Pre-admissions support for non-native speakers of English through the English Language Institute (ELI)

GGC's Open House event welcomed approximately 700 guests for the Spring (March 19) 2016 event, with nearly 400 estimated to have been likely students for the Summer or Fall 2016 semesters.

Access-focused admissions criteria and recruiting are central to the College's mission. GGC complies with the access mission institution admission standards established under University System of Georgia Board of Regents policies, and is committed to ensuring that our admissions procedures implement these standards.

English Language Institute (ELI)

The English Language Institute (ELI) at GGC in Fall 2016 satisfied the English language training needs of 23 non-native speakers of English, several of whom indicated plans for enrollment as GGC students in upcoming semesters. Of these ELI participants, four were issued student visas for English as a second language study at the ELI, with the others participating in a special short-term program at the ELI. Currently, at least three former participants in past ELI short-term programs have enrolled as students at the College.

GGC also provides a collection of programs designed to meet students where they are, introduce them (and their families) to college culture, and connect them with resources that will promote their successful progression to graduation. Some of these programs and activities include:

- Grizzlies Helping Grizzlies/Beyond Financial Aid support offerings
- Summer Bridge Academy
- Bear Essentials Orientation sessions for students and families

- March Through the Arch (first year student convocation)
- Grizzly Days (welcome week activities)
- Community partnerships and future gains in public transportation

Beyond Financial Aid Support Offerings

GGC has committed to the Beyond Financial Aid framework recently presented by the Lumina Foundation. Following a comprehensive review of current campus knowledge and programs, GGC has identified several already ongoing efforts that fit under this umbrella. Further, the College has included consideration of what was learned from the BFA assessment in its current strategic planning processes. The existing support structures on campus are listed below, sorted into the type of support offered.

Prediction: Efforts to identify in advance students who may be at risk

- Intrusive advising for academic risk, which creates a relationship
- Financial aid monitoring

Prevention: Efforts to provide ongoing support to all students that can avert a crisis of need

- Dress for Success clothing bank,
- Subsidized child care,
- Money Smart week,
- Subsidized auto repair
- "Last dollar" funds

Mitigation/Recovery: Efforts that respond when a student is facing a crisis

- Emergency grants,
- Emergency housing,
- *Grizzlies Helping Grizzlies*, a campus-funded emergency funds program.

Summer Academy

The Georgia Gwinnett College Summer Academy (SA), overseen by the Office of New Student Connections within GGC's School of Transitional Studies, allows new GGC freshmen who have tested into an English and/or Math Foundation course an opportunity to complete the course(s) prior to the Fall semester. By completing the course(s) during the Summer semester, students are able to become acclimated to GGC while meeting prerequisite course requirements for their program plans.

The 2016 SA hosted 19 students, an increase from 2015's 11 students. Demographics for the 2016 SA participants were self-described as: 14 female, 5 male; 17 African-American, 1 Hispanic, and 1 White. Eighteen of the 19 SA participants lived in Residential Life for the duration of the Academy, as one student could not due to extenuating circumstances. Lastly, 2 of the 19 students were registered with Disability Services.

SA participants were enrolled in Foundation English (ENGL 0989) and/or Foundation Math (Math 0987/0989). Students who only needed one foundation course were also enrolled in Music Appreciation (MUSC 1100).

Tutorial support was provided to SA students through tutor placement in the Foundation courses as well as a mandatory tutoring block. Further support was provided to SA students through a series of workshops facilitated by the GGC Mentoring and Advising Center. These workshops focused on topics such as study skills, time management, and goal setting. Counseling and Psychological Services facilitated a workshop on the topic of stress management and the services that are offered to students. The Career Development and Advising Center also facilitated a workshop, focused on the importance of student involvement and services offered by the Center.

Beyond these support services, SA students participated in a minimum of two required meetings with their academic advisor and received support from the Office of New Student Connections as needed.

At the conclusion of the SA, 95% of the participants successfully completed their assigned courses. An overview of student grade achievement is as follows:

- Nine of the 10 registered students in Foundation English successfully completed the course with a grade of C or higher (A-4, B-3, C-2).
- All 14 students enrolled in a Foundation Math course successfully completed the course with a grade of B or higher (A-10, B-4).
- Thirteen of the 14 students in the Music Appreciation course successfully completed the course with a grade of C or higher (A-2, B-7, C-4).

Moreover, 95% of the 2016 SA participants registered for courses for the fall 2016 semester. This level of enrollment is a positive continuation of the 2015 SA, which had 100% of its participants enroll in at least one semester of the 2015-2016 academic year.

Bear Essentials

Also managed by the Office of New Student Connections within GGC's School of Transitional Studies is the Bear Essentials new student orientation program. One means of assessing the effectiveness of Bear Essentials is through a

student survey that is administered during each session. For the new fall students who attended Bear Essentials this past summer, a summary of the results follows.

- 77% of the respondents reported they were assigned to courses in blocks.
- 43% changed their block at Bear Essentials (the most common reason checked was "other").
- 73% said they were able to register for the courses they needed.
- 77% participated in the Housing tour.
- 33% attended the Showcase (an opportunity to meet with advisors and representatives from Financial Aid, Housing, and other offices).
- Using a 5-point Likert Scale,
  - The mean response to the question "do you feel better prepared to start classes after BE" was 3.68.
  - The mean response to the question "was the Ed Tech session helpful" was 3.9.
  - The mean response to the question about the skit being engaging was 2.6.
  - The mean response to the question about the skit being informative was 2.8.
  - The mean response to the question about BE being a good use of time was 3.4.
- Among several hypothetical scenarios presented to students on the survey, the majority of students (approx. 80% in all questions) knew where to go for assistance to resolve the issue.
- For several questions about appropriate behavior for alcohol use or sexual assault risk reduction, over 80% knew the correct responses.

Bear Essentials programming also includes parent/family orientation meetings to enculturate families to college life and GGC in particular. In AY15-16, BE offered a bilingual parent orientation session in Spanish, and this type of offering is likely to increase to address the needs of GGC's diverse student body.

MEASURES OF PROGRESS AND SUCCESS

The primary measure of GGC's success in providing an **accessible** learning environment is the student demographic profile presented in the introduction of this document. The combined efforts of Enrollment Management and the School of Transitional Studies have enabled GGC to continue to attract and enroll a student population that reflects the region it serves and that focuses on serving the entire spectrum of levels of prior academic and/or social preparation for college.

LESSONS LEARNED AND NEXT STEPS

It is clear from both the data specific to each individual effort and the overall enrollment data that GGC is succeeding in providing genuine, realistic opportunities for higher education to students from the metropolitan Atlanta region. Further, GGC's focus on access has supported recruiting efforts more broadly, bringing the college a meaningful number of international and out-of-state students who expand and enrich the campus diversity. GGC is committed to continuing to enroll a diverse population as the College exits its rapid-growth start-up phase.

High Impact Strategy: Provide an attentive learning environment to support retention and progression

Goals Addressed: Goal 3: Reduce excess credits, Goal 4: Provide proactive advising, Goal 6: Shorten time to degree

completion, Goal 7: Transform remediation, Goal 8: Restructure instructional delivery

Point of Contact: Dr. T J Arant, Sr. Vice President for Academic and Student Affairs and Provost

STATEMENT OF PRIORITY AND IMPACT

GGC's committed faculty and staff provide students with the support and tools they need to be successful in college and in life, from the first day of class until graduation. Attention to our students' learning and personal needs occurs across campus and takes many forms: from programming and proactive advising through our award-winning Mentoring and Advising Center, extensive tutoring offerings and success workshops through the Academic Enhancement Center, and robust Student Success/learning support course paths focusing on concurrent remediation, to development and practice of active pedagogies, undergraduate internships, research, practicums, and intentionally small class sizes. The following section discusses these efforts in four broad areas.

Multimodal and intrusive advising and mentoring

GGC has pursued development and implementation of intrusive and proactive advising programs as an element of GGC's attentive learning environment, providing support and outreach to all students. Faculty mentors engage with the majority of students, particularly those who have declared majors; the Mentoring and Advising Center focuses attention on students who are at higher academic risk, specifically, students required to enroll in Student Success (learning support) classes through typical advising services and those who are on academic probation or facing academic suspension.

SUMMARY OF ACTIVITIES

All GGC faculty serve as mentors to students. Upon enrollment, students are assigned to an advisor or mentor based on their academic background and expressed interests. Upon declaration of a major, students are assigned a mentor in their major discipline.

Students identified as at increased academic risk are assigned to an advisor in the Mentoring and Advising Center (MAC). The MAC is staffed by a Director, Assistant Director and 6 professional advisors, with two additional advisors added in April and May 2016, respectively (total—8). Advising efforts address the whole student and his/her needs (academic, social, and/or emotional), since successful retention, progression, and graduation are contingent upon recognizing and supporting the interconnectivity between these dimensions of students' lives. In the 2015-16 academic year, 1686 students were assigned to the Advising Center in the Fall, with 1799 students assigned in Spring 2016.

In addition, focused support is available to students who have been placed on academic probation or suspension through Grizzly Renewal Opportunity Workshop (GROW) program. The program allows students to remain enrolled despite their academic standing provided they agree to and comply with the conditions stated in the GROW Program Contract. The program engages participants in activities designed to help them develop their academic success skills, get back on track, and improve their academic standing. Students who do not elect to participate in the program in the fall/spring semester immediately following their suspension will have to sit out the following semester and need to appeal to the Admissions Committee for readmission.

Faculty mentors and professional advisors regularly refer students enrolled in learning support courses to tutoring services available in GGC's Academic Enhancement Center (AEC), as well as to student success workshops on topics such as time management, handling stress, and preparing for exams. MAC Advisors also sometimes instruct these student success workshops. When appropriate, they connect students with other offices around campus, such as Counseling and Psychological Services and Financial Aid, for follow-up support.

INTERIM MEASURES OF PROGRESS

GGC faculty have regular opportunities to develop their skills as advisors and mentors. For AY15-16, there was one session on mentoring at New Faculty Orientation in August 2015, which was attended by all new faculty. Mentoring best practices were addressed in sessions of the New Faculty Academy as well. All faculty participated in a mandatory Mentoring Professional Development about the e-Core in September 2015, and there was another mentoring Professional Development Session in January 2016 facilitated by the Counseling and Psychological Services Center and GGC's Title IX office. This latter session addressed how to handle situations when students disclose information that faculty are required to report to other offices on campus. This session was attended by approximately 200 faculty members. Finally, 50 faculty members made 144 visits to student motivation workshops offered through the CTE. Because of GGC's high population of underserved and underprepared students, motivational training is an integral part of effective faculty mentoring.

The measures of progress for the MAC and the GROW programs focus on evidence that they are effectively contributing to the well-being of the GGC student population by providing services and designing appropriate programming. Since opening in fall 2013, the Mentoring and Advising Center has served 3,980 students: 1,087 students were assigned during the 2013-2014 academic year, with the addition of 1,555 new students during the 2014-2015 academic year, and 1,538 during the 2015-2016 academic year. The Center also has had about 2,000 walk-in visits. Evidence that the MAC is meeting those progress measures can be seen in the fact that it has added four additional advisors, has increased the number of entering students served from 1071 to 2463 (those assigned to the MAC), has had advising staff present MAC initiatives at national professional meetings, and continues to develop new programs to serve GGC's special populations. The MAC also was recognized by the USG in 2015 with a Chancellor's Gold Level Service Excellence Award for Outstanding Team.

Further progress will be assessed based on the College's success in meeting staffing and service targets for this area. The Advising Center is expanding to provide services to the all of the following: Learning Support students, English for Academic Purposes students, conditional admits, committee admits, and provisional readmits. By 2017, this is expected to create a service population of approximately 3000 students, as the trend in Table 1 indicates. The Advising Center will be staffed then with ten professional advisors.

Table 1: Number of Students Served in the Advising Center

Semester	Students Served
Fall 2013	656
Spring 2014	381
Fall 2014	2122
Spring 2015	1532
Fall 2015	1686
Spring 2016	1799

The primary measures of progress for the GROW program pertain to its success in enrolling students and the continuing development of new program offerings and support. Since its inception, the number of students served in the GROW program has grown from 50 to 164, as shown in Table 2.

Table 2: GROW Program Participants*

	# participants	# eligible to continue in the program*	Number exiting the program#	# eligible to return to GGC the following semester	# enrolled the following semester
Spring 2014	50	15	10	25 (50%)	20 (40%)
Fall 2014	58	24	10	34(59%)	30 (52%)
Spring 2015	86	32	18	50(58%)	39(45%)
Fall 2015	54	20	13	33(61%)	29 (54%)
Spring 2016	52	22	6##	28 (54%)	16(30%)

* 221 students have participated in the program. Some students participated more than one semester.
** Earned a semester GPA of at least 2.0 but not back in overall good academic standing
\# Earned a semester GPA of at least 2.0 and back in overall good academic standing
\#\# 3 additional students exited during summer semester

MEASURES OF SUCCESS

Data continues to show that the advising programs are meeting expectations. Since all Learning Support students were assigned to the MAC for mentoring-advising, a direct comparison of equivalent groups of students who did and did not receive advising services is not possible. Instead, a year-to-year comparison is illustrated in Table 3, with data on Learning Support students from preceding years as data points.

Table 3: Comparative Academic Performance of LS Students by Year

Semester Cohort	Mean GPA LS students	LS Fall-to-Spring retention rate	LS Fall-to-Fall retention rate
Fall 2012	1.75	74%	56%
Fall 2013	2.10	82.8%	55.4%
Fall 2014	2.06	83.0%	58.4%
Fall 2015	2.08	80.8%	60.4%

Further evidence of success can be seen in the reduced gap in first-year GPA as shown in Table 4, and retention rates for Advising Center students, as shown in Table 5. The retention data show progress toward the long-term goal for this initiative, which is for Advising Center students to have retention rates and GPAs that are not more than 5% below those of the full first-year cohort in any given year.

Table 4: Comparative Academic Performance of First-time Freshmen by Advising Center Use and Year

Semester Cohort	Mean GPA all First-time Freshmen	Mean GPA First-time Freshmen who visited the Advising Center	% GPA Difference
Fall 2013	2.52	2.16	14%
Fall 2014	2.40	2.08	13%
Fall 2015	2.40	2.31	3%

Table 5: Advising Center Retention Rate for First Time Freshman Served in the Advising Center

	Assigned			Drop-In			Total Advising Cohort		
	Fall 2013	Fall 2014	Fall 2015	Fall 2013	Fall 2014	Fall 2015	Fall 2013	Fall 2014	Fall 2015
Full-time Cohort	440	648	684	NA	51	90	440	699	774
1 yr Retained	253	409	499	NA	32	46	253	441	545

1 yr %	57.5%	63.1%	73.0%	NA	62.7%	51.1%	57.5%	63.1%	70.4%
2 yr Retained	172	271		NA	19		172	290	
2 yr %	39.1%	41.8%		NA	37.3%		39.1%	41.5%	
3 yr Retained	131						131		
3 yr %	29.8%						29.8%		

Data for the GROW program is equally encouraging as shown in Table 6.

Table 6: Outcomes for GROW Program Students

	Number of Participants	Number eligible to continue	Number exiting the program	Number eligible to enroll the following semester	% eligible to return the following semester	Number of participants enrolled the following semester	% of participants who returned the following semester
Spring 20-14	50	15	10	25	50	20	40
Fall 2014	59	24	10	34	59	30	52
Spring 2015	86	32	18	50	58	39	45
Fall 2015	54	20	13	33	61	29	54
Spring 2016	52	22	6*	28	54	16	30

* 3 additional students exited during summer semester

LESSONS LEARNED AND NEXT STEPS

The data indicate the success of the MAC and GROW programs for engaging and facilitating increased levels of success among GGC's most at-risk students. Next steps involve increasing levels of support for GROW and related efforts that assist this group of students and other groups of at-risk students at the College. Efforts in this direction (e.g., hiring of additional advisors) are already underway. The Mentoring and Advising Center staff had 1538 students assigned during the 2015-16 academic year attend 2109 advising sessions, with an additional 2000 visits from students who were not assigned advisees. These numbers are projected to grow in the year ahead in support of our first-year students and other student success (learning support) populations.

COMPREHENSIVE AND PERVASIVE TUTORING SUPPORT

Recognizing that, for some students, the structure and format of their class section may not be sufficient for mastery of the course material, GGC has invested deeply in tutorial services. Extracurricular tutoring provides a safety net for students who are academically underprepared, who struggle with self-organization and management, or who find their instructor's pedagogical approach incompatible with their own learning style. Tutoring support also benefits students who actively wish to develop their skills in a particular area through supplemental learning experiences.

SUMMARY OF ACTIVITIES

GGC's investment in tutoring services has been a feature of the college since its opening. As of the most recent academic year, tutoring services are offered in a central campus location, in classrooms, online, and at a variety of other campus venues, including the campus Residence Halls. The on-campus tutoring center is open 63 hours per week and offers support for all classes and disciplines, with limited exceptions, which are typically covered in online or specialized tutoring sessions. The tutoring center, known as the Academic Enhancement Center (AEC), employs two coordinators (one for Writing, one for Math/Science), 33 professional tutors, 12 student/peer tutors, and 10 student assistants. In addition, more than 60 faculty volunteers and a small number of community volunteers have donated time to the center each academic year. In the 2015-16 academic year, the AEC saw 3489 students.

GGC offers tutoring outside of the AEC through its TIC-TAC-TOE programs. The TIC program provides Tutors In the Classroom for selected courses. During the 2015 – 2016 academic year, TICs were assigned to 4 sections of EAP (English for Academic Purposes) EAP 0080, EAP 0081, EAP 0090); 19 sections of English courses (ENGL 0989,ENGL 0099/ENGL 1101, ENGL 1101, ENGL 1102), 16 sections of MATH courses (MATH 0987, MATH 0989, MATH 0997/1001, MATH 0999/1111), and 12 sections of ITEC courses (ITEC 2140, ITEC 2150, ITEC 3150). The TAC program provides Tutors Around Campus, professional tutors who provide drop-in tutoring in a variety of well-populated locations on campus such as the library, the residence halls, and the student center. During AY15-16, 7 TAC tutors supported 65 unique students with a total of 142 visits. TAC offered tutoring in the Library, A – Building, and Residence Life. TOE offers Tutoring Online Every day through a relationship with Smarthinking (a Pearson service), which provides access any time of the day or night to online tutoring for GGC students. In the 2015-16 academic year, 522 unique students utilized 2390 tutoring sessions and/or submitted essays for review in multiple courses. 158 students used SmartThinking for assistance with more than one class. The AEC's support of GGC's students through the TIC-TAC-TOE programs has been recognized by a 2016 Chancellor's Service Excellence Student Improvement Initiative Team Award—Silver level.

In addition, AEC staff offer student success workshops and maintain a strong outreach presence on campus. The workshops cover topics as diverse as exam preparation and time management techniques, to stress relief strategies and

how to use learning style preferences to improve study methods. For AY15-16, 78 workshops were offered and 581 students attended. The AEC regularly participates in campus-wide events for prospective and current students such as Bear Essentials orientation showcases, Path to Success Day, Grizzly Days, Open Houses, and even the Sustainability Fair. The AEC maintains social media presence with a Facebook page and Twitter account. These efforts are worth mentioning because they are invitations to students where they are—physically or virtually—and reinforce the idea that GGC is committed to supporting the whole student, academically and otherwise. More students are likely to access the AEC's varied offerings when they are encouraged to do so by multiple parties and in different ways across campus and online. To these ends, AEC staff additionally visit classrooms upon request to discuss AEC services and events.

INTERIM MEASURES OF PROGRESS

Increased use of tutoring services in the Academic Enhancement Center (AEC) serves as a strong indicator of progress in the area of expansive and available tutorial support services. During the 2013-14 academic year, there were 15,357 tutoring sessions provided to 3,876 students in the AEC. During the 2014-15 academic year, there were 18,123 sessions provided to almost 3,600 students (unduplicated count) in the AEC. This represented an 18% increase in the total number of sessions from the 2013-14 academic year, and the trend of increased sessions continued in the 2015-16 academic year, with sessions delivered to an unduplicated count of almost 3,500 students in the AEC.

MEASURES OF SUCCESS

Increased Grade Point Averages (GPA) is a valuable measure of success for the implementation of expansive and available tutorial support services at GGC. It is not possible to provide a baseline figure for this strategy as GGC has always invested heavily in making tutoring available and accessible to all students. Further, since students often access multiple forms of available tutoring support, it is not feasible to conduct a fine-grained comparison across the various options. Rather, assessment of this strategy rests in maintaining a positive impact of tutoring services as shown in Table 8 which compares the GPA of first-year students who utilize the services and the overall population.

Table 8: Retention Rates of First-time Freshmen by Academic Enhancement Center Use

	Fall 2014		Fall 2015	
	Using AEC	**All**	**Using AEC**	**All**
	777	864	643	723
1 yr Retained	582	646	507	572
1 yr %	74.9%	74.7%	78.8%	79.1%
2 yr Retained	368	414		
2 yr %	47.4%	47.9%		

LESSONS LEARNED AND NEXT STEPS

The Academic Enhancement Center (AEC) will continue to encourage efforts toward expansive and available tutorial support services, using innovative methods and technology to provide an effective and engaging tutorial experience. The AEC exists to help students become more confident, efficient, and successful learners. AEC tutors (both professional and peer tutors) and volunteer faculty continue to work to establish friendly, welcoming interaction with students while challenging and equipping them to excel in their coursework and ultimately in their careers. Further outreach efforts to students will be made to encourage greater and broader use of the TOE offerings. Outreach to multiple disciplines and all year-levels of students will continue.

To accommodate student demands and better serve the GGC population, the AEC recently hired a new Coordinator for writing tutoring, as well as a Lead Tutor. These positions, in addition to the Math/Science tutoring Coordinator, provide middle-level leadership in the AEC, as well as professional development support for tutors. In Summer 2016, the AEC offices (2) moved to one central location. TAC support has been expanded across campus to include the residence halls, student center, library, and B-building atrium, all key traffic areas for students. By keeping the tutoring staff up to date and innovating in best practices for tutoring in their disciplines, as well as increasing outreach to students and providing them with a welcoming, professional learning environment, the AEC will continually expand its service excellence.

INTEGRATED LEARNING AND COURSE DESIGN

GGC has also invested heavily in developing and deploying models of integrated learning that promote student engagement, strong academics, and development of relationships among students. GGC was a leader within the USG in building a strong program of concurrent remediation. In addition, GGC has established a sound mechanism for enrolling first-time freshmen into block schedules in which a single student cohort takes a set of classes together and will be piloting integration of these blocked courses into learning communities in Fall 2017. Each of these investments in integrated learning has shown clear benefits for students, and the combined impact is likely to be particularly beneficial for our specific student population.

Block schedules serve to enroll and focus entering students in an optimal set of courses for first semester based on the student's academic status (Learning Support or Non-Learning Support) and intended major or meta-major (STEM or non-STEM). Second, this strategy addresses the goals by promoting strong relationships between students in that it creates a cohort of students who are enrolled in a common set of classes, which facilitates the formation of social bonds and study groups. Thus, enrolling entering students into block schedules is expected to impact positively both first-semester academic success and first-semester retention. Since these factors are known to impact first-year retention and overall progression, this strategy is seen as essential to establishing a solid base from which to increase the number of students who persist in college and complete their degrees.

SUMMARY OF ACTIVITIES

GGC has continued to invest heavily in developing and offering remediation through a concurrent delivery model to qualified students. Developed by faculty, the model is based on successful models such as the Accelerated Learning Program used by Baltimore Community College. The College has successfully implemented programs for English (Segue English) and mathematics (ACCESS Math), pairing co-requisite remedial support and instruction with the appropriate college-level class. Starting the 2014-15 academic year, GGC offered courses pairing remedial support in reading and writing with ENGL 1101, thus making concurrent remediation available to an expanded population of students. While recent changes in USG policy regarding remediation combine foundation-level reading remediation with English, the investment in planning and curriculum development has proven useful in improving the framework for future concurrent remediation in English. Effective, well-designed concurrent remediation options are expected to lead to increased academic success and confidence and increased retention in academically underprepared students.

GGC also has invested significantly in designing and using block scheduling as a strategy. GGC began offering block schedules to incoming full-time first-time students on a voluntary basis in Fall 2012 with 40 course blocks available. With preliminary data showing a positive impact on academic performance and retention, the College again offered 40 course blocks to incoming students on a voluntary basis in Fall 2013. In these two semesters, students were informed of the option to select a course block at the time of registration and were given a list of available choices. Students self-selected a course block and were enrolled in those courses by the Registrar's office staff. Data from Fall 2012 again showed a strong positive impact of block enrollment.

Because early data from the College's pilot efforts with block scheduling indicated that this strategy supports success for the GGC student population, the College expanded its efforts in Fall 2014 and enrolled all first-time, full-time students with less than 12 hours of prior college credit in block schedules. This expansion was successful, and GGC is continuing this investment. During the 2015-16 academic year, specific activities have continued to focus on improving communication with students about their options and the rationale behind the course assignments.

Further, the College has begun to develop a framework for more integrated planning and instruction across the courses to form strong learning communities.

INTERIM MEASURES OF PROGRESS

Progress for these efforts is measured by tracking the number of sections offered, which provides a measure of the number of students served. GGC has increased its investment in concurrent remediation each year, moving from 12 sections of Segue English and 8 of ACCESS Math in 2012-13 to 17 sections of Segue English and 18 sections of ACCESS Math in 2014-15. Further, during the 2014-15 academic year, GGC prepared to increase the scope of this initiative in compliance with new policies of the University System of Georgia. For Fall 2015, the College had 23 sections of Segue English, serving over 360 students. For learning support Math, the College offered 25 sections of concurrent remediation aligned with MATH 1001 (for non-STEM track students) and 32 sections aligned with MATH 1111 (for STEM track or Undecided students). Table 9 tracks the growth of co-requisite course offerings over the past two years. We expect growth in the upcoming year proportional to the overall growth of the student population.

Table 9: Implementation of Co-requisite Remediation Over 2 Years

Concurrent Remediation Course	FA 2015# sections	FA 2015 enrollment		FA 2016 # sections	FA 2016 enrollment	
ENGL0099 (Segue)	24	294	57%	34	399	60%
ENGL0989 (Foundation)	17	218	43%	19	267	40%
ENGL LS Total		512			666	
MATH 0997 (Access)	12	182		18	284	
MATH 0999 (Access)	15	259		22	406	
Total concurrent MATH		441	48.8%	40	690	52.6
MATH 0987	19	276		21	328	

MATH 0989		11	187		16	295	
Total Foundation MATH			463	51.2%		623	47.4%

A second measure of progress for co-requisite remediation is the number of faculty in each discipline prepared to teach the courses. This number has increased over time as additional faculty are trained or hired with the appropriate skills and background to teach and engage with students in co-requisite courses effectively. An example of this effort is the specific training provided by faculty leaders in the English discipline for colleagues teaching the ENGL 0099 Segue courses. In the Math discipline, the effort is bolstered by the purposeful hiring of those with appropriate teaching experience and skills that will serve well in or be adaptable to the co-requisite classroom. Finally, the School of Transitional Studies is currently investigating creating a faculty professional development series on best practices in learning support pedagogy in conjunction with GGC's Center for Teaching Excellence badging initiative.

Basic activity and output measures are also used to track progress in implementation of block schedules and learning communities. As noted above, the College offered 40 course blocks in the Fall semester of 2012 and 2013 during its pilot implementation and test of this strategy. For the full implementation in Fall 2014, 122 course blocks were prepared based on 20 different possible configurations derived from meta-majors and learning support placement options, providing spaces for 2520 students in course blocks. For Fall 2015, there are 28 course configurations derived from the meta-majors and learning support placement options. This provides spaces for up to 2557 students. As of August 1st, 2207 students were enrolled in blocks.

MEASURES OF SUCCESS

The critical measure of success for co-requisite remediation is the overall success of the students, both immediately in the Learning Support and college-level courses and in subsequent related classes. The results from the early implementation showed that students in the Segue English and ACCESS Math classes were able to exit Learning Support at higher rates than their peers in traditional Learning Support and passed ENGL 1101 and MATH 1111 at comparable rates to their non-Learning Support peers. Subsequent years have produced comparable results. For the 2015-16 academic year, the data continued to show that students in the Segue and ACCESS classes perform well. Figures 1 and 2 show that students in the concurrent remediation classes successfully completed ENGL 1101 and MATH 1001 at rates comparable to their peers who did not require remediation and substantially higher than their peers who completed a traditional sequence of remediation followed by the credit-bearing class. In MATH 1111, students in concurrent remediation successfully completed the class at a rate mid-way between their peers who did not require remediation and those who completed the traditional sequence. In the 2015-16 academic year, about 60% of students exited ENGL 1101 after having completed a traditional (non-concurrent, or foundational) remedial English class, whereas about 74% of students who enrolled in ENGL 1101 while in a concurrent co-requisite remedial ENGL 0099 section exited successfully. For MATH 1111, about 63% of students enrolled in concurrent co-requisite remediation successfully exited the Gateway course compared to 48% who had completed a traditional remedial course. For MATH 1001, the percentage passing for concurrent and traditional remediation were 71% and 58% respectively.

These same data document high success rates in the learning support courses as successful completion of the credit-bearing class documents successful exit of the learning support requirement. As GGC increases enrollment in concurrent remediation, the target for success metrics is to maintain performance of students in concurrent remediation at the same level as performance of non-remedial students.

Figure 1: Performance in MATH by Remediation Type

Figure 2: Performance in ENGL by Remediation Type
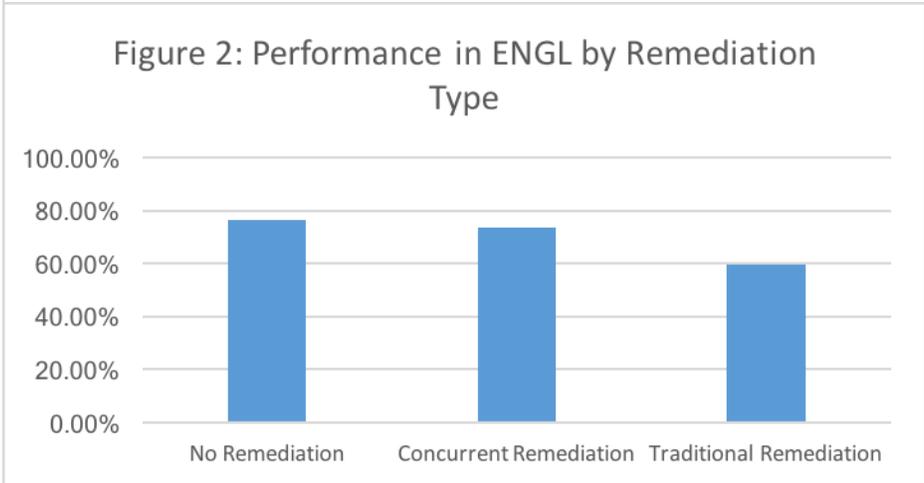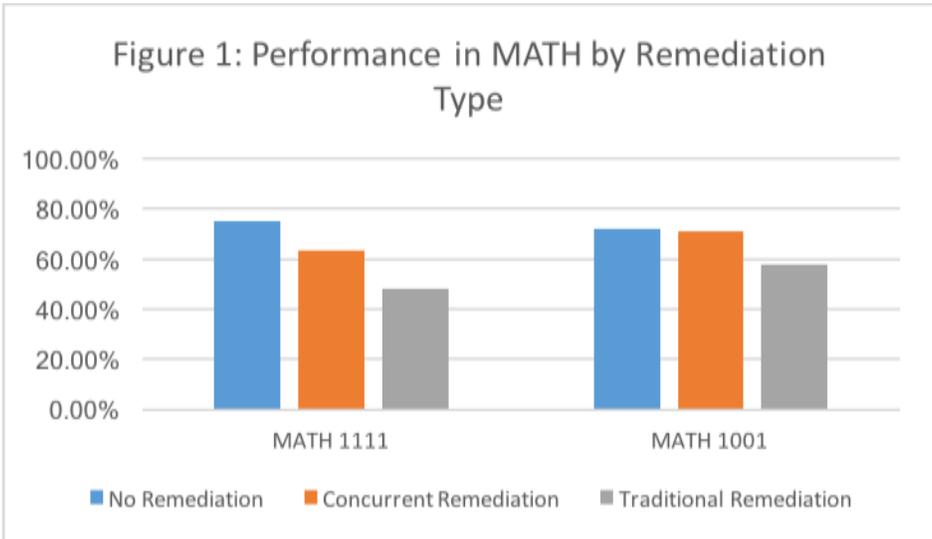
As noted earlier, the block schedules are predicted to yield improvements in academic success and retention for enrolled students. It is difficult to identify specific baseline data for this strategy in part because GGC is implementing several overlapping strategies that impact the same students.However, for Fall 2012 and Fall 2013 students, some analysis is possible because not all incoming students were enrolled in blocks. A comparison of those in blocks to those not in blocks showed that the students in blocks had both higher GPAs and higher retention rates than students not in blocks. Data for the Fall 2014 student cohort are compared to the data for the Fall 2013 cohort and shown in Table 10. While the results suggest that a portion of the pilot results were related to self-selection of students into blocks, the ongoing data nevertheless show both a clear positive impact of the blocks on GPA and retention and, to some extent, a persistent impact on student success and retention.

Table 10: Block vs Non-block Academic Performance and Retention for Fall 2013, Fall 2014, and Fall 2015 Cohorts

	N: First-time, full-time freshmen	Mean Fall GPA	Mean Fall credit hours passed	First semester retention rate (N)	Spring Cumulative GPA	Spring credit hours passed	First year retention (N)
In block Fall 2013	744	2.70	13.23	91% (678)	2.66	13.18	71.6% (533)
Not in block Fall 2013	1225	2.44	12.07	86.5% (1060)	2.42	12.55	62.4% (765)
Fall 2014	2121	2.48	11.64	90% (1910)	2.51	10.96	68.0% (1442)
Fall 2015	2008	2.47	11.67	88% (1774)	2.50	10.99	

LESSONS LEARNED AND NEXT STEPS

These data demonstrate that these are impactful strategies contributing to our overall success in maintaining strong early success and first-year retention rates in a high-need, under-prepared population. The primary challenge for GGC in implementation continues to be one of capacity building. While our data show that these efforts are successful and there is a need to grow the programs to serve more students, there are significant costs associated with hiring and preparing sufficient faculty to maintain implementation fidelity as these efforts scale up.

As learning support continues to change throughout the University System of Georgia, GGC anticipates our programs will continue to grow and evolve in order to effectively meet the needs of our unique student population. The move toward increased numbers of co-requisite learning support offerings and more tailored options for STEM and non-STEM track students with respect to remedial mathematics should continue to enhance the opportunity for success among GGC's less prepared first-year students. In the year ahead, careful measurement of student success rates will be taken. Similarly, the move toward integrating instruction across block schedule courses to create strong learning communities will strengthen these efforts.

One additional area of development that will assist in the personal and academic development of our first-year students is the reinstatement and scaling-up of a robust first-year seminar, GGC 1000. This extended orientation model one credit course will help students successfully work through the academic and personal transitions attendant upon their enrollment in and progression through college. The FYS will build upon information and themes stressed in Bear Essentials orientation sessions, have students practice skills for academic and personal well-being, and give them a foundational understanding of major and career planning.

While the first-to-second year retention rate for incoming first-year students at GGC currently approaches 70%, it is believed that reinstating a FYS (and other first-year experiences such as learning communities) will only improve this rate. More importantly, it will promote in students the skills and habits of mind that will strengthen their abilities both to understand college culture and successfully navigate any challenges they face in years 2-4; this thereby will help them more effectively progress to graduation. GGC is a champion of providing students the support and mentoring they need to be successful. The first-year seminar and other first-year programming efforts are integral to that mission. A pilot of GGC 1000 is planned for Spring 2017, with possible integration into learning community models to follow.

Authentic Learning

GGC focuses on creating classroom experiences that are attentive and engaging, provide authentic experiences, and promote deep learning and transferrable skills. They address Georgia's completion goals by fostering strong relationships between students, between faculty and students, and between students and potential future employers. These factors are known to contribute to student persistence and success and are expected to result in stronger than predicted academic performance, retention, progression, and graduation.

A primary focus of GGC's efforts in restructuring instructional delivery has been the development and delivery of active, engaging courses that include authentic discipline-based experiences. The flagship efforts of this initiative have been housed in the STEM disciplines and in Educator Preparation. The Nursing Program also invests heavily in active learning and authentic experiences in the field. Lastly, one critical feature of GGC's Honors Program is continual service learning and community service activities.

SUMMARY OF ACTIVITIES

Instruction based in active learning and authentic experience requires a skilled teacher and a well-designed curriculum. Affirming the College's commitment to faculty professional development, GGC's faculty have dedicated extensive time to professional development to acquire the skills in curriculum design and teaching needed to promote authentic experiential learning. This requires building and sustaining a network of relationships with local companies, schools, and medical facilities so that ample opportunities are available for student internships, placements, and other experiences. GGC's creation of a full-time Internship Manager position, reporting to the Provost and responsible for developing college-community partnerships and supporting faculty in overseeing student internship experiences, demonstrates GGC's continued commitment to providing valued, real-world, authentic learning experiences for its students.

The STEM disciplines have been working collaboratively over several years to redesign classes and laboratory exercises to involve students in authentic research every semester of undergraduate enrollment beginning with the laboratory component of class in the first STEM course and building toward an independent or directed research project prior to graduation. GGC's new STEM programs' peer supplemental instruction program (PSI) meets specific academic needs of GGC's STEM students by aiming to: (1) provide peer-assisted study sessions for subjects that are traditionally considered difficult - BIOL 1107K and CHEM 1211K are introductory STEM courses that have DFW rates ranging from 30-40%; (2) equip students with active learning competencies specific to STEM education; and (3) strengthen students' confidence in STEM learning.

GGC's Educator Preparation programs also have been designed to provide opportunities for students to engage in authentic classroom-based activity. Majors are placed in field settings each semester with the level of responsibility and complexity of expectations set at a developmentally appropriate level each term. This immersive experience, coupled

with a curriculum designed to support meaning-making to apply lessons learned from classroom experiences, provides GGC students with an enriching curriculum for preparing them for a future as classroom teachers.

GGC's Nursing program has implemented a similar immersive design, placing students in clinical settings beginning in their first semester in the major. The Nursing program uses a flipped instructional model for all courses, making extensive use of state-of-the-art simulation classrooms to engage students in additional experiential learning.

Faculty of the Schools of Business and Liberal Arts engage in continual professional development in course design and pedagogy to create engaging courses and promote deep learning and development in their students. The Liberal Arts programs, like their STEM counterparts, encourage students to participate in internship programs through their curriculum.

Faculty participating in these or their own authentic and service learning initiatives can receive support and training from GGC's Center for Teaching Excellence (CTE). One innovation in professional development is the CTE Scholars Program, a digital badging initiative that tracks and promotes active learning pedagogies. For AY 2015-2016, the CTE held 27 workshops in the active learning track. For each workshop completed, a faculty member earned a micro-badge; if a faculty member earned all of the micro-badges necessary to complete the active learning track (5 altogether), then s/he earned a milestone badge. For 2015-2016, 184 micro-badges and 22 milestone badges were earned in active learning. For 2016-2017, CTE staff have developed an experiential learning badging track, designed to promote more specific pedagogies around service-learning and community engagement.

CTE also provides training in intercultural awareness and competence through the college's Quality Enhancement Plan (QEP) focused on internationalization of the curriculum. GGC's QEP has several components, including a certificate in Global Studies, the enhancement of courses by way of adding internationalized content, a growing number of study abroad opportunities, and extensive faculty training on tuning instruction to the complexities of an ethnically, racially, and linguistically diverse student community. The core of that training is a multiday workshop on intercultural competency, whereby faculty develop the skills and sensitivity to engage students from a variety of cultural frameworks and perspectives while being conscientious of their own cultural assumptions about themselves and others. This training assists faculty in better engaging GGC's diverse student body and especially students often categorized as "at risk," given the significant overlap of GGC's ethnically-diverse student community and the number of students eligible for Pell Grants.

INTERIM MEASURES OF PROGRESS

Progress for this initiative is measured by tracking the extent to which the faculty act to build their pedagogical expertise and the extent to which the curriculum involves students in active and authentic learning experiences.

During the 2015-16 academic year, over 130 of GGC's 418 full-time faculty actively participated in workshops and extended education offerings of the Center for Teaching Excellence. This represents the commitment of over 25% of the faculty in one single academic year.

GGC's STEM URE effort currently involves 38 separate courses and 272 class sections and, in the most recent academic year, directly impacted 3505 individual (unduplicated) students.

Similarly, progress in the Educator Preparation programs is measured by monitoring the success of the program in placing its students in appropriate settings. Tables 11a and 11b show the breakdown of student placements for two last two academic years.

Table 11a: GGC Educator Preparation students by type of experience

	2014-15	2015-16	Table 11b: GCPS school level placements utilized for GGC Students	2014-15	2015-16
Field Experience I	158	151	Elementary	65	54
Field Experience II	149	131	High School	14	15
Field Experience III	147	126	Middle School	13	16
Student Teaching	132	114	Annual Total	92	85
Annual Total	586	522			

The Nursing program was also successful in placing students in appropriate clinical settings with all 31 of the first cohort placed during Fall 2014 and a total of 56 placed in Spring 2015 of whom 29 were continuing students and 27 were members of the second student cohort. Table 12 shows the number of Nursing students over the last two academic years placed in clinical settings as part of their instructional experience.

Table 12. Clinic-based instruction of Nursing students by semester

	Fall 2014	Spring 2015	2014-15 Total	Fall 2015	Spring 2016	2015-16 Total

# Students	31	56	87	88	118	206
Inst. Hours	180	360	540	540	720	1260

The data for STEM, Business, and Liberal Arts students seeking internships is also encouraging. Table 13 shows the number of students enrolled in internship classes or who were in an internship experience in each discipline between Summer 2014 and Spring 2016.

Table 13. Internship Participation by Liberal Arts, Business, and STEM Majors

	Summer 2014	Fall 2014	Spring 2015	2014-15 Total	Summer 2015	Fall 2015	Spring 2016	2015-16 Total
Liberal Arts								
English	7	12	14	33	13	6	5	24
Criminal Justice	8	8	6	22	6	7	9	22
History		8	20	28				0
Political Science		3	2	5	2		5	7
Psychology		9	6	15	6	5	7	18
Liberal Arts Subtotal				103				71
STEM								
Biology	7	3	4	14	6	3	12	21
Exercise Science	8	7	16	31	14	12	21	47
Info. Technology	6	6	7	19	3	6	16	25
STEM Subtotal				64				93
Business		14	31	44	24	14	16	55
Overall Total				211				219

MEASURES OF SUCCESS

Critical measures of success for this initiative, aside from the broad College-wide measures of retention and progression, are measures that reflect the effectiveness of engagement and deep learning on student behavior and measures that reflect post-graduation success. Within the STEM majors, GGC has seen steady growth in the number of students engaged in undergraduate research, with 82 students enrolled in the senior research class during the past academic year, 8 students in the inaugural sophomore-level research class and over 40 students presenting at regional or national conferences.

The intentional clinical placements for nursing students provide employment opportunities during their educational experience and post-graduation as registered nurses. May 2016 nursing graduates had 100% employment post-graduation. The Educator Preparation programs have seen students successfully complete the program prepared for the demands of their careers can be seen in the fact that approximately 10% of the new teachers hired by the Gwinnett County Public Schools over the last two years were GGC graduates, and approximately 65% of graduates are hired by Gwinnett County Public Schools.

A broader measure of success for this metric, as for others, is the overall success of GGC students in their academic careers and the degree to which students report being deeply engaged in their courses and with their faculty. Tables 14 and 15 below show the College's baseline data for AY13 and the related figures for each year since. As can be seen, GGC is achieving strong retention and graduation rates relative to peer institutions and expects to see these rates continue to improve. These results, while indirect, provide strong evidence that GGC's commitment to active pedagogy is creating an engaging, challenging, and supporting environment for students. GGC's long term goals for retention and progression are shown in Table 14.

LESSONS LEARNED AND NEXT STEPS

The data related to these specific efforts continue to be highly encouraging. GGC is succeeding in engaging, retaining, and graduating a high-risk, high-need population of students. Both the quantitative data reported here and the anecdotal data available indicate that the GGC educational experience, which is highly relational, active, and authentic, is providing the environment and context necessary to support student success and development. Going forward, the College will maintain its commitment to strong pedagogy both through its hiring processes and through its investment in professional development for faculty to enable them to design and deliver GGC's highly effective Integrated Educational Experience.

HIGH IMPACT STRATEGY: PROVIDE AN AFFORDABLE EDUCATIONAL OPPORTUNITY

Goals Addressed: Goal 1: Increase the number of undergraduate degrees awarded by USG institutions; Goal 9: Improve access for underserved and/or priority communities

Primary Points of Contact: Ms. Laura Maxwell, VP for Business and Finance; Dr. T J Arant, Sr. Vice President for Academic and Student Affairs and Provost

GGC offers a high-quality, accessible, and attentive education for less money than most other schools in the USG. GGC controls costs through a variety of measures aimed at not sacrificing the quality of education but assessing which services are essential to the College's core mission and which to outsource for savings. Thus, support services such as grounds and facilities maintenance and food services are outsourced for a lower costs. In addition, GGC maintains a relatively flat organizational structure and a commitment to lean staffing to maximize fiscal flexibility and investment in the mission, vision, and core competencies.

SUMMARY OF ACTIVITIES

Affordability is not just about costs and prices, though; it is about helping students understand their needs, access available financial resources, and improve in their financial literacy. To do this, GGC has promoted events and programming such as:

- Money Smart week activities during which the College offers workshops and information on financial literacy, budgeting, and financial planning.
- FAFSA Fridays during which the College offers targeted financial aid assistance in completing the FAFSA form.
- **Parent Orientation sessions** that focus on Financial Aid and Student Accounts information designed to engage parents and to enhance their ability to support their students in sound financial decision making.
- Scholarships and Grants including "last dollar" funding to allow students with low balances to remain enrolled and emergency grants to support students who face unexpected expenses during a semester.

MEASURES OF PROGRESS AND SUCCESS

In 2015, GGC had the lowest tuition and fees rates of any rated Georgia public college, making a 4-year degree as affordable as possible for its constituents. Further, GGC students graduate with relatively little debt. The average debt load at graduation of GGC students is $18,612 which is $7000 - $10,000 lower than all available estimates of a national average. This commitment to keeping the out-of-pocket price for students as low as possible is both critical to maintaining affordability and central to sustaining accessibility for traditionally underserved populations. Further, GGC's state fund cost, $4763 per FTE, is substantially lower than the USG average of $6787 per FTE. GGC continues to be ranked second in the southern regions for lowest graduate debt among both public and private institutions (US News and World Report, 2017 rankings)

LESSONS LEARNED AND NEXT STEPS

GGC has established a functional business model that maintains affordability for all students. The College remains committed to this model and to ongoing attention to fiscal responsibility and excellence in core competencies.

OBSERVATIONS

Data on the core metrics GGC has elected to track are encouraging for this reporting year as shown in Table 14 below. The College met its targets for most metrics in Academic Year 2015-16. Notably, since hitting a low of 61.5% for the Fall 2010 cohort, first-year retention has improved steadily, indicating that GGC's integrated efforts to ensure access, attentiveness, and affordability are having an impact on student success and persistence. Since early success, which is known to predict progress and persistence, is a primary focus of much of GGC's innovative educational model, GGC will continue to monitor this closely.

Early data on graduation numbers are also encouraging, as can be seen in Table 15. While the proportional graduation rate has continued to decline slightly, which would be consistent with earlier lower retention rates, the number of students graduating in each cohort has continued to climb, reflecting GGC's rapid growth rate. As reflected in Figures 3,

4, and 5, the slight declines in the College's graduation rates also mirror declines in system-wide graduation rates over that same time. Yet despite that, the difference between the system's 4- and 6-year graduation rates and the College's 4- and 6-year graduation rates nonetheless has shrunk.

The data on first generation and Pell Grant eligible students continue to show that GGC is maintaining its strong focus on providing **access** to underserved student populations. The continuing improvements in first semester exit rates for Learning Support students, and particularly the rates for students in the concurrent remediation classes (Segue English and ACCESS Math), provide evidence that GGC's efforts to strengthen and transform remediation are having the intended effects. As GGC implements the proposed new models for remediation, we expect to see differential exit rates in foundations-level and co-requisite Learning Support courses. Table 14 shows projected exit rates for each course level.

The common theme across the specific elements of GGC's **attentive learning model** is that they are all high engagement, individual focused efforts. The level of impact of these efforts is perhaps not surprising given the high-need population that GGC serves. GGC's commitment to meeting students where they are and providing the kind of high impact scaffolds and supports that are known to engender success is continuing to bear fruit as can be seen in the performance metrics in Tables 14 and 15.

Figure 3. Comparison of system and GGC 4-year graduation rates by year
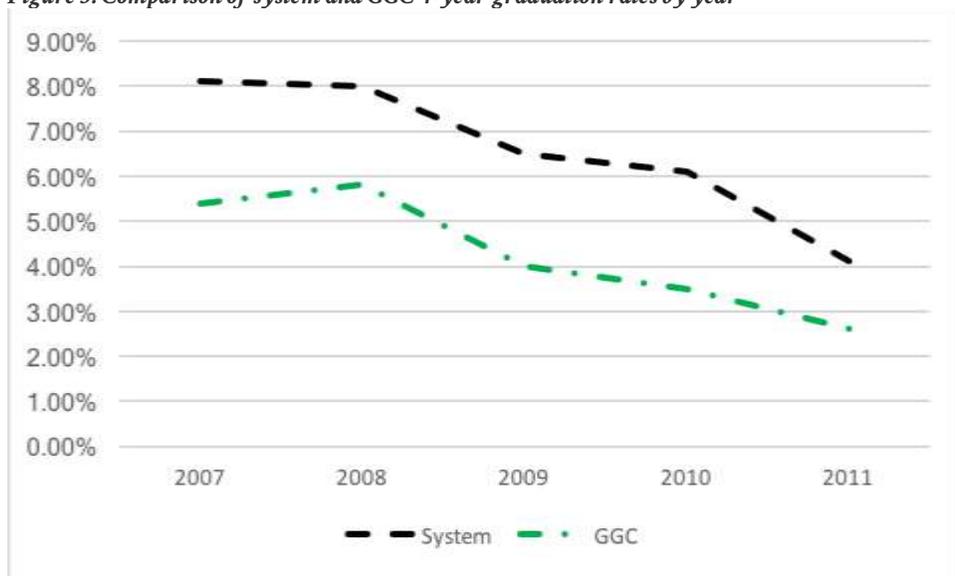
Figure 4. Comparison of system and GGC 5-year graduation rates by year
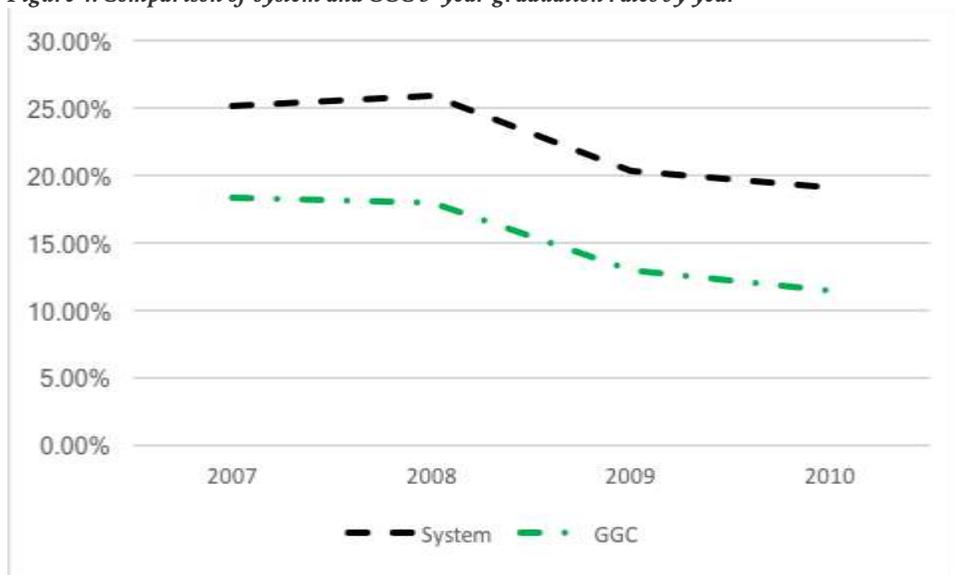
Figure 5. Comparison of system and GGC 6-year graduation rates by year
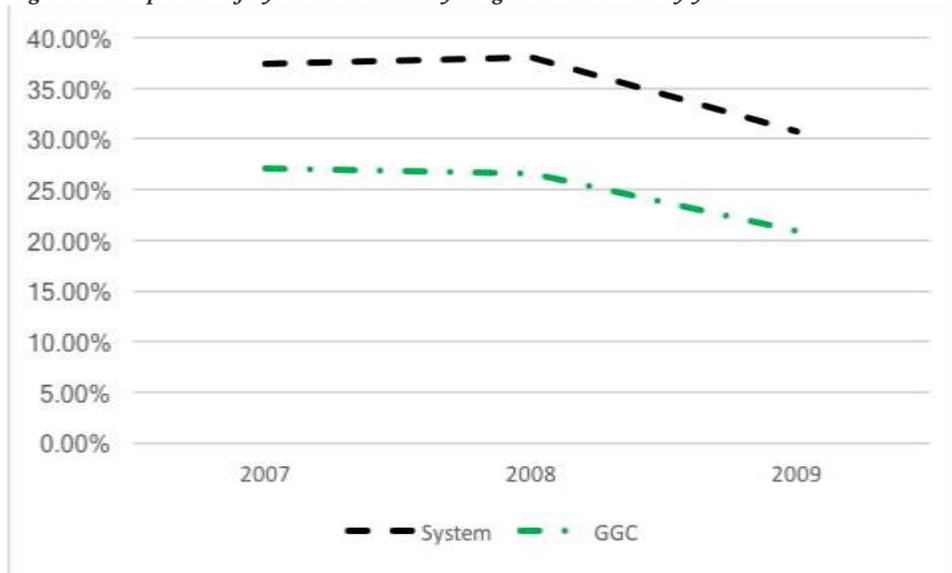
Efforts that are focused on wide-scale communication and technology have shown less impact and less penetration into the mindset and practice of the institution. Two primary factors have contributed to the challenges in implementing strategies based on technology tools and communication. The first is the necessity of prioritizing initiatives in the context of budgetary limitations presented by the current economic climate. Faced with choices between funding direct student intervention efforts and funding other initiatives, GGC has consistently chosen to prioritize the former, to good effect. Thus, investment in early alert technology and implementation of some capabilities of DegreeWorks have been delayed. GGC expects to increase efforts on these initiatives as its funding improves.

The second factor impacting implementation of communication and technology initiatives arises from the limitations presented by GGC's hosted software environment for Banner. The hosted environment introduces complexities in implementing some initiatives that rely on communication across software systems and platforms, including those owned by Ellucian that are designed to integrate with Banner. Implementing these solutions requires extensive human resource investment in consultation with ITS and Ellucian to create locally-developed solutions and increases the likelihood of errors, so additional time working toward implementation is necessary.

GGC's game-changing combination of inclusive access, an attentive teaching model, and consciously- controlled affordability means a high-quality educational experience, without crippling debt, for a greater number of students. GGC provides a comprehensive, integrated environment in which the success of students is the core focus. In so doing, GGC not only opens the door to higher education to an expanded population, but also supports those students to graduation, thus contributing to the needs of Georgia and to the goals of Complete College Georgia.

Table 14: College-wide metrics for Georgia Gwinnett College

Metric	AY 13 Actual	AY 14 Target*	AY14 Actual	AY15 Target	AY15 Actual	AY16 Target		AY16 Actual	AY17 Target	AY17 Actual	AY18 Target
One year retention (at GGC)	61.7% F 2011 cohort	73%	63.2% F 2012 cohort	64%	68.0 F 2013 cohort	65%		66.5% F 2014 cohort	66% F 2015 cohort	69.3% F 2015 cohort	67%
Degrees conferred	272	290 (Sp14)	305	375 (Sp15)	413	400 (Sp16)		437	425 (Sp17)	NA	450 (Sp18)
Six-year graduation rate (within institution)	26.8% F 2007 cohort		26.6 F 2008 cohort	29% F 2009 cohort	20.9% F 2009 cohort	30% (2010 cohort)		17.4% F 2010 cohort	31% (2011 cohort)	NA	32% (2012 cohort)
% First Generation students enrolled (neither parent earned postsecondary credential)	42.8%	44%	41.6%	44%	41.8%	44%		42.0%	44%	NA	44%
% Pell Grant eligible students enrolled	52.0%	50%	51.5%	50%	51.5%	50%		51.1%	50%	NA	50%
First semester exit rate: Learning Support English	68.2%	77%	80.4	79%	**78.8**%	F	78%	80.3	79%	NA	80%
						Co-re	81%	82.2	82%	NA	83%
First semester exit rate: Learning Support Math	47.1%	44%	61.0	60%	**64.9**%	F	61%	59.3	62%	NA	63%
						Co-re	71%	66.2	72%	NA	73%
First semester exit rate: Learning Support Reading	76.4%	75%	82.2	80%	76.7%	Course to be phased out due to USG policy changes					
MATH1111 First attempt completion rate: College Algebra	67.6	67%	72.6	70%	73.6	71		70.2	71	NA	72
ITEC1001 First attempt completion rate: Intro to Computing	78.7	77%	82.4	82%	82.7	82		82.7	83	NA	83
ENGL1101 First attempt completion rate: English Composition	76.4	74%	79.9	75	79.2	77		77.5	78	NA	80

Table 15: Official graduation rates for GGC students (IPEDs FTFTF cohorts)

		4 Year			5 Year			6 Year			7 Year			8 Year		
		Institution		System		Institution		System		Institution		System		Institution		System	
		Institution		System		Institution		System		Institution		System		Institution		System	
N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

F07	295	16	5.4%	27	8.1%	54	18.3%	84	25.1%	80	27.1%	111	37.4%	93	31.1%	130	43.8%	99	33.3%	137	46.7%
F08	361	21	5.8%	37	8.0%	65	18.0%	77	25.9%	96	26.6%	137	38.0%	110	30.5%	155	42.9%	NA			
F09	708	28	4.0%	46	6.5%	92	13.0%	144	20.3%	148	20.9%	218	30.8%	NA							
F10	1615	57	3.5%	98	6.1%	184	11.4%	309	19.1%	281	17.4%	NA									
F11	1996	51	2.6%	95	4.8%	189	9.5%	NA													
F12	1960	70	3.6%	NA																	

Georgia Highlands College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a state college of the University System of Georgia (USG) with an access mission and limited baccalaureate degrees. The college's purpose is to provide access to a teaching and learning environment that prepares students to thrive in a global society. The mission of GHC is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

For Fall 2015, total enrollment was up 7% to 5746 students. A graph of five-year enrollment appears in the Data Appendix.

Demographics for the GHC student body as of Fall 2015 are shown below.

Georgia Highlands College – Fall 2015			
Gender		**Residency**	
Female	63%	**Georgia Residents**	96%
Male	37%	**Full or Part Time**	
Race/Ethnicity		**Full Time**	47%
White	67%	**Part Time**	53%
Black or African American	17%	**Financial Aid**	
Hispanic/Latino	11%	**Percent receiving some aid**	71%
Asian	1%	**Pell awardees**	46%
Age		**HOPE awardees, all categories**	23%
Average Student Age	22.8 years	**New Students**	
All Adult Learners (25+)	21%	**Total New Students**	1440
Veterans		**Started in Learning Support**	48%
Number	144	**First Time Adult Learners (25+)**	3.41%
Percent of student body	2.51%		

GHC's key priorities are directly tied to the student body as described by the demographics and the access mission of the college. The focus is on goals that relate to traditionally underserved students, including adults, veterans, lower-income students, and lower-prepared students. GHC's mission is to assist students to succeed, whether that be in a career with one of GHC's career programs (Nursing associate and baccalaureate, Dental Hygiene associate and baccalaureate, Human Service associate) or with a transfer associate degree on the way to a baccalaureate degree at a different institution. These priorities are reflected in GHC's selected goals for Complete College Georgia.

For instance, in Fall 2015, 48% of GHC's incoming freshmen required some form of remediation. That is a typical percentage for the institution, so finding ways to track and guide students through remedial work is key to assisting the students in achieving success. GHC has been working towards the complete adoption of new remedial strategies for six years, since the concepts were introduced within the USG. GHC's pattern of early adoption is evidenced by the college's piloting in the past several years of the emporium model, co-requisite remediation, and STEM versus Non-STEM paths for math Learning Support. GHC was among five institutions that brought the USG-sanctioned recommendations fully to scale a year early in fall 2014. For GHC, "at scale" means that all Learning Support sections provided by the institution are in the new formats (no more READ 0099, ENGL 0099, MATH 0097, or MATH 0099 sections).

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

COMPLETE COLLEGE GOAL	HIGH IMPACT STRATEGY
1: Increase the number of undergraduate degrees awarded by USG institutions.	- **Adopt targeted baccalaureate programs that meet local economic development needs.** In addition to recently added programs for health science bachelor degrees, two new bachelor degrees were approved in 2015-16: a Bachelor of Business Administration in Healthcare Management and a second in Logistics and Supply Chain Management. Applications can be submitted beginning January 1, 2017. - **Target increases in completion for students traditionally underserved in post-secondary education.** Tracking retention and graduation for at-risk populations with interventions, such as African-American males (AAMI program), joint enrolled students, and Learning Support students (covered in more detail in Goal 7).
4: Provide intentional advising to keep students on track to graduate.	- **Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).** Degreeworks; Early Bird Advising (EBA); Early Warning Program (EWP). - **Ensure that students who meet off-track criteria receive timely and targeted advising intervention.** Interventions resulting from EWP.
5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.	- **Eliminate graduation application fees for associate degrees.** Done. - **Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees.** Regular review of credit hours per student to identify those who have gained 90% or more of the appropriate credits toward a degree but have not petitioned for graduation; auto award for those who have correct credits; contact and advice for those who are lacking a few credits; reverse transfer awards. - **Publicize the idea of degree completion via "reverse transfer" within the institution and locally.** Underway.
7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.	Built on prior work in this area by joining four other USG institutions in the "vanguard" group fully at scale with new remedial methods in Fall 2014, a year ahead of USG's implementation schedule (all Learning Support sections taught in the new formats); pursuing all high impact strategies for this goal; assessment of success in gateway and follow on courses and retention. - **Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support** - **Combine remediation in English and reading.** Done and at scale. - **Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.** Implemented and at scale. - **End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.** Done and at scale. - **Students have unlimited "attempts" to complete corequisite remediation.** Done and at scale.
8: Restructure instructional delivery to support educational excellence and student success.	- **Expand completely online opportunities.** Continued expansion of GHC's online offerings including whole AS and AA degrees starting in Spring 2015; rejoined eCore effective Spring 2015; analyses of student success in online classes comparable to those of eCore

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL 1: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS

High Impact Strategy 1.1	**New Baccalaureate Degrees** Provide targeted baccalaureate programs that meet local economic development needs in the region.
Related Goal	1. Increase the number of undergraduate degrees awarded by USG institutions
Demonstration of Priority and/or Impact	A transformation is occurring at GHC as the college transitions along with the marketplace in our health sciences areas (Nursing and Dental Hygiene). As the market becomes saturated with nurses and dental hygienists holding associate-level credentials, employers increasingly desire bachelor degrees in health sciences. Hence, GHC is providing fewer career associate degrees, particularly in Nursing, and more bachelor degrees.
Primary Point of Contact for This Activity	Name: Dr. Renva Watterson Title: Vice President for Academic Affairs rwatters@highlands.edu
Summary of Activities	Having established bachelor degree completion programs in Nursing and Dental Hygiene in recent years, GHC is able to pivot with market demands. In addition, **two additional bachelor degrees** were approved during 2015-16 for provision by GHC: a Bachelor of Business Adminstration in Health Care Management and a separate one for Supply Chain and Logistics Management. The college will begin accepting applications for those beginning with the fall 2017 term
Measures of Progress and Success	
Metric/data element	Increase in bachelor degrees awarded. Progress toward additional bachelor degrees.
Baseline Measure	First year of BSN graduates: 22
Interim Measures of Progress	GHC's overall rate of degrees conferred for the past five fiscal years is shown in the Data Appendix, with a slight decrease in associate degrees awarded between FY 2015 (639) and FY 2016 (602, local figures) reflecting the market shift in Nursing to bachelor degrees. Bachelor degress awaded increased from 22 in FY 2015 to 34 (local figures) in FY 2016, an increase of 54% reflecting the same shift.
Measures of Success	Continued increases in Health Sciences bachelor degrees conferred are expected. The initial throughput estimate for each of the new Bachelor of Business Administration degrees is 35 students per year, for a total of 70 new degrees awarded in those areas.
Lessons Learned	The college will need additional faculty members to provide the classes for the new bachelor programs in business. GHC is also pursuing joint degrees under eMajor.

High Impact Strategy 1.2	**African American Male Initiative** Target increases in completion for students traditionally underserved in post-secondary education.
Related Goal	1. Increase the number of undergraduate degrees awarded by USG institutions
Demonstration of Priority and/or Impact	Black or African American students comprise the largest minority population at GHC. Black or African American males are nationally and locally at substantially more risk of dropping out or stopping out than their female counterparts. The African American Male Inititative program at Georgia Highlands started in 2008 with a focus on success, retention, and completion.
Primary Point of Contact for This Activity	Name: Dr. Jon Hershey Title: Academic Dean, Division of Humanities jhershey@highlands.edu

Summary of Activities	During 2015-16, GHC became one of ten institutions participating in an evaluation program for AAMI efforts in USG. The evaluation by MRDC is aimed at helping institutions increase participation and programming with a goal of increased completion.
Measures of Progress and Success	
Metric/data element	One-year retention and degrees conferred for all African American Males and separately for members of the AAMI program (5-year view in Data Appendix).
Baseline Measure	A baseline measure can be seen in the 5-year view in the Data Appendix.
Interim Measures of Progress	**One-year retention.** African American male students who were part of GHC's AAMI starting in fall 2014 had an unusually low one-year retention rate compared with prior rate for the program (54% retention for participants as opposed to 48% for those who did not participate). As the multi-year view of retention in the Data Appendix shows, students in this population who participate in AAMI are retained and awarded degrees at a substantially higher rate than those who do not, in most years. A retention rate just six percentage points higher for program participants is unusual. Happily, in the preliminary numbers for students starting in fall 2015, a return to the usual trend appears, along with an upturn for African American males overall.
	Degrees conferred. The data table and chart in the Data Appendix show the number and percentage of degrees conferred to AAMs going steadily up to all-time highs in the past three fiscal years. During that period the percentage of the degrees awarded to AAMs that were awarded to AAMI members has also increased.
Measures of Success	The African American Male Initiative at GHC has a long history of success in retention and degrees conferred for those who participate. The goal for one-year retention among program participants remains at 90%.
Lessons Learned	Importantly, fall 2014, with its low one-year retention results, was the first term after a grant supporting a part-time specialist for AAMI had ended. The upswing in retention outcomes for fall 2015 students (local figures shown in the graph in the Data Appendix) reflects an intensive success coaching initiative by which almost all new Black or African-American males were assigned success coaches, including those who did not participate in AAMI.
	Despite strong results over multiple years, recruiting eligble students to participate in the AAMI remains a key difficulty. A new phone outreach was added in Fall 2016 to ensure that all new AAM students were aware of the opportunity and benefits of the program. Participation figures will be added to this set of measures with a goal of 75% participation of new Black or African American male students and 100% participation from that group who are Pell-eligible.

High Impact Strategy 1.3	**Joint Enrolled Students** Increase the number of credit hours awarded each academic year to joint enrolled students
Related Goal	1. Increase the number of undergraduate degrees awarded by USG institutions
Demonstration of Priority and/or Impact	(Briefly describe how this strategy or activity addresses a priority for your institution and/or has the potential to be high impact on your campus. How does meeting these goals increase student completion?)
Primary Point of Contact for This Activity	Name: Dr. Renva Watterson Title: Vice President for Academic Affairs rwatters@highlands.edu
Summary of Activities	GHC has participated in joint enrollment programs for many years. A five-year view of credit hours awarded to joint enrolled students appears in the Data Appendix.
Measures of Progress and Success	

Metric/data element	Credit hours awarded to joint enrolled students
Baseline Measure	During the prior academic year, 2014-15, 2264 credit hours were awarded to joint enrolled students.
Interim Measures of Progress	The number of credit hours awarded to joint enrolled students has increased sharply during last three academic years, from 1566 in AY 13-14 to 3326 in AY 15-16, an increase of 212%.
Measures of Success	The goal for this high-impact strategy at GHC is not immediately clear, though participation by joint enrolled students has increased steadily over multiple years and additional steps are facilitating increases.
Lessons Learned	One barrier to increasing the number of joint enrolled students has been the disparity between the financial payout between the University System of Georgia and the Technical College system. The State created a new joint enrollment program in 2015 called "Move on When Ready" that made joint enrollment courses completely free for high school students for both higher education systems in Georgia. An intensive marketing campaign allowed GHC to increase its number of joint enrolled students significantly in 2015-16. In addition, GHC learned that many students had transportation issues that prevented them from participating in joint enrollment courses. During 2016, GHC began offering college courses at several of local schools, removing the transportation barrier for many students. This enabled the college to increase joint enrollment numbers further.
	Through this process GHC learned to work with the Academic Deans to develop a list of courses they were comfortable with providing within local schools and a marketing piece specifically designed for high school leaders to demonstrate what GHC has to offer as well as a timeline of the process and deadlines that must be met.

GOAL 4: PROVIDE INTENTIONAL ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE

One of the high impact strategies for this goal has been accomplished at GHC. Milestones for completing associate degrees in two years have been added to program maps for all transfer pathways.

High Impact Strategy 4.1	**Degreeworks** DegreeWorks immediately enhanced the ability of GHC's professional advisors to give targeted guidance for staying on track when it was rolled out in April of 2011. Its use has gradually expanded to faculty and students, and continues to grow.
Related Goal	4. Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	Degreeworks, called locally SCOREcard, has become an indispenible tool in the effort to keep students on track from a program perspective and prevent the accomulation of credit hours that do not contribute to completing a credential.
Primary Point of Contact for This Activity	Name: Jennifer Hicks Title: Director of Academic Success jhicks@highlands.edu
Summary of Activities	A two-year view of the use of Degreeworks by professional advisors and faculty members appears in the Data Appendix.
Measures of Progress and Success	
Metric/data element	Number of times Degreeworks is used by faculty and professional advisors as indicated by notes provided. Notes are pre-formulated so adding them is not onerous. In addition, faculty members use a Degreeworks note to indicate when students have participated in Early Bird Advising so that the students may register early, driving up use of Degreeworks by faculty. GHC has not turned on logging of all times DegreeWorks is accessed, so the number of times the program has been used by students cannot yet be determined.

Baseline Measure	During 2014-15, based on notes provided, professional advisors used DegreeWorks 11,966 times; faculty used it 3,127 times.
Interim Measures of Progress	Fall 2015-16, use of Degreeworks increased substantially to 49,857 total notes: 35,403 from professional advisors and 14,454 from faculty. Overal activity increased by 330% in one year.
Measures of Success	The level of usage has increased considerably, so the variety of Notes and when they are created (the goal would be multiple times per year) may become a measure in additional to volume.
Lessons Learned	The use of Degreeworks met with inertia among faculty members until the incentive was added in 2013-14 that allowed students who participated in Early Bird Advising to register early. The basis for the opportunity to register early is a Note in Degreeworks indicating the completion of EBA. The incentive drove faculty members into Degreeworks and now, five years after the adoption of Degreeworks, it is becoming an essential tool.

High Impact Strategy 4.2	**Early Bird Advising** Ensure that students who meet off-track criteria receive timely and targeted advising intervention.
Related Goal	4. Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	In the absence of computerized analytics, Early Bird Advising (EBA) contributes to student completion by keeping the students who participate on track toward their degrees. The method for identifying students who are "off track" is faculty assessment during EBA using Degreeworks. Students work with faculty members to create an academic plan that spans at least a year, taking into consideration contingency plans, rather than simply choosing courses for the folling semester.
	Students are incented to participate by being allowed to register early for the following term, helping to ensure that they get the classes planned during EBA. Special arrangements are made for students who take all classes online to match them with advisors willing to advise via web conferencing or phone.
Primary Point of Contact for This Activity	Name: Jennifer Hicks Title: Director of Academic Success : jhicks@highlands.edu
Summary of Activities	The baseline status for EBA was no required or incented visits for students to professional or faculty advisors for long-term planning and no advertising that long-term planning of path to degree was available. In the first three years of the program, advertising began and faculty were recruited to provide it, but no incentive for students was available. The incentive of early registration for the following term was added in 2013. A five-year view of participation in EBA is available in the Data Appendix.
Measures of Progress and Success	
Metric/data element	Number of and percentage of students who participated.
Baseline Measure	Student participation in Early Bird Advising increased sharply during 2013-14 as the incentive of early registration was added. For 2013-14, 2521 students participated in EBA at least once during the academic year. For 2014-15, the number rose to 2766, an increase of 9.7%.
Interim Measures of Progress	Participation in Early Bird Advising for Fall 2015-16 was 2,251 students, resulting in 3,200 Notes in Degreeworks.
Measures of	One goal would be 100% participation of all students in Early Bird Advising. Longer term

Success	GHC's goal is a 5% increase in retention rate for students who participate in EBA and a 2% increase in their graduation rate. GHC would also expect that for students who participated in EBA, fewer total hours would be accumulated before degree attainment.
Lessons Learned	GHC's multicampus organization presents several barriers to students meeting with an advisor for EBA, which can cause participation numbers to vary, decreasing as they did for 2015-16. Smaller campuses have limited faculty to administer EBA. To address this challenge, we are exploring expanding the timeframe of EBA from 3 weeks to the full semseter up to a week before registration opens. Additional time gives faculty the opportunity to make EBA appointments on campuses other than their homebase and to reach more students. We are also exploring online advising options through platforms like Collaborate. Another challenge is having enough faculty crosstrained to advise in disciplines outside of their specialty. To address this challenge, the advising department created a training program for faculty interested in advising nursing students, one of our largest populations. The entire Physical Education faculty group participated in a training session.

High Impact Strategy 4.3	**Early Warning Program** Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).
Related Goal	4. Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	In the absence of computerized analytics, GHC began the Early Warning Program (EWP) in fall 2011, a time when students received no required notifications of their status (including no required mid-term grade reports) until the end of the course. Required notification was needed to ensure that students understood their status in the course and could discuss with the instructor (preferred) or others a path to success before the deadline for withdrawing from the course with a grade of "W." The criterion for identifying students who are off-track in courses is faculty assessment. An EWP rating of D, F, or U triggers a message to the student.
Primary Point of Contact for This Activity	Name: Jennifer Hicks Title: Director of Academic Success jhicks@highlands.edu
Summary of Activities	Initially EWP reports were required at three intervals: 5% into the term of attending/non-attending (auto drop for non-attendance); 30% for pursuing/not pursuing the course (irregular attendance, irregular completion of assignments, not a performance measure); 50% for a performance measure (grade or S/U). From early analyses of the data in Fall 2013, the required reports were reduced to two: 5% for attending and 40% for a performance indicator. The baseline intervention for every student identified with any unsatisfactory assessments in the EWP is an e-mail notification from an advisor. The e-mail tells the student the instructor(s) and course(s) for which the assessment is unsatisfactory and directs the student to contact his or her instructor to develop a plan for satisfactory work. Students are also invited to contact the advisor at their physical site or the eLearning advisor for students in online classes. Many students reply to the e-mail with questions, which places them immediately into contact with an advisor. In addition, advisors from each site (including the eLearning advisor and/or administrative assistant) reach out to students reported at their sites, creating a second contact even for students who do nothing in response to the e-mail. Other, more targeted interventions have been adopted by specific groups but are not presently tracked.
Measures of Progress and Success	
Metric/data element	The number and percentage of student reports with unsatisfactory performance is tracked each term against the total number of seats available. The number of students reported at least once is also tracked as well as the number of students reported at the 40% mark who end with successful final grades.

	In terms of the number of students who go on to pass all their courses after EWP reports, GHC became interested in fall 2014 in those who are reported in multiple classes and make a strategic decision to withdraw from one while passing all the others. Such students are labeled in the diagram in the Data Appendix as having "Strategic Success." The approach of withdrawing from one to succeed in the others can be a successful strategy if the number of W grades does not rise to a level that interferes with financial aid or causes substantial delay. Even one grade of W slows down progress and adds costs, but since it leaves GPA intact, it could be the difference between staying on for a next semester and having to stop.
Baseline Measure	A five-year view of the baseline status for fall terms 2011-2014 appears in the Data Appendix. In general, both the number and percentage of reports and students identified with unsatisfactory performance have dropped over the years.
	The percentage of students who are reported with unsatisfactory performance during EWP who go on to complete their courses successfully (grades of A, B, C, or S) has varied over the years in a range between 25% and 28%. The additional percentage of students who are reported in multiple courses and succeed with a withdrawal from one course was 12% in fall 2014.
Interim Measures of Progress	For fall 2015, 2,264 EWP reports of unsatisfactory performance were made out of 18,702 seats taken in classes for a 12% reporting percentage. In terms of students, 1648 students were reported at least once from an SER-based total of 5746 students for 29% reported.
	The overall percentage of students who ended the term with successful final grades after an EWP report was 27%. The majority of students are reported are cited in just one class (1179) and those students have the highest rate of successful final grades after EWP reports at 34%. Students reported in more than one class (469) have decreasing success with final grades as the number of courses reported goes up. Overall, 10% of students reported in more than one class ended the term with successful final grades in all reported courses.
	However, another 13% of students reported in more than one course went on the succeed in all their course except for taking a W in one of them (labeled "Strategic Success").
Measures of Success	Of course the best measure of success would be to have every student reported with unsatisfactory progress at the 40% mark turn the situation around and end with a passing grade. With an intervention positioned only at the 40% mark, such a full success for the Early Warning Program seems unlikely. Adding back an indicator at an earlier mark, between non-attendance and 40%, or moving the 40% report earlier may be needed.
Lessons Learned	GHC opted not to adjust the Early Warning Program during 2015-16 pending the possible availability of analytics through work with the John N. Gardner Institute for Excellence in Undergraduate Education. That decision may be reconsidered given the long lead time expected before JNGI analytics would be widespread.

GOAL 5: AWARD DEGREES TO STUDENTS WHO MAY HAVE ALREADY MET REQUIREMENTS FOR ASSOCIATE DEGREES VIA COURSES TAKEN AT ONE OR MORE INSTITUTIONS

Some high impact strategies for this goal have already been completed or are in progress at Georgia Highlands, including the following:

- Eliminate graduation application fees for associate degrees.
- Publicize the idea of degree completion via "reverse transfer" within the institution and locally.
- Add information at matriculation about automatic degree award for all institutions, with "opt-in" option (so that degrees may be awarded when earned). In progress, already added to the online application.

High Impact Strategy 5.1	**Degree Audits, Auto-Awards, and Reverse Transfer** Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees. If so, an associate degree would be awarded unless students have opted out or did not have the opportunity to sign off on the initial permission for automatic award of degree.

Related Goal	5. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
Demonstration of Priority and/or Impact	Degree audits allow GHC to identify students who have met or are near to meeting the requirements for a associate degree and thereby award more degrees to students who deserve them.
Primary Point of Contact for This Activity	Sandie Davis Registrar sdavis@highlands.edu
Summary of Activities	The audits are conducted each term. GHC does not yet have an opt-out form or procedure but some degrees have been auto-awarded.
Measures of Progress and Success	
Metric/data element	Number and percentage of degrees awarded via auto-award or reverse transfer; number of students whose last term of enrollment was Fall 2015-Spring 2016 who have earned 60 or more credit hours with no associate degree.
Baseline Measure	A five-year view of degrees awarded via auto-award or reverse transfer appears in the Data Appendix. GHC began awarding degrees in these ways during FY 2014 with 44 associate degrees (8% of total degrees conferred). In FY 2015, 39 more degrees were awarded (6% of total degrees conferred). As of October 2016, 70 students whose last term of attendance was Academic Year 2014-15 had earned 60 or more credit hours with no associate degree.
Interim Measures of Progress	For FY 2016, 22 associate degrees were auto-awarded or awarded via reverse transfer (4% of total degrees conferred). As of October 2016, 97 students whose last term of attendance was in Academic Year 2015-16 had earned 60 or more credit hours with no associate degree.
Measures of Success	The ability to auto-award degrees may decrease over time as GHC locates students who are near completion but stopped out or as students complete the associate degree more frequently before transferring. Hence the goal for this strategy is modest, anticipating that 2% of associate degrees awarded in each of the next five years will be awarded in this way. As the number of students who appear in each academic year with 60 or credit hours but no associate degree is tracked over time, the number of such students is expected to decrease through efforts at auto-award and reverse transfer.
Lessons Learned	One barrier to auto-awarding associate degrees lies in a federal requirement being discussed among registrars for either a petition ("application") to graduate or an "opt-in" agreement (not an "opt-out"). GHC plans to continue on an "opt-in" basis until issues surrounding the "opt-out" option are resolved.

GOAL 7: INCREASE THE LIKELIHOOD OF DEGREE COMPLETION BY TRANSFORMING THE WAY THAT REMEDIATION IS ACCOMPLISHED

Some high impact strategies for this goal have already been completed or at Georgia Highlands.

- 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.
- Combine remediation in English and reading.

In addition, some figures for the outcomes of the Fall 2014 cohort of Learning Support students have changed with this update. The most affected are students who started in foundations-level math. Many of those students were not properly identified in the first set of data as part of the IPEDS first time freshman group and so were excluded from the analysis. This has been corrected.

High Impact Strategy 7.1	**Corequisite Placement in Math** Enroll students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support.
Related Goal	7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished
Demonstration of Priority and/or Impact	GHC is committed to the use of corequisite remediation and find success with it when comparing the accomplishments of our higher-placing students with students starting remediation with similar placement scores in 2009, before we began piloting the transformations in use today. However, our student population is not academically prepared enough, so far, to achieve high success rates when placing 60% or more of incoming students who need remediation into corequisite classes. Our placement rate in corequisite remediation is closer to 40% while we look for evidence that lower-placing students can accomplish both the corequisite and the gateway class in a single term. This strategy allows for continued refinement of the corequisite classes as well.
Primary Point of Contact for This Activity	Name: Dr. Tim Floyd Academic Dean, Division of Mathematics and Computer Science tfloyd@highlands.edu
Measures of Progress and Success	
Metric/data element	Success rates (rates of grades of A, B, C, or S) of students in corequisite remediation and in the corresponding gateway classes; comparison of success rates in the gateway classes of students who completed corequisite remediation with students who did not require any remediation; success rates of corequisite and non-LS students in the follow on class; retention of corequisite and non-LS student to the following term (fall to spring retention) and the following year (one-year retention).
Baseline Measure	Success rates in the gateway classes for students placed in corequisite classes were promising for Fall 2014. Results for English corequisite students is presented in the next section on combining remediation in English and reading. For math, students placed in the corequisite with MATH 1111 passed the gateway course at a lower rate compared with students who did not require Learning Support (MATH 1111: 60% for coreq, 70% for non-LS). For the STATS path, which involved placement in a corequisite with MATH 1001, pass rates for coreq students were slightly higher than those of students who did not require Learning Support (MATH 1001: 79% for coreq, 77% for non-LS). Gateway in One: STEM path: 60% coreq, 70% for non-LS. STATS path: 79% co-req, 77% for non-LS.
Interim Measures of Progress	Our interim measures for this report are longitudinal views of the progress of the original cohort of Learning Support students with all adjustments to LS fully at scale (fall 2014). In particular, their progress through the next course beyond the gateway is reported as well as fall-to-spring and fall-to-fall retention **Fall 2014 Cohort, STEM** For math corequisite students in the STEM path, 38% of those who suceeded in MATH 1111 (ABC) in Fall 2014 went on to take Pre-Calculus (MATH 1113) in Spring 2015. Half of them succeeded, giving a total of 11% of the original cohort who followed an ideal path (completion of the gateway class in one term and of the next required class in the following term). By comparison, 44% of those without LS who succeeded in MATH 1111 in Fall 2014 went on take Pre-Calculus in Spring 2015 and 79% of them succeeded. A total of 22% of the original cohort of non-LS MATH 1111 students in Fall 2014 were through Pre-Calculus in the following term. Gateway in Two (STEM). The overall percentage of students taking MATH 1111 in Fall 2014 who were finished with MATH 1111 in two terms was different between coreq and non-LS by 9%. Although some students who did not succeed in MATH 1111 did succeed on the second try, the original gap from Fall 2014 of 10% between the two groups was barely reduced at the

	end of the second term.
	Retention for STEM coreq. Fall-to-spring retention: coreq students in MATH 1111: 80%, non-coreq 85%. Fall-to-fall retention: coreq students in MATH 1111: 58%, non-coreq 65%.
	Fall 2014 Cohort, STATS
	For math corequisite students in the STATS path, 44% of those who succeeded in MATH 1001 in Fall 2014 went on to take MATH 2200 in Spring 2015, with 93% succeeding. A total of 32% of the original cohort were through the gateway and the follow-on course within two terms. By comparison, 37% of those without LS who succeed in MATH 1001 in Fall 2014 went on take Statistics in Spring 2015 and 78% of them succeeded. A total of 23% of the original cohort of non-LS MATH 1001 students in Fall 2014 were through MATH 2200 in the following term.
	Gateway in Two (STATS). The overall percentage of students taking MATH 1001 in the Fall 2014 who were finished with MATH 1001 in two terms was exactly the same for coreq and non-LS students (79% for both). The gap of only 2% in these two populations at the end of Fall 2014 was closed by the non-coreq students on the second try.
	Retention for STATS coreq. Fall-to-spring retention: coreq students in MATH 1001 81%, non-coreq 82%. Fall-to-fall retention: coreq students in MATH 1101 67%, non co-req 64%.
Measures of Success	The measure of success for remediation in MATH is for students starting in Learning Support to complete gateway and next classes at the same rate as those who started without LS requirements. For the Fall 2014 cohort, students in the STATS path are coming closer to that goal than those in the STEM path.
	Fall 2014 Cohort: STEM
	In last year's report, GHC noted that the success rates of corequisite students in Fall 2014 was encouraging but less so in STEM mathematics. This divergence in success between coreq and non-LS students in the STEM path continued through Pre-Calculus. Only 50% of the coreq students passed Pre-Calculus while 79% of non-LS students passed it, a success rate gap of 29% as opposed to the gap of 10% when taking the gateway class. This larger pass rate gap is a concern for corequisite remediation in STEM.
	Similarly, a lower percentage of the coreq students were through both required math courses within the first year (11% for coreq, 22% for non-LS). This difference is due partly to the success rate gap and partly to fewer coreq students taking the follow-on course in the spring. Slightly more than a third of the coreq students who could have taken Pre-Calculus immediately did so, compared with 44% of non-LS.
	Fall 2014 Cohort: STATS
	The picture is brighter for corequisite remediation in the STATS path. A higher percentage of the coreq students who passed MATH 1001 went on to take Statistics in the spring (44% as opposed to 37% of successful non-LS students). A higher percentage of the coreq students passed Statistics as well (93% of coreq students were successful compared with 78% of non-LS). Corequisite preparation seems to be having the desired effect for the STATS path beyond the gateway class. The same questions apply for the STATS path to the relative small percentage who take Statistics immediately after success in MATH 1001.
Lessons Learned	From the Fall 2014 cohort, the widening success gap between coreq and non-LS students in the STEM path at they get to Pre-Calculus bears further research. Also, relatively few of the eligible coreq students moved to Pre-Calculus the following term. Advising may play a role; possibly students need to be urged more strongly to complete the sequence while the principles from MATH 1111 are more readily in mind. Other students may be moving in the following term from MATH 1111 to Statistics for Area D Math. More analysis is needed.

High Impact Strategy 7.2	**Corequisite placement in English** **Enroll students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support.**
Related Goal	7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished

Demonstration of Priority and/or Impact	The combination of reading and English remediation into single courses for corequisite and foundations is intended to enable students to complete Learning Support in these areas more quickly and move ahead to credit-level work. The use of corequisite remediation should enable students who qualify for it to complete remedial work and the gateway class in the same term.
Primary Point of Contact for This Activity	Dr. Jon Hershey Academic Dean, Division of Humanities jhershey@highlands.edu
Summary of Activities	Georgia Highlands was fully at scale with combined English and reading remediation as well as corequsite remediation in English beginning in 2014-15.

Measures of Progress and Success

Metric/data element	1) **Success rates** (rates of grades of A, B, C, or S) of students in corequisite remediation and in the corresponding gateway class; 2) **comparison** of success rates in the gateway class of students who completed corequisite remediation with students who did not require any remediation; 3) success rates of corequisite and non-LS students in the **follow on class**; 4) **retention** of corequisite and non-LS student to the following term (fall to spring retention) and the following year (one-year retention).
Baseline Measure	Outcomes for corequisite placement into ENGL 1101 for Fall 2014 were positive, leading to pass rates in the gateway class only slightly lower than pass rates for non-LS students (75% for coreq students, 80% for non-LS). Similarly, for students who passed foundations English in Fall 2014, their success rate in ENGL 1101 compared was strong compared to the success rate for new non-LS students in Spring 2015 (84% for foundations students, 68% for non-LS).
Interim Measures of Progress	Fall 2014 Cohort Corequisite remediation. The relatively small gap in success for coreq and non-coreq students in English 1101 (5%) widened in English 1102 the following term to 16% (63% coreq, 79% non-coreq). Health Science majors who started in English coreq LS in Fall 2014 were removed from analysis for ENGL 1102 since they are not required to take ENGL 1102. Gateway in Two for coreq. The overall percentage of the students taking English 1101 who finished English 1101 within two terms was similar for coreq and non-coreq (79% for coreq, 82% for non-coreq). Retention for coreq. Fall-to-spring retention, coreq students in ENGL 1101 74%, non-coreq 85%. Fall-to-fall retention: coreq students 57%, non-coreq 64%. The retention gap for fall-to-spring between coreq and non-coreq students closed for fall-to-fall retention (11% to 7%) as a higher percentage of non-coreq students did not return. Foundations remediation. For foundations students in English in Fall 2014, 88% of them passed foundations and of those who passed, 85% went on to take ENGL 1101 in the following term. Those who took ENGL 1101 passed at a rate of 84%, compared with a pass rate of new non-LS students in the spring term of 68%. Gateway in Two for foundations. 63% of the students taking English foundations in Fall 2014 were through the gateway class in two terms. Retention for foundations. Fall-to-spring retention, foundations students 84%, no LS in ENGL 1101 85%. Fall-to-fall retention: foundations students 71%, no LS in ENGL 1101 64%. For students who went on to take ENGL 1102 in the third term (64% of the eligible students, taking ENGL 1102 in either summer or fall), 64% of them passed it, for total of 29% of the original cohort of foundations English through ENGL 1102 in three terms. No Health Science majors were among the foundations cohort, so no removals were necessary. This success rate for foundations students in ENGL 1102 compares favorably with the success rate of students who started in corequisite remediation (63% pass rate in ENGL 1102 in the second term, for a total of 28% of the cohort through ENGL 1102 at the earliest possible time). However, the pass rate gap between foundations students and non-LS students in ENGL 1102 is about the same as the one for coreq students (foundations students 64%, coreq students

	63%, non-LS students 79%).
Measures of Success	The measure of success for remediation in English is for students starting in Learning Support to complete gateway and next classes at the same rate as those who started without LS requirements. For the Fall 2014 students, this outcome is not obtained so far, though success rates for the LS students in the gateway classes is strong for both coreq and foundations. Students starting in LS English lagged the non-LS students regarding success rates in ENGL 1102. For students starting in the coreq, the lag was not apparent until ENGL 1102 and then the gap was 16%. When students starting in foundations took ENGL 1101, their pass rate was higher than those in the other two groups (84% passed ENGL 1101 on the first try, compared with 75% fo coreq students and 80% for non-LS). So they started out in credit-level English strongly. By the end of ENGL 1102, their pass rate advantage evaporated and they passed at the same rate as those who started in the corequisite (64% compared with coreq of 63%) and lagged the non-LS by almost as much (15%).
Lessons Learned	This findings for LS English students who started in Fall 2014 in ENGL 1102 show the importance of looking at success beyond the gateway class. Understanding what happens to students who start in LS for the rest of their academic paths is vital to adjusting and adapting remediation further. Clearly, all things held even, the coreq students have the advantage of reaching the same state one term earlier, giving more time for recovery in terms of pursing the degree. But the similarity of outcomes for coreq and foundations in terms of pass rates in ENGL 1102 is an area for further analysis.

High Impact Strategy 7.3	**Split Math remediation into STEM and non-STEM paths** Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.
Related Goal	7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished
Demonstration of Priority and/or Impact	GHC began in fall 2014 placing students into math courses that reflect chosen career areas (STEM pathway versus non-STEM or the STATS pathway) after piloting this placement in 2013-14. The anticipated effect is on the ability of non-STEM students to progress, continue their studies, and receive credentials that would have been harder to attain when the STEM pathway, with its basis in algebra, was the only Learning Support math option.
Primary Point of Contact for This Activity	Dr. Tim Floyd Academic Dean, Division of Mathematics and Computer Science tfloyd@highlands.edu
Summary of Activities	Co-requisite students in STEM and STATS paths are having success as documented in a prior section, so the focus in this section is on foundation-level courses in the STEM and STATS areas.
Measures of Progress and Success	
Metric/data element	1) Success rates (rates of grades of A, B, or C) of students in foundations remediation; 2) comparison of success rates in the gateway class the following term to rates of new students who did not require remediation; 3) success rates of foundations students in the follow on classes (compared with similar data from students who started in corequisite remediation and no remediation), 4) retention of foundations students to the following term (fall to spring retention) and the following year (one-year retention).
Baseline Measure	Pass rates in foundations for the STEM path were strong in Fall 2014 at 80%. As these students moved on to MATH 1111 in the spring (as 84% of them did), 72% of them passed. This success rate compares favorably with new students starting MATH 1111 in the spring term with no LS requirement (pass rate of 54%). It also compares well with Fall 2014 students who were in coreq remediation (60% of them passed MATH 1111) and those who did not have an LS Math requirement (70% pass rate). Pass rates in foundations for the STATS path were not as strong as in the STEM path, with 76% passing foundations in the Fall 2014 and of those who took MATH 1001 in the spring (89% of eligible students did), 68% of them passed. This pass rate does not compare favorably with new students starting MATH 1001 in the spring term with no LS requirement (pass rate of 83%). Similarly the pass rate in MATH 1001 of foundations students in the STATS path did not compare favorably with MATH 1001 students starting in corequisite remediation (79%) or those with no LS Math requirement (77%).
Interim Measures of Progress	Fall 2014 Cohort Gateway in Two (STEM). Although the pass rates in foundations and MATH 1111 were reasonably good (72% or higher), the sense in which the foundations students on the STEM path fell behind the coreq students shows in the percentage of each group who had completed remediation and the gateway course by the end of two terms (48% for foundations students and 64% for coreq students, compared with 73% for students with no LS requirement). Even allowing a comparision to the Gateway in Three figure for the foundations students, the percentage of the overall cohort who were through the gateway increased only to 57%, still behind the other groups of MATH 1111 students (7% behind coreq students, 16% behind non-LS). Retention for STEM foundations. Fall-to-spring retention, foundations students 86%, no Math LS requirement taking 1111 85%. Fall-to-fall retention: foundations students 65%%, no Math LS requirement 65%. Gateway in Two (STATS). With lower success rates in MATH 1001 than other students who

<table>
<tr><td></td><td>started in fall 2014, foundations students also had a lower percentage of the overall cohort through the gateway class in two terms (45% for foundations, 79% for coreq, 79% for non-LS). Extending the comparison to the Gateway in Three figure for foundations, percentage of the overall cohort who were through the gateway increased only to 49%, even more distant from the other groups than the STEM foundations group was (30% difference).

Retention for STATS foundations. Fall-to-spring retention, foundations students 75%, no Math LS requirement taking 1001 82%. Fall-to-fall retention: foundations students 53%%, no Math LS requirement 64%.</td></tr>
<tr><td>**Measures of Success**</td><td>The measure of success for remediation in Math is for students starting in Learning Support to complete gateway and next classes at the same rate as those who started without LS requirements. For foundations students in STEM in fall 2014, this goal was near accomplishment for the gateway courses as they did well on each course. However, with two "loss points" (the foundations class and the gateway class) as opposed to one (just the gateway class for the coreq and non-LS), a lower percentage of the overall cohort went through the gateway on a timely basis (even when considering a three-term option for "timely").

For students starting in foundations on the STATS path in fall 2014, the prospects were dimmer. With lower pass rates at both "loss points," the foundations students were through the gateway class on a timely basis at much lower rate than the other groups.</td></tr>
<tr><td>**Lessons Learned**</td><td>Based on results from the fall 2014 students, a case could be made for raising the split between foundations and coreq based on strong pass rates on the STEM path. With fewer "loss points," more foundations students might get through the gateway class in two term. On the STATS path, the results may point more toward a revision of the foundations course.</td></tr>
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GOAL 8: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS

High Impact Strategy 8.1	**Expand Online Offerings** Expand completely online opportunities.
Related Goal	8: Restructure instructional delivery to support educational excellence and student success.
Demonstration of Priority and/or Impact	Online classes and programs enable students who cannot physically attend college at a campus to pursue and complete degrees. They are a critical part of a completion strategy for institutions such as GHC that have multiple campuses where student numbers may not be sufficient to support all classes in all terms. In fact, a recent article in the *Chronicle of Higher Education* surveyed multiple studies in an effort to explain the "online paradox": even if students are at risk of making lower grades in online classes, students who take online classes complete degrees at a higher rate than those who do not take online classes. GHC monitors pass rates in online closely and shares with faculty members and academic deans information about courses with the largest gaps between face-to-face and online versions. Many of the Area F courses for our associate programs have low-to-no gaps between face-to-face and online versions, making the online versions "green" in our analytical scheme. They are low-risk, high-flexibility enablers of completion, particularly for students with work, family, or community obligations that keep them from attending in person.
Primary Point of Contact for This Activity	Dr. Diane Langston Academic Dean, Division of eLearning dlangston@highlands.edu
Summary of Activities	GHC has been gradually increasing its online course offerings since Spring 2010 and in Spring 2015 rejoined eCore to increase availability further. In addition, as of Spring 2015 GHC's associate degrees can be be completed online in multiple transfer pathways and two health science baccalaureate completion programs are fully online.
Measures of Progress and Success	
Metric/data element	Number of courses, sections, and credit hours provided via online options; number of students taking at least one, multiple, and full loads of online classes; pass rates for online credit hours compared with the same rates for face-to-face equivalents.
Baseline Measure	A five-year view of the number of number and percentage of students taking at least one online class, the majority of their classes online, and all of their classes online appears in the Data Appendix. Credit hours attempted and passed on online and face-to-face classes for the past five fall terms appear there as well.
Interim Measures of Progress	For Fall 2015, the number of students taking at least one online class increased by 28% to 1834 students or 32% of the total number of students enrolled in that term. Slightly over half those students (18% of the total number of students) were taking less than half of their course loads online, with 14% taking the majority of their class loads in online classes. The percentage taking all of the classes online increased by 68% to 517 students or 9% of the total enrolled students. Correspondingly, during FY 2016, 34 students graduated with BSN degrees through GHC's online completion program. With two new online bachelor programs in health sciences (BSN and BHDH completion), the number students taking all of their classes online would be expected to increase, as it did. The average pass rate in online classes increased to 71% in Fall 2015 from 66% in Fall 2014.
Measures of Success	Along with increasing online options comes the responsibility to monitor and continuously improve the opportunity for students to succeed in them. As credit hours generated by online classes have increased, so have success rates, indicating that volume is not eroding quality. An important factor in increasing average pass rates in online classes has been the rollout of

	Quality Matters training. All full-time faculty members teaching online were required to complete the initial training on course design, called "Applying the Quality Matters Rubric," a day-long course. Part-time instructors were required to take a locally-developed workshop on the rubric and were compensated for their time. By Fall 2015, slight more than half the faculty members teaching online had completed the training. Sustained higher pass rates or continued improvement in pass rates would be expected.
Lessons Learned	Growth in GHC's online offerings remains more steady than dramatic, allowing the college to expand its training for faculty and support for students to support growth adequately. Additional steps taken during 2015-16 to increase the opportunity for student success included a required quiz that students must take before enrolling in GHC's online classes, detailing the expectations for successful online work. Further student-facing additions are expected in 2016-17, including additional training for students in using the Learning Environment, centered on Brightspace by D2L.

OBSERVATIONS

Georgia Highlands College saw an enrollment increase of 7.1% between fall 2014 and fall 2015, from 5,365 students to 5,746. An additional increase occurred between fall 2015 and fall 2016, from 5,746 to 6,013 students or 4.6%. These increases point to the success of GHC in its five northwest Georgia counties and seven locations (including an online "location") as it pursues its access and limited baccalaureate mission. The college's focus on unequivocal student success continues to grow as well with new programs and new impacts from existing ones. The observations below align with the goals selected.

Increase the number of undergraduate degrees awarded. FY 2016 saw a reduction in associate degrees awarded at GHC from the prior fiscal year. As marketplace expectations change for nurses, fewer associate degrees in Nursing are being demanded and provided. Instead, the focus turned several years ago to a bachelor completion program to align better with market needs. A strong increase in BSN degrees awarded (from 22 the prior year to 34 in FY 2016 or 54% increase) suggests the usefulness of this strategy in increasing the number of degrees awarded overall.

While focused on all students' completion, GHC puts particular focus on traditionally underserved populations such as African American males. The GHC AAMI program was not associated during 2014-15 with the same high levels of increased success that it has facilitated in the past due to the loss of a paid position. Beginning with fall 2015, the assignment of success coaches to almost all new African American male students helped to offset the loss of a position, helping to lift all AAMs to higher retention levels that have been seen at GHC for this population since 2009-10. Extra attention provided by participation in AAMI or assignment of a success coach lifted retention for the fall 2015 cohort of AAMs. GHC will be tracking their academic progress closely as they move ahead.

The percentage of degrees awarded to AAMs continued its steady rise from a low in FY 2013 to new highs in FYs 2014, 2015, and 2016. GHC considers this an indicator of success from work with this population.

GHC's efforts toward increasing participation in higher education by adult students have been underway for several years but are undergoing some changes. Reporting on that population will return in a future CCG update.

Provide intentional advising to keep students on track to graduate. As a small institution, GHC has operated both "progress toward degree" advising and an early warning system for courses without computerized analytics since fall 2011. Both have been successful to a degree and the early warning program in particular has benefitted students who otherwise had no formal means by which to know their status in classes before midterm. Since the program began, many instructors have changed their processes in terms of early feedback to their students. Consequently, the number of students reported and reports filed have decreased in each of the five years the program has existed. The high-impact practice of notifying students as early as possible about their performance has increasingly taken hold.

The substantial increase in the use of Degreeworks in 2015-16 also points to a high impact practice that is gradually becoming the norm at GHC.

Advising has been selected as the subject GHC's next Quality Enhancement Plan for accreditation, so additional programs and tools lie ahead regarding this Compete College Georgia goal.

Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions. GHC continues to add degrees with the strategies described for this goal.

Increase the likelihood of degree completion by transforming the way that remediation is accomplished. GHC has been a leader in the state regarding changes to remediation, bringing the required changes to Learning Support fully to scale a year early. For that early cohort in fall 2014 (described in last year's report), their progress through Learning Support was not entirely strong (see discussion below about students starting foundations on the non-STEM path). Although a new group of Learning Support students entered the college in fall 2015, the focus for this update is the original cohort from the term in which the transformations were fully at scale at GHC (fall 2014 as reported in last year's update), to see how they fared as they continued their work beyond gateway classes.

The brightest spot was in corequisite remediation in math along the non-STEM path. Students in corequisite remediation passed both the gateway class (Math 1001) and the following Statistics class at higher rates than those who started that path without Learning Support requirements. In fact, a pass rate gap in the gateway class of just 2%

for coreq students widened to 15% as 93% of coreq students who took Statistics in the second term passed it (78% for non-LS students). Especially considering that a separate, statistics-orientated math pathway was not available to students in non-STEM pathways for associate degrees, this success is heartening and could lead to additional degrees conferred, an outcome that could be expected to show during 2016-17.

The results in other areas of remediation are not as strong as hoped. Students starting in English remediation, for example, either corequisite or foundations, lagged substantially behind other students when taking ENGL 1102 for the first time (gap of 15-16%). A gap that large merits further investigation and adjustment.

Similarly, a success rate gap of 10% when taking the gateway class (MATH 1111) between corequisite students in STEM math and those not requiring remediation widened to 29% when the same students took Pre-Calculus. With a third fewer corequisite students getting through Pre-Calculus than students without Learning Support requirements in math, review is required.

The outcomes for foundations students in STEM and non-STEM math paths also showed some weaknesses, especially when updated with corrected coding for the IPEDS cohort. Students in STEM foundations did pass the gateway class (MATH 1111) at a comparable rate to non-LS counterparts (72% for foundations students taking MATH 1111 in the spring, with non-LS students who took MATH 1111 in the fall term passing at a rate of 70% and new non-LS students in spring taking MATH 1111 with a 54% pass rate). However, even this strong result did not lead to comparable numbers of students through MATH 1111 on as timely as basis as possible. GHC is considering moving some foundations students in the STEM path into corequisite placements in the future, a result that may be naturally obtained with the coming of the Math Placement Index for placement during 2016-17.

Restructure instructional delivery to support educational excellence and student success. GHC has increased both online offerings and student success rates in them over multiple years. The rollout of Quality Matters has already begun having positive effects on student success, both in online classes and face-to-face ones as online instructors apply the lessons of QM to their offline classes. Additional work toward student success occurred in 2015-16 with the mandatory lesson and quiz on expectations for all online students and more is coming in 2016-17 with a focus on encouraging and helping online students to create community in their classes and out of class.

Georgia Institute of Technology

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The Georgia Institute of Technology (Georgia Tech) is a science and technology-focused learning institute renowned for its deeply-held commitment to improving the human condition. Georgia Tech's motto of "Progress and Service" is achieved through effectiveness and innovation in teaching and learning, research advances, and entrepreneurship in all sectors of society.

A member of the Association of American Universities (AAU) and one of the top research universities in the United States, Georgia Tech influences major technological, social, and policy decisions. In its recently released *2017 Best Colleges* undergraduate rankings, the Institute was ranked as #7 among public universities by *U.S. News & World Report*, and its undergraduate College of Engineering was ranked as #4. The undergraduate biomedical engineering degree program moved up from #3 to #1, sharing a first place ranking with Tech's Industrial Engineering program, which has been ranked #1 in the U.S. for over two decades. The Institute is consistently rated among the top universities in the nation for the graduation of underrepresented minorities in engineering, computer science, and mathematics. Georgia Tech also awards more engineering degrees to women than any other U.S. institution.

In fall 2015, Georgia Tech achieved a first-to-second-year retention rate of 97% for the 2014 cohort and a six-year graduation rate of 85% for the 2009 cohort. Our five-year graduation rate was 80% (2010 cohort). These figures, all historic highs, represent remarkable improvements since 2012, when the Institute submitted its initial CCG plan. As of fall 2015, transfer students had achieved a 95% next-year retention rate and a four-year graduation rate of 81% (also record highs for the Institute). The five-year graduation rate for transfer students remained at 85% for the third year in a row. (See Appendix A for retention and graduation tables.)

In fall 2015, Georgia Tech enrolled 15,142 undergraduates, 81% of whom were enrolled in STEM majors [2] and 60% of whom were Georgia residents. In addition to its undergraduate population, the Institute had a fall 2015 enrollment of 9,892 graduate students for a total enrollment of 25,034. Between 2010 and 2015, the Institute experienced an annual increase in overall undergraduate enrollment with a 10% increase over the six-year period. In AY 2015, 3,419 degrees were earned by Tech undergraduates, a 4% increase from the previous year and a 12% increase in the number of degrees conferred since 2010. Appendix B illustrates enrollment and degree trends.

Georgia Tech values the diversity of its student population. In 2015, Tech experienced a historic high in undergraduate female enrollment of 5,360 students. Current enrollment of women is 25% higher than in 2010, when female enrollment stood at 4,275. The proportion of women has risen from 31% of the student body in 2010 to over 35% in 2015. In 2015, Georgia Tech began offering automatic acceptance and four-year scholarships for all valedictorians and salutatorians from Atlanta Public Schools. The Tech Promise program is available to dependent Georgia residents whose families have an annual income of less than $33,300 and who are seeking a first undergraduate degree. This program is designed to fill a gap in the financial aid support system, picking up where other financial aid options leave off.

The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a freshman, lives on campus, attends full-time, and is seeking a first undergraduate degree. Although the majority of students enter the Institute well prepared academically, we have populations of students who may be at a higher risk not to complete their degrees. These populations include students who, once enrolled, experience academic performance issues, as well as populations traditionally considered underserved in postsecondary education. In fall 2015, 733 (5%) of our 15,142 undergraduates were in less than good academic standing with 379 students on academic probation and 354 on academic warning at the beginning of the semester. [3] Of our entering first-time freshman class in fall 2015, 11% of students were Pell recipients; 13% were underrepresented minorities [4], 4% were first generation students [5], 7% were military learners [6], and 2% were students with disabilities.

Georgia Tech offers high-impact curricular and co-curricular opportunities to enhance engagement and academic development. Providing deep learning experiences for our students, Tech offers a first-year seminar, living learning communities, an undergraduate research program, a study abroad program, and experiential learning (three alternating full-time semesters of co-op assignments or individual internships). Participation levels in these optional programs are significant, and the graduation rates for program participants are among the highest at Georgia Tech (Appendix C). We are also promoting student engagement through Student Life via a wide range of services, programs, and over 400 student organizations. In AY 2015, Tech established a Center for Community Health and Well-Being in order to maximize resources and to provide more comprehensive health and wellness programs for students, faculty, and staff.

Georgia Tech students are highly recruited by major corporations, small businesses, non-profit organizations, and government. In 2015-16, over 8,500 interviews were held on campus for full-time, co-op, and internship opportunities. In May 2016, 90% of graduating seniors reported in their exit survey that they had received one or more employment offers by commencement. Moreover, 79% reported having already accepted offers at a median starting salary of $68,000. Twenty-two percent of graduating seniors reported they had been accepted into graduate school.

Our retention and graduation rates, positive enrollment trends, number of degrees conferred, and job offer rates underscore Georgia Tech's ability to help address the workforce needs of the future.

INSTITUTIONAL COMPLETION GOALS, STRATEGIES & ACTIVITIES

GOAL: INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS.

Strategy 1: Provide targeted K-12 outreach to pique interest in STEM and provide programming to retain currently enrolled STEM majors.

Strategy 2: Implement programming to promote the academic success of underrepresented minorities.

GOAL: PROVIDE INTENTIONAL ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE.

Strategy 3: Provide an early alert system for students in 1000- and 2000-level courses and ensure that interventions are provided for students who are off track academically.

Strategy 4: Provide interventions to promote the success of students who are underperforming academically or who may be at risk for not continuing their education.

GOAL: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS.

Strategy 5: Implement peer-led instruction for students in traditionally challenging courses.

Strategy 6: Implement summer online undergraduate courses to help students stay on track to graduation.

STRATEGY 1: PROVIDE TARGETED K-12 OUTREACH TO PIQUE INTEREST IN STEM AND PROVIDE PROGRAMMING TO RETAIN CURRENTLY ENROLLED STEM MAJORS.

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

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As a science and technology-focused institution, Georgia Tech's STEM activities are central to its mission. The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students, several of which target increases in women, underrepresented minorities, and students with disabilities. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. Additional K-12 outreach programs are conducted by the Center for Engineering Education and Diversity (CEED), and Women in Engineering (WIE), both units within the College of Engineering. In summer 2016, nearly 50 individual K-12 STEM programs were held at Georgia Tech. In addition, Georgia Tech offers distance math courses to dual enrolled high school students. In AY 2015, *Distance Math* served students in 29 Georgia high schools with 450 enrollments in fall and another 450 in spring. Appendix D illustrates a number of the Institute's STEM outreach efforts and the targeted population for each program.

In addition to K-12 outreach for students, CEISMC has designed and implemented professional learning initiatives for STEM teachers for over 20 years. For details on CEISMC's Teacher Education Partnerships, see https://www.ceismc.gatech.edu/outreach. Although Tech does not offer an education degree, a pre-professional

advisor located within the Center for Career Discovery and Development advises students who may have interest in teaching in the future. During AY 2015, 39 students participated in pre-teaching advisement.

Summer bridge programs ease the transition from high school to Georgia Tech. *Challenge* is a five-week summer residential program for underrepresented minority students. In a simulation of the Georgia Tech experience, *Challenge* students take computer science, chemistry, calculus, and a success seminar as a "test run" before starting in fall semester. *TechPrep* is a 12-day residential summer program that provides 35+ hours of calculus review and academic success workshops. Due to the demonstrated success of *Challenge*, additional funding is being allocated to increase the number of students who are able to participate in the program.

Support mechanisms for currently enrolled students span the campus. For example, we offer STEM-facing living learning communities, mentoring programs, scholarships, student organizations, major-based first-year seminar classes, leadership development opportunities, 1:1 tutoring, and supplemental instruction for traditionally challenging STEM courses. Through Georgia Tech's co-op program, 1,472 undergraduates completed 1,757 individual semester-long, major-related work terms in academic year 2015-16. Of this total, 96% of the positions were STEM related. Additionally, in 2015-16, 899 undergraduates completed 981 semester-long internships, 85% of which were STEM related. The co-op/internship program provides in-depth access to STEM opportunities, helps students to make better connections between theory and application, strengthens students' motivation to stay on course to graduation, and increases the number of job offers students receive upon graduation.

A measure of progress for our STEM recruitment strategy involves the number of students enrolled in STEM majors at Georgia Tech. We have achieved a steady increase in STEM enrollment from 10,389 students in fall 2010 to 12,330 students in fall 2015 (a 19% increase over six years). Currently four out of every five Georgia Tech students is seeking a STEM degree.

Efforts to engage and retain larger numbers of female students are key, as women represent one of our best opportunities for overall increases in STEM. In just six years, the number of women enrolled in STEM majors at Georgia Tech increased from 2,793 (20% of total undergraduate STEM enrollment) to 3,975 (32% of total undergraduate STEM enrollment). Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2009 overall cohort, the graduation rate for women was 89% compared to an 82% rate for men; women in STEM majors had an 88% graduation rate compared to an 83% rate for men. See Appendix E for overall STEM graduation rates and STEM graduation rates by gender.

Table 1 illustrates enrollment outcomes from 2010-2015.

Table 1: STEM Enrollment Fall 2010-Fall 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total	10,389	10,718	11,459	11,701	11,822	12,330
Women	2,793	2,990	3,301	3,475	3,638	3,975
% Women	27%	28%	29%	30%	31%	32%

The number of STEM degrees earned is a key measure of our success for this strategy. In 2015-6, 2,799 STEM degrees were earned, a 9% increase from the number of STEM degrees earned in the previous year.

Table 2: Number of STEM Degrees Earned

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
2,249	2,157	2,389	2,578	2,577	2,799

We are observing the transition of STEM students from Georgia Tech to the workplace or graduate school. In spring 2016, approximately one-fifth of these students had received acceptance into graduate school by commencement. The following table demonstrates job offer rates, acceptance rates, and average starting salaries.

Table 3: Career and Salary Survey for Graduating STEM Seniors - Spring 2016*

School	Offer Rate	Acceptance Rate	Median Starting Salary
College of Computing	98%	92%	$93,000
College of Engineering	87%	77%	$68,000
College of Sciences	78%	58%	$50,000

*Data represents status prior to commencement. Source: Career and Salary Survey, Georgia Tech Office of Assessment

Georgia Tech continues to be a U.S. leader in the number of STEM students enrolled and the number of degrees conferred each year. The six-year graduation rate for STEM students reached a record high of 84% with the 2009 cohort; however, the graduation rates for non-STEM students continue to exceed rates for STEM students. Although we have made significant progress in enrolling more women, two-thirds of our entering STEM students in fall 2015 were male. Women are an important area of focus because they offer opportunities for increases in both STEM enrollment and female STEM representation in the workforce.

STRATEGY 2: IMPLEMENT PROGRAMMING TO PROMOTE THE ACADEMIC SUCCESS OF UNDERREPRESENTED MINORITIES.

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

Primary Contact: Cynthia Moore, Director, OMED: Educational Services, **cynthia.moore@omed.gatech.edu**

Georgia Tech's strategic plan confirms our aspiration to be an Institute that pursues excellence and embraces diversity in all its forms. A high priority for our CCG plan involves outreach and programming for underrepresented minority students, who have frequently experienced lower retention and graduation rates than their Asian and White counterparts. To encourage academic excellence, the Office of Minority Education: Educational Services (OMED) provides programming specifically targeted to underrepresented minorities.

With a key role in the Institute's Center for Student Diversity and Inclusion (CSDI), OMED provides a range of services designed to promote the success of underserved minorities. *Challenge* is a five-week, intensive residential summer bridge program for incoming freshmen designed to prepare students for the Georgia Tech experience. The *Edge Program* pairs highly engaged students with incoming students and transfer underrepresented minority students in order to assist them both academically and socially throughout their first year at Georgia Tech. OMED also offers workshops, study groups, tutoring, and *Concept Classes*—topic-specific lectures that deal with course material historically found to be the most challenging. The *African-American Male Initiative (AAMI)* helps to address a negative performance trend in the African-American male population. AAMI is the first-ever statewide effort specifically focused on increasing post-secondary education attainment among Black males. *AAMI* students participate in monthly workshops and are paired with faculty, staff, or alumni mentors.

Metrics we are using to assess the success of this strategy include:

Average GPA of *Edge Program* participants compared to the average GPA of non-participating matched peers at the end of the first year.

Average GPA of the *Challenge* summer bridge program participants compared to the average GPA of non-participating matched peers at the end of the first semester.

- First-semester average GPA and first-to-second-year retention rate of AAMI participants compared to non-participating matched peers.
- Retention and graduation rates for underrepresented minorities at Georgia Tech compared with overall campus rates.

A measure of progress is for program participants to academically outperform matched non-participating peers. Our ultimate goal is for our underrepresented students to attain or exceed the retention and graduation rates of the overall student population.

In looking at outcomes, results for the past year were mostly positive. For the 265 URM students participating in the *Edge Program* (peer mentoring), the average cumulative GPA achieved at the end of the first year was 3.18 compared to 3.13 for URM non-participants. For *Challenge* (70 participants), average GPA's were higher for African-American/Black students and Hispanic students compared to GPA's of non-participating matched peers. Moreover, 13 of 70 *Challenge* participants completed their first semester with a 4.0 GPA and 51 of 70 participants had a 3.0 or higher GPA at the end of their first semester. *AAMI* students had an average first-semester GPA of 3.24 compared to a 2.95 GPA for non-participating African-American males. However, when we look at first-to-second year retention for *AAMI* students, 94% were retained to the second year compared to an overall first-to-second-year campus retention rate of 97% and a 98% rate for non-participating matched peers. See Appendix F for more information about *Challenge* and AAMI outcomes.

For the fall 2009 cohort, overall URM first-to-second-year retention reached 96% and the six-year URM graduation rate reached 80%--both historic highs for Georgia Tech. URM graduation rates have improved dramatically over the past five years (from 69% for the fall 2005 cohort to 80% for the fall 2009 cohort). As of fall 2015, graduation rates had improved for every demographic. If we look at our two largest URM groups—Black or African-American and Hispanic or Latino—we observe that for these students the six-year graduation rates for the fall 2009 cohort were 78% for Black or African-American students and 85% for Hispanic or Latino students compared to 85% for the overall campus population. While the graduation rate was lower for Black or African-American students, this population demonstrated the strongest rate of improvement over the past five years. Please see Appendix G for URM graduation rates.

STRATEGY 3: PROVIDE AN EARLY ALERT SYSTEM FOR STUDENTS IN 1000- AND 2000-LEVEL COURSES AND ENSURE THAT INTERVENTIONS ARE PROVIDED FOR STUDENTS WHO ARE OFF TRACK ACADEMICALLY.

Related Goal: Provide intentional advising to keep students on track to graduate.

Primary Contacts: Debbie Pearson, Retention and Graduation Manager, **debbie.pearson@gatech.edu**

Georgia Tech's early alert system provides useful feedback for students adjusting to its academically rigorous environment. We identify students (primarily first- and second-year) who are off track in a given semester with Midterm Progress Reports (MPR's) in 1000- and 2000-level courses. Submitted after 40 percent of the term, MPR's allow faculty in these courses to assess student performance with an "S" (Satisfactory) or "U" (Unsatisfactory). The grades are intended to alert students to concerns about their academic performance while there is still time to recover; these grades do not affect GPA's or become a permanent part of the transcript. An "S" indicates satisfactory work, usually understood to be performance at a C level or higher. A "U" indicates unsatisfactory work, usually understood to be performance at a D level or lower. All students with U's are contacted by the Center for Academic Success (CAS) and are encouraged to meet with faculty and with their academic advisor. Additionally, we currently *require* that all first-year students with two or more midterm U's meet with their academic advisor or a CAS staff member, and we use registration holds to enforce the mandatory advisement. During advisement, students receive advice, encouragement, and referrals to campus resources where necessary.

Our MPR strategy touches a large number of students. During fall 2015, 36,962 midterm grades were provided for 1000- and 2000-level courses, and 3,689 U's were assigned to 2,768 students. During spring 2016, 29,673 midterm grades were entered for 1000- and 2000-level courses, and 2,993 U's were assigned to 2,310 students.

To measure MPR outcomes, we are tracking (1) the percentage of first-year students with two or more midterm U's who participate in academic advisement, (2) the percentage of students with at least one midterm U who participate in a CAS success program after receiving midterm grades, and (3) U-to-final-grade convergence.

Table 4: Midterm Progress Report Metrics

Midterm Progress Report Outcomes	Fall 2015	Spring 2016
Students with 2 or more U's participating in academic advisement	93%	95.5%
Students with at least one U who began using a CAS program after being invited to do so at midterm	21%*	19%*
U-to-A/B/C/S convergence	55%	53%

Outreach excludes joint enrolled high school students and special undergraduates. The most commonly used CAS program was PLUS (supplemental instruction), followed by 1:1 tutoring and academic coaching

The advising component of this CCG strategy is a high priority for Georgia Tech, which has a decentralized advising structure. We are seeing outstanding advisement rates for students in this population. Last year, we achieved an average advisement rate of 93%. This year 93% were advised during fall 2015, and 96% were advised during spring 2016. However, advisement is a required intervention that is enforced with a registration hold. When students with at least one U were invited at midterm by CAS or encouraged by their advisor to voluntarily participate in CAS academic success programs, approximately one-fifth of the population responded by using one or more services. Though we would like to see a stronger student response, the numbers served by CAS through this outreach effort were still significant—591 students in fall 2015 (with 127 using more than one CAS service) and 435 students in spring 2016 (with 97 using more than one CAS service).

In addition to improving our underperforming students' participation in success programs, we would like to see improvement in our U-to-final A/B/C/S rate, a metric associated with higher retention rates according to a longitudinal study at Georgia Tech.[7]

STRATEGY 4: PROVIDE INTERVENTIONS TO PROMOTE THE SUCCESS OF STUDENTS WHO ARE UNDERPERFORMING ACADEMICALLY OR WHO MAY BE AT RISK FOR NOT CONTINUING THEIR EDUCATION.

Related Goal: Provide intentional advising to keep students on track to graduate.

Primary Contacts: Don Pearl, Director, Center for Academic Success, **dpearl3@gatech.edu**; Debbie Pearson, Retention and Graduation Manager, **debbie.pearson@gatech.edu**

As established in the student body profile, most students enter Georgia Tech well prepared academically but may experience academic performance issues once enrolled. A high-priority strategy related to intentional advising involves interventions for students who are underperforming academically or who may be at risk for not continuing. Programming and outreach are provided through the Retention and Graduation Manager and the Center for Academic Success.

An annual survey of students who did not register for fall semester during Phase I was institutionalized in 2014. Historically, it has been observed that not registering for classes during Phase I may be a red flag for students who may not be returning or who may be experiencing a barrier to returning. Students who need assistance are referred by the Retention and Graduation Manager to academic advisors, the Center for Academic Success, the Center for Career Discovery and Development, the Dean of Students, the Office of Scholarships and Financial Aid, the Counseling Center, and the Registrar's Office. An annual survey of "non-returning" students (defined by students who are in good academic standing but have not been enrolled for three consecutive semesters) has also been institutionalized. The "non-returning" survey helps to identify students who may need assistance to return to Georgia Tech and to identify primary reasons students in good academic standing leave the Institute. As result of these surveys in 2015-16, 287 students communicated with us and received outreach as needed.

Georgia Tech has populations of students who, once enrolled, experience issues with academic progress. A high-priority strategy for Georgia Tech is to assist students who are underperforming academically—specifically students on academic warning, academic probation, and students returning on contract from academic dismissal. We also have students who are technically in good academic standing but who have lower GPA's and students who are not meeting their own academic expectations.

The Center for Academic Success (CAS) was established, in part, to assist Georgia Tech with its retention and completion goals. CAS provides a range of resources for students who need additional academic support. These support services include:

1-to-1 Tutoring - free, appointment-based peer tutoring sessions for students in more than 70 courses, especially 1000- and 2000-level STEM courses. (In addition to CAS tutoring, students can receive tutoring through Clough Commons, Housing, OMED, the Athletic Association, and within individual schools.)

Supplemental Instruction (SI) - known as Peer-Led Undergraduate Study or PLUS at Georgia Tech (discussed more fully in Strategy 5 below).

Reboot - a six-week series of academic recovery workshops and coaching sessions for students on academic warning and probation and for students who are not meeting their own academic expectations.

Success Summit - a half-day series of workshops and panels for students on academic probation and warning and for students who are not meeting their own academic expectations.

Academic Coaching - allows students to work with professionals in CAS to establish goals, find motivation, and troubleshoot behaviors that prevent student success.

Success Workshops - variety of success topics offered in person and online.

GT 2100, Seminar on Academic Success - a required course for students returning from academic dismissal. A separate section of the course is optional for students on academic probation.

In 2015-16, CAS served 6,967 unique students in 19,343 visits for a total of 23,461 contact hours.

Significant areas of progress for 2015-16 include a major increase in academic coaching and *Reboot* participation, as well as promising outcome metrics for GT 2100, a credit-bearing, one-hour *Seminar on Academic Success* that is mandatory for students returning from academic dismissal.

Reboot provides seminar-style assistance for students who are on academic warning or probation and for students not meeting their own academic goals. One hundred thirty-two students attended one of the two six-week sessions offered in the fall and spring semesters. The number of participants represents a 78% increase over *Reboot* participation for the previous year. Students are encouraged to attend all six sessions in order to reap maximum benefits.

In 2015-16, 459 students participated in academic coaching for 1,940 contact hours. These numbers represent significant increases from the previous year, when 240 students received coaching for a total of 698 contact hours. Some new initiatives help explain the dramatic increase. First, we hired an additional staff member who helped us to expand the number of possible coaching sessions. Second, we successfully experimented with 30-minute (as opposed to one-hour) follow-up coaching sessions. Third, we piloted group coaching for targeted populations. The average number of coaching sessions attended for each participant was three. The most commonly discussed topics in coaching this year were time management, organizational skills, study strategies/habits, and school/life balance.

GT 2100, *Seminar on Academic Success*, was approved in 2013 specifically in relation to Tech's CCG goal to provide increasing support for students who are permitted to return on contract after academic dismissal. The seminar offers opportunities for reflection, skill development, and one-on-one academic coaching. The inaugural class, taught in spring 2014, was optional, and the course became mandatory in fall 2014. From its beginning in 2014 through spring 2016, GT 2100 served 281 students. Of these students, 29 have graduated from Georgia Tech, and 122 are still pursuing their degrees. Thus, approximately 54% of the students returning from academic dismissal have graduated or are continuing. Progress for this demographic has significantly improved from the pre-initiative baseline graduation rate of 14%.

Based on the promising results for GT 2100 for students returning from academic dismissal, in fall 2015 we piloted a section of GT 2100 for students on academic probation (participation is voluntary), and the course was offered again during spring 2016. Of the 29 probation students who took this course during 2015-16, 22 (76%) have remained enrolled. These early outcomes are encouraging and attest to the impact of the intervention.

Even with these positive outcomes, we have concerns that we are not reaching the majority of students who are on academic probation and academic warning. When we look at non-GT 2100 participants, only a minority of these "at-risk" students participated in CAS during 2015-16.

Table 5: Percentage of students on probation or warning using CAS services*

	Fall 2015	Spring 2016
Academic Probation	34%	17%
Academic Warning	13%	17%

*Excludes GT 2100 students

The most frequently used CAS service for probation students was academic coaching; for warning students, it was PLUS. We are currently exploring ways to improve the number of probation and warning students who participate in CAS. We are also considering the best ways to identify and reach out to students who are in good academic standing but who are not performing optimally.

STRATEGY 5: IMPLEMENT PEER-LED INSTRUCTION FOR STUDENTS IN TRADITIONALLY CHALLENGING COURSES.

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

Primary Contact: Don Pearl, Director, Center for Academic Success, dpearl3@gatech.edu

Innovation in teaching and learning is a key component of Georgia Tech's mission. In alignment with this mission, Georgia Tech provides supplemental instruction (called Peer-Led Undergraduate Study or PLUS) to students in traditionally challenging courses—primarily math and physics courses. The program is administered through the Center for Academic Success. Enrollment and the number of contact hours represent markers of success for PLUS. During fall 2015, 1,640 students participated in PLUS for total of 6,039 visits. During spring 2016, 1,204 students participated for a total of 4,155 visits. Also useful for gauging the impact of this strategy is the percentage of participation for courses in which PLUS was offered. In fall 2015, 33% of students in the courses for which PLUS was offered participated in the program; in spring 2016, 44% of registered students participated.

To measure whether or not PLUS is successful, we are comparing students' final grades in courses for PLUS regulars vs. non-PLUS participants. Our goal is for regular participants in PLUS (>5 visits) to consistently outperform their peers who do not participate. In both fall 2015 and spring 2016, this goal was achieved. In the fall 2015, 92% of PLUS regular participants (>5 visits) earned a grade of A/B/C/S compared to 85% of their peers in the same classes who did not participate in PLUS. In spring 2015, 94% of PLUS regular participants earned a grade of A/B/C/S compared to 86% of their peers who did not participate. See Appendix H for PLUS grades comparisons.

PLUS is a high-impact strategy that has consistently demonstrated positive outcomes. PLUS has an added advantage of providing leadership opportunities for high-achieving undergraduates who provide instruction during the sessions. PLUS experienced two challenges of note during the 2015-16 academic year. First, due to funding, the number of allotted PLUS offerings was reduced compared to the previous year. Second, changes in the math curriculum at Georgia Tech impacted the hiring of peer leaders for the "new" courses. Regarding the new math curriculum, data collected during 2015-16 will inform the allocation of PLUS resources for 2016-17.

STRATEGY 6: IMPLEMENT SUMMER ONLINE COURSES TO HELP STUDENTS STAY ON TRACK TO GRADUATION.

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

Primary Contact: Leo Mark, Associate Dean, Academic Programs and Student Affairs, **leo.mark@pe.gatech.edu**

As established earlier, participation in academic enrichment programs may delay time to graduation. The Summer Online Undergraduate Program (SOUP) is a high-priority strategy that offers opportunities for students to take online classes during summer semester, thus engaging students who may not otherwise study during summers. We are measuring the success of SOUP based on increases in the number of courses offered, the number of online enrollments, and the percentage of completed courses with a grade of A/B/C/S. From a baseline of 12 courses offered in summer 2013, we have expanded to 21 courses in summer 2016. The number of course enrollments increased from 112 in 2013 to 563 in 2016. From a 73% baseline of course completions with a grade of A/B/C/S in summer 2013, A/B/C/S rates were 87% in summer 2016. We are beginning to track the retention and graduation rates for SOUP participants. Using this metric, an average of 98% of SOUP participants graduated or were retained for the fall semester following the SOUP semester. See Appendix I for a table of SOUP outcomes by year. We have not yet studied how SOUP is impacting time to graduation. This is an outcome metric we would like to track in the future.

OBSERVATIONS

By fall 2015, Georgia Tech had achieved historic high retention and graduation rates. Our first-to-second-year retention rate was 97%; six-year graduation rate, 85%; and five-year graduation rate, 80%. Given that we have already achieved the retention and graduation goals that were set in our initial CCG plan submitted in 2012, our immediate graduation and retention goals are to maintain our first-to-second-year retention rate in the 95%-97% range and to improve our six-year graduation rate from 85% to 86% in the near term.

While it is not possible within the scope of this report to fully address the campus-wide efforts that are positively impacting retention and graduation rates, we have described high-impact strategies that involve large numbers of students and high-priority targeted interventions designed to address specific needs. Concerning populations of students traditionally underserved, we have highlighted our strategy and progress with underrepresented minorities. While URM graduation rates have been increasing, our eventual goal is for URM's to meet or exceed the graduation rate of their non-minority peers. In the past year, a recommendation from the Black Student Experience Task Force was that Georgia Tech increase *Challenge* enrollment from 75 to 175 underrepresented minority and women students over the next three years. We will be tracking the GPA's, retention, and graduation rates for *Challenge* students over the next several years to further gauge the impact of this program on student success.

In addition to targeted services for URM's, Georgia Tech's Veterans Resource Center, Office of Disability Services, Office of Scholarships and Financial Aid, and first generation faculty/staff committee help to address the needs of specific populations. We are routinely tracking the progress of our underserved populations to inform future strategies and the allocation of resources.

In the coming year, we will be increasing our focus on services for low-income students. In July 2016, a faculty member, who also serves as Georgia Tech's Undergraduate Coordinator and Homeless Student Liaison, joined the Office of Scholarships and Financial Aid (OSFA) at 25% time to serve as the OSFA liaison to the Students' Temporary Assistance and Resources (STAR) student group on campus. Through this collaboration, additional time and resources will be devoted to low-income students and students experiencing temporary financial distress. In addition, key constituents on campus will focus on developing and implementing financial literacy initiatives for Georgia Tech students.

Since its inception as a CCG priority, GT 2100 for students returning from academic dismissal has experienced positive outcomes. With early indications of success of GT 2100 for students returning academic dismissal, we piloted a section of GT 2100 for students on academic probation in fall 2015 and offered the class again in spring 2015. To date, results have been encouraging. We will continue to track the progress of the students from GT 2100 and will, over time, gain a clearer view of the impact of this course.

An area for needed improvement is for us to engage a larger number of students who are on academic warning and probation, not only through the Center for Academic Success but across campus. Students often do not understand the meaning or implication of academic standing. Unfortunately, students on probation or warning are also frequently the least likely to seek assistance. In the coming year, the Retention and Graduation Manager, Director of the Center for Academic Success, Registrar, and the Undergraduate Academic Advising Manager will consider how we can help students to gain a better understanding about academic warning and probation and re-focus our intentional advising strategy for these students. We will also consider the best ways to identify and reach out to students who are in good academic standing but who are not performing optimally. The goal is to reach students with academic needs even earlier—before they reach warning or probation.

In October 2016, Georgia Tech filled the newly-created position of Undergraduate Academic Advising Manager. This position reports directly to the Associate Vice Provost for Undergraduate Education and serves as a central resource to provide leadership for academic advising initiatives and training. The advising manager collaborates closely with the Retention and Graduation Manager to ensure alignment of academic advising with Georgia Tech's CCG strategies.

A *Complete College Georgia-GT Steering Committee*, comprised of representatives in leadership roles across campus, meets on a regular basis to monitor the progress of our strategies and to provide direction for new initiatives. The committee is co-chaired by the Associate Vice Provost for Undergraduate Education and the Executive Director for Institutional Research and Planning/Decision Support Services. See Appendix J for a list of members who will be serving during 2016-17.

NOTES

[1] This status report covers the 2015-16 academic year. Enrollment figures and retention and graduation rates are based on fall 2015 data.

[2] STEM majors include students in the Colleges of Computing, Engineering, and Sciences.

[3] See http://www.catalog.gatech.edu/rules/6 for academic standing rules at Georgia Tech.

[4] American Indian or Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander

[5] Neither parent had postsecondary education

[6] Active duty, dependents/spouses, reservists, and Veterans

[7] *Midterm Progress Report Study*, Georgia Tech Institutional Research and Planning, April 2015.

Georgia Southern University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION
Georgia Southern University is classified as a doctoral/research institution by the Carnegie Foundation for the Advancement of Teaching. With an emphasis on academic distinction, excellent teaching, research, and student success, the University offers a comprehensive array of baccalaureate degrees and selected master's and doctoral programs. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, promotes student growth and life success, and prepares the student population for leadership and service as world citizens. Georgia Southern accomplishes its mission, in part, through its focus on providing a student-centered environment enhanced by technology, transcultural experiences, public/private partnerships, and stewardship of a safe, residential campus. Moreover, the University fosters access to its educational programs and enhances the quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional economic development.

FALL 2015 UNDERGRADUATE STUDENT PROFILE
As evidenced by fall 2015 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of a fall 2015 total enrollment of 20,459 students, 17,963 (88%) were undergraduates and 16,904 (83%) were full-time. With a freshman on-campus residence requirement, the University housed 90.8% of beginning freshmen on campus. Consistent with its mission as a University System of Georgia institution, 94.4% of undergraduates were state of Georgia residents. The University enrolled 50.2% (n=9,018) undergraduate female students and 49.8% (n=8,945) undergraduate male students. Minorities accounted for 36.2% of the total University enrollment. Only 6.5% (n=1,168) of undergraduates were new transfer students with most of these coming from other System state colleges.

Georgia Southern's first-year retention rate of first-time, full-time, degree-seeking freshmen who entered in fall 2014 (and returned in fall 2015) was 81.5%. The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2009 and completed a bachelor's degree was 50.4%. Approximately, 13.6% of this cohort completed their degree at another institution of higher education, representing a total degree completion rate of 64%.

EVIDENCE OF UNDERGRADUATE STUDENT ACADEMIC PREPAREDNESS

REGULAR ADMISSION
While not a "highly selective" institution, Georgia Southern University generally enrolls above average freshmen. To be approved for regular freshman admission at Georgia Southern University, students must have a total SAT (math and critical reading) score of at least 1010 or have an ACT composite score of at least 21 and meet the Board of Regents minimum requirements for each portion of the SAT/ACT. Students must also have a satisfactory grade point average on the required high school curriculum (2.0 or higher). To be considered for transfer admission, students must be eligible to return to their current school, have a cumulative college GPA of 2.0 or higher on all work attempted, and have a minimum of 30 transferable semester hours or 45 transferable quarter hours.

Table 1 depicts the average SAT composite scores of beginning freshmen compared to those at other institutions in the University System of Georgia, the state of Georgia, and the nation for the past five years. The data indicate that the average SAT composite score of Georgia Southern freshmen is roughly 100 points higher than the national average SAT composite score, slightly higher than the System average SAT composite score, and well above the state average SAT composite score.

Table 1: Average SAT Scores of Beginning Freshmen Compared to University System, State, and National Averages for Past Five Fall Terms

	2011	**2012**	**2013**	**2014**	**2015**
Composite					
Georgia Southern	1112	1115	1112	1113	1112
University System	1096	1110	1111	1065	1052
State Average	972	977	977	973	975
National Average	1011	1010	1010	1010	1006

Source: University Fact Book, Office of Strategic Research and Analysis

Table 2 displays the average high school GPA for beginning freshmen for the past five years. Again, the data demonstrate that Georgia Southern University generally admits above average students but would not be categorized as a "highly selective" institution.

Table 2: Average High School GPA for Beginning Freshmen for Past Five Fall Terms

2011	**2012**	**2013**	**2014**	**2015**
3.20	3.21	3.24	3.27	3.29

Source: University Fact Book, Office of Strategic Research and Analysis

LEARNING SUPPORT ADMITS

Given the higher level of academic preparedness of the average freshman admit at Georgia Southern, the University has established a couple of programs aimed at improving access to students who are less well prepared, but given the opportunity, could most likely succeed in college. One such program aimed at increasing access for students who are not as well prepared academically is Georgia Southern's Learning Support program administered through the Academic Success Center. Students are placed into Learning Support based upon a Mathematics Placement Index (MPI) of less than 1165 (MATH 1001 or 1101) or less than 1265 (MATH 1111) and/or English Placement Index (EPI) of less than 4230 (ENGL 1101). Essentially, learning support provides students who have been admitted with inadequate skills in reading, composition, and/or mathematics the opportunity to develop those skills to entry-level competency for regular freshman credit hours. Learning Support courses carry institutional credit but do not count in the credits applied toward a degree and are not used in the calculation of GPA (except for Hope scholarship calculations). Students must satisfy Learning Support requirements and cannot accumulate more than 30 hours of degree-credit before Learning Support course completion. Students have a maximum of two semesters to exit Learning Support in English and Reading and three semesters to exit Learning Support in Math. A Learning Support student who does not complete requirements for an area in the appropriate number of semesters will be placed on academic dismissal.

Five years of Learning Support data are provided in Table 3. Included are the number of students admitted into each area of Learning Support (math, English, and/or reading); the number and percentage of those that completed; the number and percentage of students who stopped attending the Learning Support classes; and the number and percentage of Learning Support students who were dismissed after not completing the program within the required number of semesters. Also shown is the total number of Learning Support admits and the percentage this number represents of the total freshman enrollment for that year. Over this time span, the total number of Learning Support students has dropped from 159 (2010-11) to 51 (2014-15) and has hovered at about 2% of the total freshman enrollment. More importantly, the data show a general trend toward increasing success in getting Learning Support students through the program with less attrition; however, there is still room for improvement—especially for Learning Support math students.

Table 3: Learning Support Students for Past Five Years by Type of Learning Support

Learning Support	Summer 2010- Spring 2011	Summer 2011- Spring 2012	Summer 2012- Spring 2013	Summer 2013- Spring 2014	Summer 2014- Spring 2015
Math					
Total #	87	57	47	45	33
# Completed	47 (54%)	24 (42%)	25 (53%)	29 (64%)	23 (70%)
# Stopped Attending	32 (37%)	21 (37%)	16 (34%)	12 (27%)	8 (24%)
# Dismissed	8 (9%)	12 (21%)	6 (13%)	4 (9%)	2 (6%)
English					
Total #	37	18	7	6	12
# Completed	28 (76%)	14 (78%)	5 (71%)	5 (83%)	11 (92%)
# Stopped Attending	9 (24%)	4 (22%)	2 (29%)	1 (17%)	1 (8%)
# Dismissed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Reading					
Total #	35	18	7	11	6
# Completed	30 (86%)	12 (67%)	7 (100%)	11 (100%)	6 (100%)
# Stopped Attending	5 (14%)	6 (33%)	0 (0%)	0 (0%)	0 (0%)
# Dismissed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Learning Support	159	93	61	62	51
% of University Freshmen Enrollment	5%	3%	2%	2%	2%

Source: Academic Success Center

Given the current structure and resources of the Academic Success Center (which are dedicated primarily to the Learning Support Program), the Center is unable to serve all students who fall into academic difficulty (at-risk students) during the course of their academic studies. While advisors can flag these students, the Academic Success Center does not have the resources to serve effectively all of their needs. Georgia Southern seeks to address this deficiency through this plan.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (PREFACE)

Since the implementation of the Complete College Georgia initiative, Georgia Southern University has set forth an overarching goal of increasing first-year retention, progression, and graduation (RPG) by one percentage point each year. As noted in the University's 2015 Complete College Georgia (CCG) Status Report, the institution was successful in increasing first-year retention from 80% to 81%, and Georgia Southern has several mechanisms in place to continue progress in this area. Less attention has been paid to progression rates, but the data demonstrate a need for such a focus. Table 4 displays retention rates for first-time freshmen and transfer freshmen by cohort for the past five years. Historically, and as affirmed by these more recent data, the institution has witnessed the greatest attrition in first-time freshmen and in transfer freshmen between the junior and senior year. Less surprising is the higher rate of attrition of transfer freshmen compared to first-time freshmen between the sophomore and junior year, suggesting that these students may be transferring out.

Although Table 4 shows the largest attrition rate between the junior and senior year, it can be argued that this result is a consequence of students experiencing difficulties in their sophomore year. For instance, students whose grades fall and who get into academic difficulties during the sophomore year may eventually give up or transfer out by their senior year. Other students who encounter financial aid issues may elect to work more hours and attend class less or spend less time on class work. Greater investigation of sophomore students is needed to understand what is happening with this student population, identify potential barriers, and alleviate where possible to help students return for successful junior and senior years.

Goals I and II of the 2015-2016 CCG plan shift the focus from first-year retention rates (which will continue but not as part of this plan) to progression of sophomores to juniors.

Table 4: Retention Rates of IPEDS First-time, Full-time, Degree-Seeking Freshmen and Transfer FreshmenFall 2010 through Fall 2014 Cohorts

	1st year retention: Fall 2011	2nd year retention: Fall 2012 (percentage point difference from prior year)	3rd year retention: Fall 2013 (percentage point difference from prior year)
Fall 2010 Cohort			
First-time Freshmen	79.6%	64.8% (14.8)	56.7% (8.1)
Transfer Freshmen	68.6%	53.9% (14.7)	37.3% (16.6)
	Fall 2012	Fall 2013 (percentage point difference from prior year)	Fall 2014 (percentage point difference from prior year)
Fall 2011 Cohort			
First-time Freshmen	77.2%	61.9% (15.3)	55.9% (6.0)
Transfer Freshmen	73.7%	55.8% (17.9)	43.2% (12.6)
	Fall 2013	Fall 2014 (percentage point difference from prior year)	Fall 2015 (percentage point difference from prior year)
Fall 2012 Cohort			
First-time Freshmen	80.5%	65.8% (14.7)	58.8% (7)
Transfer Freshmen	60.6%	54.9% (5.7)	38.0% (16.9)
	Fall 2014	Fall 2015 (percentage point difference from prior year)	Fall 2016 (percentage point difference from prior year)
Fall 2013 Cohort			
First-time Freshmen	80.3%	64.9% (15.4)	
Transfer Freshmen	64.3%	57.1% (7.2)	

	Fall 2015	Fall 2016 (percentage point difference from prior year)	Fall 2017 (percentage point difference from prior year)	Fall 2018 (percentage point difference from prior year)
Fall 2014 Cohort				
First-time Freshmen	81.5%			
Transfer Freshmen	76.3%			

Source: Office of Strategic Research and Analysis

Another population that needs attention are Georgia Southern's at-risk students (defined inclusively as students at academic and financial risk). While the Academic Success Center tracks the progress of learning support students in developmental math, English, and reading courses, it does not appear that the institution tracks the subsequent performance, progression, and graduation rates of these students nor can the Academic Success Center (with its current resources) handle the need for additional services for students who fall into at-risk status during the course of their academic studies. By far, the larger group of students who fail to register for the subsequent semester are those who experience registration and academic success issues. A mid-semester report of fall 2015 registered students showed 302 students who did not register for spring 2016 by January 27, 2016. Of these 302 unregistered students, 70 or 23% did not register due to registration and academic success issues. These students exhibited a fall 2015 GPA in the 1.78 to 1.94 range, suggesting that they need additional academic support/assistance. Three students (1%) were unable to get the courses they needed. These three students held an average fall 2015 GPA of 2.99. Another 161 students, 53%, were transferring out with an average fall 2015 GPA of 2.88. While advisors can and do refer at-risk students to available campus resources, Academic Affairs is unable to address this need solely on its own. Rather what is needed is a campus-wide academic success plan that identifies the specific needs currently being unmet and the resources required to meet those needs.

Therefore, goal III of the 2015-2016 CCG plan is to reduce the percentage of students in an academic warning category (operationalized as any category other than good standing) by five percentage points by spring 2021 through transforming the way that remediation is accomplished.

EAGLE INCENTIVE PROGRAM AND PROVISIONAL ADMITS

The University continues to offer the Eagle Incentive Program (EIP) which provides students who are provisionally accepted for fall admission with the opportunity to demonstrate their ability to succeed at college level work in the summer. Students who pass all summer courses and earn at least a 2.0 GPA with no "F" or "W" grades can enroll under regular admission for the fall semester. To be eligible for the Eagle Incentive Program, students must have a 920-1000 SAT (math and critical reading) score or a 20 ACT composite score and meet the Board of Regents minimum requirements for each portion of the SAT/ACT; have a high school academic GPA of 2.0 or higher; and have completed the required high school curriculum. Students take three college level academic courses and earn eight hours of academic credit during the summer. These are not remedial courses and count toward their degree.

Over the past ten years, the Eagle Incentive Program has averaged 476 admits each summer, representing 17% of the total freshman population[CC1]. For fall 2015, 51.6% (n=258/500) of EIP students were Pell-grant eligible; 40.8% (n=204/500) were first generation. Table 5 displays the number of freshmen admitted each summer into the Eagle Incentive Program since its inception in summer 2005; the percentage this number represents of the total freshman enrollment for that year; the percentage of EIP students retained the subsequent fall; and the percentage of EIP students retained the following fall compared to the percentage of non-EIP students retained that same fall. As shown, the University has a strong track record of converting these provisional admit students to regular admission and retaining them the following fall.

Table 5: Eagle Incentive Program Admits and Retention Rates Since Its Inception

Year	# Admitted Summer (% of Freshman Enrollment)	% Retained Subsequent Fall	% Retained Next Fall (% Non-EIP Retained)
2006	391 (17%)	98%	82% (78%)
2007	435 (17%)	92%	78% (81%)
2008	484 (19%)	90%	81% (81%)
2009	492 (17%)	92%	80% (79%)
2010	476 (15%)	90%	82% (79%)
2011	505 (17%)	90%	83% (76%)
2012	529 (17%)	90%	81% (80%)
2013	582 (20%)	94%	76% (81%)
2014	572 (20%)	88%	81% (82%)
2015	547 (19%)	91%	
Ten Year Average	501 (18%)		

Source: Eagle Incentive Program (EIP), Non-EIP, and Integrated Postsecondary Education Data System (IPEDS) First-time Freshmen: Retention, Graduation, Demographic, and Academic Comparisons: Summer and Fall 2005 through Fall 2014 Cohorts, Office of Strategic Research and Analysis

Table 6 documents the six-year graduation rates of EIP students versus non-EIP students from 2005 to 2009. The data show an upward trajectory for EIP student graduation success, culminating in a comparable six-year graduation rate to that of non-EIP students. Clearly, this program demonstrates success at getting EIP students to graduation.

Table 6: Six-Year Graduation Rates: EIP versus Non-EIP

Fall Cohort	2005	2006	2007	2008	2009
EIP	40%	45%	46%	51%	51%
Non-EIP	47%	50%	51%	51%	50%

Source: Eagle Incentive Program (EIP), Non-EIP, and Integrated Postsecondary Education Data System (IPEDS) First-time Freshmen: Retention, Graduation, Demographic, and Academic Comparisons: Summer and Fall 2005 through Fall 2014 Cohorts, Office of Strategic Research and Analysis

*This percentage compares to an overall national completion rate of 57.9% for students who enrolled in a four-year public institution in the fall of 2009 and graduated from a four-year public institution (Inside Higher Education, College Completion Rates Decline More Rapidly, November 17, 2015:).

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Please note that since Georgia Southern elected to refine its goals this year, developing a new multi-year plan in response to the BOR feedback received last year, much of what is reported is still in the planning stages. The institution will have more interim measures of progress next year.

High-Impact Strategy	**Improve communication around the early alert system and to expand who receive early alerts**
Related Goal	Increase the sophomore to junior progression rate from 64.9% (fall 2015) to 70% by fall 2020.
Demonstration of Priority and/or Impact	Historically, and as affirmed by the data in Table 4, the institution has witnessed the greatest attrition in first-time freshmen between the junior and senior year; however, it can be argued that this result is a consequence of students experiencing difficulties in their sophomore year. For instance, students whose grades fall and who get into academic difficulties during the sophomore year may eventually give up or transfer out by their senior year. Other students who encounter financial aid issues may elect to work more hours and attend class less or spend less time on class work. Greater investigation of sophomore students is needed to understand what is happening with this student population, identify potential barriers, and alleviate where possible to help students return for successful junior and senior years. A more robust early alert system, communicated more effectively and open to more students, will address these issues

Primary Point of Contact for this Activity	Name: Dr. Christopher Caplinger Title: Director of the First-Year Experience Program Email: caplinca@georgiasouthern.edu
Summary of Activities	Recognizing that improving performance measures takes time, Georgia Southern has opted to develop multi-year goals; therefore, most of 2015-2016 was devoted to planning and organizing the applicable action teams. For example, the former Interim Provost launched a series of campus-wide Student Success Workshops, comprised of deans, associate deans, department chairs, and select faculty. This group will continue to meet periodically during the forthcoming academic year. As of the end of spring 2016, two sub-committees had been initiated: (1) to review academic policies and procedures that may act as barriers to student success and progression and propose revisions (addressed in goal 3); and (2) to improve communication around early alerts and to expand who receives early alerts. The sub-committee on early alerts met and made two sets of recommendations. One was to improve communication through the establishment of injection messages which students receive when they log into the campus single sign-on. Previously, students only knew they received early alerts if they 1) actively logged into the system to check their alerts or 2) received an email or phone message from an advisor or other staff member. The committee further customized the messages based on the type of alert the faculty member submits. Therefore, a student who has attendance problems receives a different message than one who has missed assignments or a student who has earned low grades on initial assignments. Previously, students only received the alert abbreviation (for instance: "UA") which they had to use a key to interpret (in the previous example, "Unsatisfactory Attendance"). These changes went into effect Fall 2016. The second set of changes, proposed to go into effect Fall 2017, requires Faculty Senate approval. Presently, the only students who receive early alerts are those classified as freshmen, irrespective of the specific classes they are taking. We propose to change the early alerts based upon specific courses rather than the students' classification. Alerts are most appropriate for introductory courses in which students often struggle and/or which are gateways for progression in the major. The current system does not effectively identify students who may be struggling in these courses. Some students for which faculty wish to submit an early alert are not able to receive alerts (and indeed, a growing number of students enter Georgia Southern as sophomores due to AP or dual enrolled credit and never receive alerts). In other cases, faculty end up with a small number of students classified as freshmen in an upper division course for which early alerts are less appropriate. In this case, they often only find out they need to submit when they receive an injection page or communication from their dean's office. This change will simplify the process and align it with its intended purpose. The proposal is for all students taking classes in Areas A-E of the core curriculum to potentially receive alerts. Departments who oversee courses outside Areas A-E could also opt in to making alerts available for their courses as well. Another proposed change is to remove the option of "Satisfactory," which is not really an early alert, but a remnant of an older system that called early alerts "midterm grades." Too often, faculty still conceive of alerts as midterm grades, often waiting as long as possible to submit because they want to provide the best snapshot of how students are doing at the time of the deadline to submit. This delay defeats the purpose, which is to send an early warning as soon as possible. The proposal is to replace "Satisfactory" with "no alert," thus still requiring faculty to submit, but working toward changing faculty perception of early alerts.
Measures of Progress	Metric/data element: Fall Term Retention and Graduation Rates Table (http://em.georgiasouthern.edu/osra/wp-content/uploads/sites/5/fb1516.pdf, p. 50) produced by the Office of Strategic Research and Analysis, Georgia Southern University annual Fact Book. For each fall term, the table reports the entering cohort number, the retention rate cohort number, 1st year retention, 2nd year retention, 3rd year retention, and 4th year retention along with graduation data. For this goal, focus will be placed on the retention rate reported under 2nd year retention. **Baseline measure:** Fall 2014: 64.9% **Interim measures of progress:** Fall 2018: 68% Benchmarking data will continue to be collected on when the largest percentage of unsatisfactory early alert grades are submitted. These trend data will be used to measure the success of expanding

	early alerts if and when implemented in fall 2017. Data will also be collected on the number of unsatisfactory early alerts converted to satisfactory by the end of the semester as well as the number of satisfactory early alerts that became unsatisfactory by the end of the semester. **Measures of success:** Fall 2020: 70%
Lessons Learned	Faculty can enter early alerts for freshmen as early as the first day of classes and extending over a seven week period. In spring 2015, 41.2% of unsatisfactory early alerts were submitted during the final week (week 7). For fall 2015, 44.8% of unsatisfactory early alerts were submitted during week 7. During spring 2016, 51.7% of unsatisfactory early alerts were submitted in week 7. Posting early alerts this late in the semester hinders students' ability to get 'back on track' academically. The proposed changes are designed to encourage faculty submission much earlier.
High-Impact Strategy	**Implement Soar in 4 campaign.**
Related Goal	Increase the percentage of sophomore students enrolling in 15 or more credit hours per semester from 39.8% (fall 2015) to 45% by fall 2020 and junior students from 43.5% (fall 2015) to 50% by fall 2020.
Demonstration of Priority and/or Impact	In the study, "Redefining Full-Time in College: Evidence on 15-Credit Strategies" (Klempin, 2014), the benefits of a 15-credit course load per semester are documented. A minimum full-time load is not sufficient to allow students to graduate on time. The study examines different strategies, including expanding flat tuition to cover 12 to 20 credits, which resulted in an increase in credits attempted per semester. Given Georgia Southern's primarily traditional, full-time undergraduate population, encouraging students to register for a 15-credit hour load per semester has considerable potential to reduce time to degree.
Primary Point of Contact for this Activity	Name: Alan Woodrum Title: Assistant Provost Email: alanwoodrum@georgiasouthern.edu
Summary of Activities	By the end of spring 2016, a SOAR in 4 teaser video had been created and distributed on campus. A splash video for SOAR in 4 was distributed at summer 2016 orientation. Both videos have three objectives: (1) promote graduation in four years by telling students that the data show they are more likely to graduate if they complete 15-17 hours per semester; (2) boost GPAs by informing students that students completing more than 15 hours per semester have higher GPAs than those who take fewer hours; and (3) save students money by telling them that taking a 12 credit hour load per semester puts them on track to graduate in 5 years which will cost students an additional $10,000.
Measures of Progress	**Metric/data element:** Percentage of sophomores registered for 15 or more credit hours; percentage of juniors registered for 15 or more credit hours each fall semester. Report produced by the Office of First-Year Experience. **Baseline measure:** Fall 2015 Sophomores: 39.8% registered for 15 or more credit hours Fall 2015 Juniors: 43.5% registered for 15 or more credit hours **Interim measures of progress:** The interim measure of progress will be 41% of sophomores registered for 15 credits or more in fall 2016 and 45% of juniors registered for 15 credits or more in fall 2016. Percentage of Students by Classification Who Enrolled in 15 or More Credit Hours

Classification	Fall 2015 (at census date)	Fall 2016 (at census date)
Freshmen	55.5%	62.7%
Sophomores	39.7%	42.3%
Juniors	43.4%	45.2%

Seniors	41.0%	41.4%	

Measures of success:

Fall 2020 Sophomores: 50.0% registered for 15 or more credit hours

Fall 2020 Juniors: 50.0% registered for 15 or more credit hours

Lessons Learned	Although data show that students who complete 15-17 credit hours per semester are more likely to graduate, in many cases, it is important to recognize that for certain majors, it is in the best interest of students to take advantage of specific opportunities (i.e., internships, co-ops) which may prolong their time to graduation, but better prepare them for their careers.
High-Impact Strategy	**Campus-Wide Academic Success Plan** Develop and implement a campus-wide academic success plan that transforms the way in which remediation is accomplished by identifying the specific needs of students on academic warning that are currently being unmet and the resources required to meet those needs. Such a plan would include efforts to identify and revise existing policies which impede students' ability to progress. [Note: the Academic Success Center is housed in the Division of Student Affairs and Enrollment Management. As an initial step in re-envisioning the Center, a search was conducted in spring 2016 to replace the outgoing director. Unfortunately, the search did not result in a hire and has now been re-opened. Success of this goal depends, in part, on successful filling of this critical position.]
Related Goal	Reduce the percentage of students in an academic warning category (operationalized as any category other than good standing) by five percentage points by spring 2021 through a review of institutional academic policies which may impede a student's ability to progress and through transforming the way that remediation is accomplished.
Demonstration of Priority and/or Impact	While the Academic Success Center tracks the progress of learning support students in developmental math, English, and reading courses, it does not appear that the institution tracks the subsequent performance, progression, and graduation rates of these students nor can the Academic Success Center (with its current resources) handle the need for additional services for students who fall into at-risk status during the course of their academic studies. By far, the larger group of students who fail to register for the subsequent semester are those who experience registration and academic success issues. A mid-semester report of fall 2015 registered students showed 302 students who did not register for spring 2016 by January 27, 2016. Of these 302 unregistered students, 70 or 23% did not register due to registration and academic success issues. These students exhibited a fall 2015 GPA in the 1.78 to 1.94 range, suggesting that they need additional academic support/assistance. Three students (1%) were unable to get the courses they needed. These three students held an average fall 2015 GPA of 2.99. Another 161 students, 53%, were transferring out with an average fall 2015 GPA of 2.88. While advisors can and do refer at-risk students to available campus resources, Academic Affairs is unable to address this need solely on its own. Rather what is needed is a campus-wide academic success plan that identifies the specific needs currently being unmet and the resources required to meet those needs.
Primary Point of Contact for this Activity	Name: Alan Woodrum Title: Assistant Provost Email: alanwoodrum@georgiasouthern.edu
Summary of Activities	Most of 2015-2016 was devoted to planning and organizing the applicable action teams. For example, the former Interim Provost launched a series of campus-wide Student Success Workshops, comprised of deans, associate deans, department chairs, and select faculty. This group will continue to meet periodically during the forthcoming academic year. As of the end of spring 2016, two sub-committees had been initiated: (1) to review academic policies and procedures* that may act as barriers to student success and progression and propose revisions (e.g., current academic standing policy); and (2) to expand the Early Alerts to include key core curriculum classes, incorporate "kudos," and propose 5 and 10 week reporting dates (addressed under goal 1). *The following data helped to identify potential academic standing policies which may be acting as a barrier to student success. A comparison of 'not registered' students from spring 2015 to spring 2016 revealed a total of 79 additional 'not registered' students for spring 2016. Twenty-

seven of the 79 students who did not register in spring 2016 had a Warning 1 academic standing. An additional 16 were on Probation 1. These two groups alone accounted for 54% of the 79 unregistered students. It is believed that the University's academic standing policy is too punitive, encouraging students to drop-out or transfer before hitting Exclusionary standing. The institution's current policy determines academic standing based upon cumulative GPA and does not account for students who may still be in academic difficulty but have a successful current semester, ending the term with a GPA of over 2.0. While a GPA above 2.0 is good, it may not be sufficient to raise the overall GPA to 2.0 or above, forcing the student into the next stage of academic standing and one step closer to Exclusion, sending negative feedback to the student despite a good academic semester performance.

GPA	Freshmen	Sophomore	Junior	Senior	Total
GS	-6	19	2	7	22
G1	0	1	4	-1	4
W1	30	-10	8	-1	27
P1	7	6	5	-2	16
W2	3	8	2	-6	7
P2	1	-5	4	-1	-1
EG	0	3	1	0	4
Total	35	22	26	-4	79

Another policy that needs to be re-visited is the grade forgiveness policy. Again, the current policy mandates that all attempts at a course be included in the GPA. Ideally, a student would be allowed a set number of credits (e.g., 15 credit hours/3 courses) where they could select the higher grade only to apply to their GPA.

Measures of Progress	**Metric/data element:**

Metric/data element:

The percentage of 'not registered' undergraduate students in spring term (n = number of 'not registered' undergraduate students as of the Wednesday in January after the end of drop/add divided by the number of prior fall semester 'eligible to register' undergraduate students.) The goal is to reduce by 5% with the understanding that the baseline changes each year.

Baseline measure:

Baseline measure is the number of 'eligible to register' undergraduate students in the fall semester. While this number will vary each fall term, the objective is to reduce by 5% by the end of drop/add the following spring semester.

Interim measures of progress:

The strategies for this goal (review of academic standing and grade forgiveness policies and development of a campus-wide academic success plan) are still under active development. Measures of progress will be continuing to collect data on the number/percentage of students who are not registered and their current academic standing along with data for students on academic standing and current GPA. These benchmarking data will allow progress to be tracked once changes have been fully implemented.

	Academic Standing (AS) after Spring 2016						
Spring 2016 AS	GS	W1	P1	E1	W2	P2	E2	Total
W1	212	28	698					938
P1	47		10	188				245
W2	35				4	115		154
P2	24					3	61	88
Total	318	28	708	188	4	118	61	1425
Spr 16 Term GPA Range	**Spring 2016 Academic Standing**							

	W1	P1	W2	P2	Total
4.0-3.0	119	40	34	22	215
2.99-2.5	116	23	23	13	175
2.49-2.25	79	19	13	10	121
2.24-2.0	94	26	15	6	141
Below 2.0	530	137	69	37	773
Total	938	245	154	88	1425

Lessons Learned	Having returned from attending the University System of Georgia's workshop on Beyond Financial Aid, we are more cognizant of ways in which we could help students who are unable to register for financial reasons. While the University does provide some financial literacy activities, they are currently offered in a decentralized, ad hoc fashion. It would be worthwhile for us to develop an integrated and centralized message regarding financial literacy that all units could tap into when conducting their individual activities. As part of a financial literacy program, students would be informed of student loan implications and obligations as well as provided with tools for managing those funds to support their education. For example, sharing information with students on the median student loan debt by program, average starting salary in their chosen field, and the amount of time it would take them to pay back the student loan might provide them with incentives for better managing loan resources, reducing the number of students who fall into financial difficulties.
High-Impact Strategy	Reduce barriers to degree completion via participation in **Gateways to Completion**® and focus on **intrusive advising** (building relationships) to keep students on track for graduation.
Related Goal	Increase the first-time freshmen six-year graduation rate from 50.4% (fall 2009 first-time freshman cohort) to 55% by 2020.
Demonstration of Priority and/or Impact	While Georgia Southern has the data to indicate which gateway courses cause students the most difficulty, it is less known what the specific problems are that students have. Through implementation of Gateways to Completion®, the institution will begin to collect the data needed to identify the problems in gateway courses that can be barriers to student success and retention.
Primary Point of Contact for this Activity	Name: Alan Woodrum Title: Assistant Provost Email: alanwoodrum@georgiasouthern.edu
Summary of Activities	During summer 2016, course(s) were selected for piloting Gateways to Completion® during fall 2016. During the pilot phase, opportunities for improvement will be identified. Full implementation of Gateways to Completion® is set for spring 2017. The College of Liberal Arts and Social Sciences (CLASS) utilizes a model of intrusive advising that has also demonstrated success in converting students, who have been in academic difficulty at one or more points in their academic studies, to graduates. This model was employed to address an unmet need to serve at-risk students. Beginning in fall 2014, whenever a student falls into academic difficulty or is identified by the advisor as at-risk, the student's regular advisor implements intrusive advising practices. Key among these practices is the use of academic success plans—multiple levels of plans that are assigned based upon the level of the student's need. Advisors also refer students to campus resources as needed. Of the students who began fall 2013 in academic difficulty, 22 (4%) have now graduated. Of the students in academic difficulty at the start of fall 2014, 28 (4%) have now graduated. Of those in academic difficulty at the start of fall 2015, 28 (5%) have now graduated. Six percent (n=34) of students in academic difficulty at the start of spring 2016 graduated. It is hoped that Gateways to Completion® will allow us to apply similar efforts on a much broader scale.
Measures of Progress	**Metric/data element:** Fall Term Retention and Graduation Rates Table (http://em.georgiasouthern.edu/osra/wp-content/uploads/sites/5/fb1516.pdf, p. 50) produced by the Office of Strategic Research and Analysis, Georgia Southern University annual Fact Book. For each fall term, the table reports retention data along with the following graduation data: graduation rate cohort number, percentage

who graduated in 4 years or less, percentage who graduated in 5 years or less, and percentage who graduated in 6 years or less. For this goal, focus will be placed on the percentage of students who graduate in 6 years or less.

Baseline measure:
Fall 2009 first-time freshman cohort: 50.4%

Interim measure of progress:
Fall 2013 first-time freshman cohort: 53.0%

One interim measure of progress will be successful launching of the Gateways to Completion® by spring 2017.

Measures of success:
Fall 2015 first-time freshman cohort: 55.0%

OBSERVATIONS

It is important to note that Georgia Southern University has a new President, Dr. Jaimie Hebert, effective as of July 1, 2016. President Hebert has already spoken about the need to revisit and revise Georgia Southern's strategic plan. Consequently, the University's Complete College Georgia plan will be an evolving plan as the new President highlights specific CCG-related student initiatives and/or reallocates resources to that end.

In the interim, it is recognized that ultimate success of these goals relies on campus-wide efforts and "buy-in." Therefore, much of 2015-2016 was spent establishing faculty and staff action teams with plans to move initiatives forward through Faculty Senate during 2016-2017.

Finally, it is worth re-stating from our 2015 Complete College Georgia plan that offering incentivized tuition rates for students who take 15 credits per semester would be a very useful tool in improving progression rates.

Georgia Southwestern State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Southwestern State University's mission is to "cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs." Our mission is further augmented by the SACSCOC approved Quality Enhancement Plan, Windows to the World, which encourages all entering students to engage in global literacy in a robust fashion (first full assessment of this program due March, 2020, with data collected through the 2018-19 academic year). The mission of the institution is to strengthen the immediate region, but also to prepare students to be confident and knowledgeable as they venture into the global economy.

The primary service region of Georgia Southwestern State University (GSW) consists of Sumter County and the seven counties contiguous with it: Crisp, Dooly, Lee, Macon, Marion, Schley, Terrell, and Webster counties. The majority of these counties are among the poorest counties in the state of Georgia. The student population is very diverse, including sizable groups of students often considered to have special challenges in completing college, such as non-traditional, first-generation, and low income students. Georgia Southwestern is dedicated to continue to enroll and to graduate students from this region of the state.

GSW's total enrollment in fall 2015 was 2755. At that time, the gender distribution of the student population was 65.8% women and 34.2% men. The ethnicity of the fall 2015 student population was 64.3% White, 27.2% Black, 3.2% Asian and Pacific Islander, 3.3% Hispanic, 1.5% Multiracial, 0.2% Native American and 0.3% Unknown. Approximately 44% of GSW undergraduates receive Pell Grants; 51% are First-Generation college students (no parent/guardian with bachelor degree or higher); 22% began college for the first-time as adults (25 years old or older); and 27% are age 25 or older. The majority of our undergraduates (67.4%) are classified as full-time (taking 12 or more hours); 31.5% live on campus; 53.1% are enrolled in one or more online classes; and 24.1% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the undergraduates who were awarded bachelor's degrees in FY16, 60% had received the Pell grant while enrolled at GSW, 57% were first-generation students, and 30% were 29 or older at the time of graduation.

Corresponding with our student profile, we know that ample data demonstrate that these students have difficulty successfully transitioning to higher education and that retention of first-year students is typically very low. GSW's initial priority in improving completion has been to improve fall-to-fall retention of first year students through implementation of strategies that have been shown to have high impact among low-income and first-generation college students. National data show that improved first-year success and retention lead to higher persistence and improved graduation rates. An additional component of our retention strategies has been collection of data to identify areas of risk particular to GSW and to develop specific strategies that promise to benefit all our students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

In order to improve the retention of first year students, which is an initial, primary goal, GSW has adopted several strategies shown to impact student retention: 1) improved and more intrusive advising, aided by technology [Matrix A]; 2) improved student engagement through peer advising [Matrix B]; 3) redefining of good standing and more information provided to advisors and faculty [Matrix C]; 4) strong emphasis on completing 15 credit hours each semester in order to graduate on-time [Matrix D]; and 5) improved and more sustained extra-curricular student engagement, aided by technology [Matrix E]. We have also included three "aspirational" high-impact strategies [Matrices 1-3], that are directions in which we are beginning to move. These strategies are supported by several specific actions (some actions support more than one strategy). As we indicate in Observations, we intend to hold to these practices until we have amassed enough meaningful data to know that our improvements are not anomalies, and until these practices are fully engrained in GSW's culture. In all cases, all activity and strategies support Goal 1: Increase the number of undergraduate degrees awarded by USG institutions.

MATRIX A: BEACON 2015-2016

High-impact strategy	Using Campus Labs technology in order to implement Beacon.
	Beacon is a type of early warning software to address academic integration (a risk specific to GSW based on data from the College Persistence Questionnaire and Inventory, administered in 2014-15). This ties into Strategy 4.4 (establish criteria for identifying students who may need special interventions in the semester [e.g.: lack of attendance, poor performance on early assignments]) and into Strategy 4.5 (ensure that students who meet off-track criteria receive timely and targeted advising intervention). We are also employing Strategy 4.3 (use Degree Works to track student progress).
Related Goal	Goal 4: Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	The institution regards this as a very high priority and continues to fund it. Its impact directly affects retention numbers of first year students by giving them a year-long support network, and of continuing students by giving their advisors and a tool to track their academic progress. It should be noted that the Storm Spotters discussed in Matrix B are also a part of the first-year students' success networks.
Primary Point of Contact	Bryan Davis, Director of Institutional Effectiveness and Planning: bryan.davis@gsw.edu
Summary of Activities	Prior to both the 2014-15 and 2015-16 academic years, we administered the Student Success Inventory to first year students –The SSI measures student responses on several non-cognitive factors that affect retention and probability of academic success. Using the SSI has allowed us to identify several areas of risk specific to GSW, including most importantly resiliency. The results of this survey showed that although GSW's students have a high degrees of academic and campus commitment, as well as educational commitment to obtain a college degree, their resiliency in the face of setbacks is relatively low. The resiliency factor in particular increases risk of attrition. GSW is in the process of implementing strategies specifically designed to address this issue, and to increase faculty use of the tool. Progress towards implementing this strategy in the 2015-2016 academic year included pushing harder on Beacon training and utilization for faculty. Specific activities engaged in this year in regards to this strategy entailed more training for faculty and discussing resiliency strategies in our freshmen orientation course.
Measures of Progress and Success	
Measure, metric, or data element	Process Metric 4.3, Metric 4.3.1; Process Metric 4.4, Metric 4.4.1.
Baseline measures	We have completed two years of using Beacon. One measure is the average time to lower an alert.
Interim Measures of Progress	Preliminary measure should be a higher number of students passing key gateway courses.
Measures of Success	Retention rates and numbers of students with a 2.00 or better GPA.
Lessons Learned	Campus culture has still not fully embraced the CCG philosophy. While some faculty embrace Beacon, others are still not making use of it or use it only sporadically. We will be offering more training and potentially, more incentives.

MATRIX B: PROJECT STORM SPOTTERS

High-impact strategy	**Continuation of Project Storm Spotters.**
	The Storm Spotters Team (SST) consists of peer mentors who serve as co-instructors for UNIV 1000, Orientation to College Success. SST's connect first-year students to campus activities and to academic support services in order to improve engagement and academic success.

Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	Tutoring, Supplemental Instruction (SI), Beacon usage, and Obligatory Supplemental Instruction (OSI) are recognized as highly useful and important retention and progression mechanisms. Tutoring pay is going up, and policies and procedures are being developed to make the Storm Spotters a centrally integral part of the first two years of a college student's experience.
Primary Point of Contact	Ms. Linda Randall, Director of Academic Resource Center; linda.randall@gsw.edu
Summary of Activities	The Storm Spotters Team participates in the presentation of orientation material for UNIV 1000, they work on activities to improve student engagement (e.g. inviting students to meetings of student organizations), and participate in outreach to at-risk students. Project Storm Spotters started in the Fall of 2013, and has now completed its third year. The project recruits and trains upper-class students as co-instructors and peer mentors for our first-year orientation course (UNIV 1000). Project Storm Spotters was designed to expand UNIV 1000 beyond a mainly orientation course to include much more student engagement and advisement. SST's were very successful in engaging with first-year students, which is important, as we know that first-year students are more likely to ask questions and take the advice of their peer mentors than from their instructors. SST's encouraged increased participation in student organizations and were successful at directing students to support services on campus.

Measures of Progress and Success	
Baseline measures	Since implementation in Fall 2013, the contact rate between SST's and entering first-year students has been 100 percent. There has been intermittent but increasing contact between SST's and students after their first semester. In terms of affecting retention rates, 64.9 percent was the retention rate before implementing SST's. The retention rate of the first cohort to use SST's is 69.8 percent.
Interim Measures of Progress	Surveys indicated high levels of satisfaction among participating faculty, Storm Spotters, and first-year students. There are probably some paradoxical effects of the SST's. The withdrawal rate for certain core classes that we know to be difficult hurdles has been elevated, due in part to increased counseling by the SST's to students about the importance of maintaining a good GPA. However, we are engaging in the Gardner Institute's Gateways to Completion program which should offer a counterbalance effect, and we anticipate incorporating SST's into the G2C program as well.
Measures of Success	Increased persistence in courses and successful completion of course work, as well as increased participation in student activities and utilization of student support services of various kinds.
Lessons Learned	We implemented SmartThinking as an augmentation to the SST's, but we have found that that system was not being utilized by students enough to justify its cost. Funds for SmartThinking will be reallocated to help fund continued support of Project Storm Spotter. Storm Spotter culture continues to evolve.

MATRIX C: REDEFINING ACADEMIC GOOD STANDING

High-impact strategy	**Redefinition of Academic Good Standing and issuing of DWF Reports twice a semester.**
	To identify and intervene with at-risk students earlier, we changed Academic Good Standing from a graduated scale to a 2.0 for all students and implemented an advising hold for all students with GPAs below 2.0. And, at mid-term and at the end of each semester, DWF reports are issued, with advisors being asked to contact students and advise them on the best options given their standing and to direct them to appropriate resources. The retention specialist and first-year advocate intervene with first-year and sophomore students who may not yet have a relationship with their major advisor. Advisers were asked to use Degree Works to visually demonstrate progression to their advisees, and students were encouraged

	to view their audits each semester.
Related Goal	Goal 4: Provide intentional advising to keep students on track to graduate
Demonstration of Priority and/or Impact	A high priority for GSW is to create a culture of completion for our students, thereby impacting the students' determination to earn a degree and influencing the time taken to do so. By intervening with intrusive, intentional advisement earlier in the semester, advisors demonstrate support and provide the best options for success for at-risk students, thereby guiding them individually on the best path for completion.
Primary Point of Contact	Lynda Lee Purvis, Interim Associate Vice President for Academic Affairs Lynda.purvis@gsw.edu
Summary of Activities	The increase in GPA required for Good Academic Standing has allowed us to identify students who are at risk academically much earlier and to target institutional resources on students who are most likely to benefit from intervention (those with GPAs 1.5-2.0). Students with GPAs below 2.0 have academic standing holds and are required to meet with their academic advisers to make changes to their schedules. They are also contacted by the Retention Specialist who invites them to one-on-one sessions to develop academic success plans. These interventions apply to all students and the effects are currently difficult to disaggregate for a single cohort. In 2012, we began distributing DFW reports to all advisors at midterm and at end of term. The reports list all advisees with grades of D, F, or W in any of their courses. Advisors are encouraged to contact advisees on their lists to discuss possible options for getting back on track (withdrawing from a course at mid-term, seeking tutoring support, repeating a course the next semester to improve a grade, etc.). We have also adjusted the academic calendar so that midterm grades are now due on the midterm date, thus giving students in trouble and advisors more time to develop success strategies for the rest of the semester. UNIV 1000 instructors are asked to contact first-year students who may not be connected with their academic advisors yet. The Retention Specialist and First-Year Advocate in the Academic Resource Center help students develop success plans. Through these efforts we have substantially increased the percentage of first-year students who complete the fall semester with at least a 2.0 GPA. In 2011, before these changes, only 63% of first-year students completed the first semester with a GPA over 2.0. The rate for the 2012, 2013 and 2014 cohorts was 74%, 75.5%, and 75.3% respectively. For 2015, the rate was 79.3 percent (Table 7), a 16% increase over the 2011 cohort. The improvement in GPA is not only a result of withdrawing from courses where students were receiving low grades, but also from connecting to resources early, allowing them to recover and pass classes in which they were not doing well (Table 9).
Measures of Progress and Success	
Baseline measures	The baseline year is 2011, prior to the distribution of DWF reports, the change in the required grade point average for good standing, and the hiring of the retention specialist. We discovered that with our previous sliding scale, we were blind to students who were in trouble academically, but who were not being flagged because they were technically in good standing (even at a 1.5 GPA). Moving good standing to a 2.00 allowed us to identify academic risk in the first semester of trouble rather than two to three semesters later. The DWF reports help us to pinpoint courses that need additional resources, such as Supplemental Instruction or dedicated tutoring, as well as alert us to students who are in academic difficulty as early as mid-term
Interim Measures of Progress	These are relatively recent processes grafted on to the institution, and they appear to be having a positive effect. One example would be the increase in the percentage of students in the 2015 cohort over those in previous cohorts who earned 30 or more credit hours at the end of their first year. For the 2015-2016 academic year 28.1 percent earned 30+ hours, as compared with 5.7% in 2011.
Measure of Success	Outcome Metric 4.1
Lessons Learned	Timing of distribution of the DWF report is crucial, as is having enough time between semesters to adequately work with students. The DWF report is now being run and

	distributed within one week after grades are processed. In some cases, lack of core classes can create a difficulty in students progressing.

MATRIX D: FIFTEEN TO FINISH

High-impact strategy	**Adoption and implementation of 15 to Finish.** Beginning in Fall 2013, we increased the number of credit hours in the first-time freshmen learning communities from 12-14 hours to 14-16 hours and advisors have been trained to encourage students to continue taking 15+ credits each semester. Briefly describe the strategy or activity. We have also implemented The President's Award for On-Time Finish.
Related Goal	Goal 2: Increase the number of degrees that are earned "on time"
Summary of Activities	Credits assigned to first-year students have been increased from 12-13 to at least 15 credit hours. Advisor training will emphasize the importance of taking at least 15 hours each semester (in progress).Beginning Fall 2013, we increased the number of credit hours first-year students take with the goal of having all students enrolled in at least 15 credits each semester. This has been highly successful in increasing the number of students on track to graduate within four years. The effect has persisted with more students enrolling in 15 or more hours in the spring term. In two years we have almost doubled the percentage of first-year students enrolled full-time in credit-earning classes, who have successfully completed at least 28 credits by the end of the spring semester (17% of the Fall 2011 cohort did this, compared to 33% of the Fall 2013 cohort).
Measures of Progress and Success	
Baseline measures	The general history of advising at GSW was to have students sign up for twelve hours a semester, in order for them to be successful in those fewer hours.
Interim Measures of Progress	In 2014, 61.7 percent of the FTFT cohort attempted 15 or more credit hours (compared to 2013, when 49.6 percent attempted). In 2014, 36.3 percent of the FTFT cohort actually earned 15 or more credit hours (compared to 2013, when 22.8 percent earned hours). At the same time, 75.3 percent of these students in 2014 maintained a GPA of 2.00 or higher.
Measure of Success	Outcome Metrics 2.2, 2.3, 2.4, 2.5
Lessons Learned	Better advisor training, and better preparation of students as they come through our summer orientation and registration programs have led to more students attempting fifteen hours a semester or more. The percentage of students taking fifteen or more hours, and the number of students coming into college already with college credit, continues to increase. A lesson learned is that students can do as well in 15 hours as 12 hours. In fact, with the right support, they can actually do better while taking more hours.

MATRIX E: CAMPUS CONNECT

High-impact strategy	**Using Campus Labs technology in order to implement Collegiate Link.** Collegiate Link is a type of social media software that fosters multiple and deeper integration into campus social networks sponsored and supported by the Division of Student Affairs. Now in our third year, our branded version is called Canes Connect, and is used to strengthen social integration primarily outside of the classroom.
Related Goal	Goal 2: Increase the number of degrees that are earned "on time"
Demonstration of Priority and/or Impact	The benefits of getting involved in co-curricular activities are documented in the fields of cognitive and intellectual growth (Foubert & Grainger, 2006; Pascarella & Terenzini, 2005), social and cultural capital (Holzweiss, Rahn, & Wickline, 2007; Stuber, 2009), higher graduation rates, and higher levels of satisfaction with their college experience (Webber, Bauer, Krylow, & Zhang, 2013). Furthermore, the necessary developmental skills and learning that takes place as a result of co-curricular involvement has continuously proven to

	contribute to student retention (Pascarella & Terenzini, 2005; Tinto, 1993). Foubert, J. D., & Grainger, L. U. (2006). Effects of involvement in clubs and organizations on the psychosocial development of first-year and senior college students. NASPA Journal 43(1), 166-182. Holweiss, P., Rahn, R., & Wickline, J. (2007). Are all student organizations created equal? The differences and implications of student participation in academic versus non-academic organizations. The College Student Affairs Journal, 27(1), 136-150. Pascarella, E. T., & Terenzini, P.T. (2005). How college affects students: A third decade of research. San Francisco, CA: Jossey-Bass. Stuber, J. M. (2009). Class, culture, and participation in the collegiate extra-curriculum. Sociological Forum. 24(4), 877-900. DOI: 10.1111/j.1573-7861.2009.0114.x Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition, 2nd ed., Chicago, IL: University of Chicago Press. Webber, K.L., Bauer Krylow, R., & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. Journal of College Student Development. 54(6), 591-611
Primary Point of Contact	Josh Curtin, Director of Campus Life; josh.curtin@gsw.edu
Summary of Activities	All research shows that the more socially integrated students are in the culture of the academy, the more likely it is that they will succeed. Toward that end, we see the importance of extra-curricular activities as they are crucial in helping students feel they are part of the academic community. Any extra-curricular activity--from health, wellness, and intramural sports, to serving in the Student Government Association, to attending academic lectures—adds to the sense of cohesiveness and motivation that are necessary for all student success. The many activities sponsored within the Residence Halls, the debates and panels sponsored by Panorama, Third-World Studies, and Windows to the World, are crucial parts to engaging students and keeping them on track to graduate.

Measures of Progress and Success	
Baseline measures	Year of first usage was 2014-15, with 10 percent of student organizations making use of the system. The 2015-2016 showed an increase use of approximately 20% of student organizations using the system.
Interim Measures of Progress	Table 15 shows specifically how data are collected in Canes Connect. The system tells us how many events are being planned per semester and the amount of students who are attending them.
Measures of Success	Measures of success include data from Table 13 and Table 15 which are measures of student engagement, and data from Tables 16 and 17 that indicate health and wellness activities. Table 14, which is a compilation of results from Noel-Levitz surveys of parents during our summer orientation series, indicates areas of strength and weaknesses that need further addressing.
Lessons Learned	Canes Connect is a useful tool, but it is not yet fully integrated into GSW's culture. Our Windows to the World program is relatively recent, with only one year of data that will remain incomplete until we have had a cohort go through a full four years of the program. With this said, we have very strong student programming in the extra-curricular dimension, and with the augmentation of Canes Connect, we should be able to safely say that these programs are having a positive effect on our retention and graduation rates.

MATRIX F: CAREER AND FINANCIAL LITERACY

High-impact strategy	GSW Office of Career Services provides a **financial literacy course** that is currently a non-credit and voluntary course.
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 4: Provide intrusive advising to keep students on track to graduate. Goal 8. Restructure instructional delivery to support educational excellence and student success.

Demonstration of Priority and/or Impact	Participating students learn the importance of managing their resources well and completing college. They learn about saving for emergencies and school expenses, budgeting, avoiding credit card debt, the difference between "wants," "needs," and more. They learn how to plan effectively for their future.
Primary Point of Contact	Sandra Fowler, Director of Career Services; Sandra.fowler@gsw.edu
Summary of Activities	During the 2014-2015 academic year, an interest meeting was held to expose students to the Foundations in Personal Finance material developed by Dave Ramsey and gauge their interest. Course instruction is provided on DVDs with additional online resources available. Students surveyed were enthusiastically interested in taking the course, even when told the course would cost $95. The course was scheduled to start in January. When it came time to purchase the book, only four students paid. During the 2015-2016 academic year, Career Services purchased a site license that would allow the materials to be shown anywhere on campus to classes or groups at no extra charge to the students.
	At GSW, we are the "Hurricanes" with a mascot named "Surge." Students are encouraged to grow from Tropical Waves into Category 5 'Canes. Career Services developed the "Hurricane Force Program," in which students earn points for completing each of the 12 personal finance chapters and other career development activities.
	The Career Services Director includes information regarding the course in each class and group presentation. A handout with financial topics and a chart illustrating the importance of time and compound interest is given to each student.
	Career Services scheduled two meeting times (Tuesdays from 5:00 – 6:30 p.m. and 6:30 – 8:00 p.m.) for the course.
	The videos and handouts were made available to students at their convenience if they could not attend on Tuesday evenings.
	Approximately 57 attended at least one meeting (including 3 staff members and 2 recent graduates).
	Career Services fulfilled student requests to show the videos to one fraternity and one residence hall floor meeting in addition to the regular meeting times. The introduction was also shared in two class meetings.
	Certificates were given to students completing at least 10 chapters.
	Pre-Tests and Post-Tests were given to measure learning.
Measures of Progress and Success	
Measure, metric, or data element	As of now, we have assessed the program's success by tracking student attendance. Student learning is assessed for those who complete the course via a Pre-test and Post-Test. Now that we have the Strategies and Metrics guide, we will meet to discuss what metrics we can use to determine the impact on our CCG goals.
Baseline measures	2013 - 2014: Four students took the course. All students showed improvement from the Pre-Test to the Post-Test.
	2015 - 2016:
	57 attended at least one session. Of those,
	a. 8 attended 2-4 sessions, b. 16 attended 5-8 sessions c. 13 attended 9-12 sessions d. All students tested improved from Pre- to Post-Test.
Interim Measure of Progress	All students tested showed improvement from the Pre-Test to the Post-Test.
Measures of Success	This will be discussed and implemented in the 2016-2017 year. We will include tracking the graduation rates of those who participate in the course.

Lessons Learned	One challenge is that many students don't know that they need this information now. There are many things fighting for their time and attention. Some of those are good things that are also important. Until a course of this nature is required, we believe that exposing students to part of it in a class or out-of-class setting will encourage them to make the remainder of the course a priority. We are discussing incorporating some of the material into the UNIV 1000 course for the upcoming year. We are discussing ways to discreetly target the groups mentioned in Goal 1. However, all students need this information, and offering it in a broad-based manner will help remove the stigmas that may prevent students from seeking help. This is important as discussed in the CCG-Beyond Financial Aid information.
	Another strategy for the new year is to invite faculty and staff to attend sessions to both help them and to encourage them to refer students to the course. Students taking the course find the information practical, and enjoy the illustrations and humor employed to make the lessons memorable. They often mention their surprise that more people are not taking advantage of the course.

MATRIX G: GLOBAL LITERACY AND COLLEGE SUCCESS

High-impact strategy	Our high-impact Quality Enhancement Plan, **Global Literacy**, fosters a strong identification with the university and helps make clear the pathway moving successfully toward graduation.
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
Demonstration of Priority and/or Impact	The Global Learning Initiative, "Windows to the World" cultivates the foundational tenets of intercultural competence (attitudes, curiosity, and respect). W2W co-curricular programs enhance and complement curricular offerings, including increasing student motivation to study abroad. The W2W activities and programs encourage connections with classmates and "others" to foster greater levels of personal and intercultural interactions that can impact the retention level and number of GSW students who graduate.
Primary Point of Contact	Dr. Sarah Speir, Director of International Programs and Windows to the World; sarah.speir@gsw.edu
Summary of Activities	The 2014-15 was the initial year that Windows to the World (the Global Learning QEP) was implemented. This initial year involve eight (8) W2W programs, attended by 1,503 students and 342 completed W2W assessments counting toward their graduation requirement. The 2015-16 year there were nine (17) W2W events over both semesters, including intercultural outreach field trips related to coursework; a week-long Artist-in-Residence with multiple class visits as well as W2W programs. Overall, 1,683 students were impacted, with 784 students submitting survey assessments.
Measures of Progress and Success	
Measure, metric, or data element	What metric(s) is your institution using to assess the outcome of this strategy? Pre-and post-tests using the Global Perspectives Inventory (GPI)
Baseline measures	GPI Pre-and Post - Given to each student at the beginning of their first year; Given after they have attended and completed assessments of six (6) W2W events
Interim Measures of Progress	Individual Assessments given to document level of impact on individual students per individual program
Measures of Success	Post-Completion GPI instrument to see how level (if any) of incremental change in intercultural competence
	Number of students studying abroad
	Retention numbers
Lessons Learned	Given that this is the beginning of the third year of project implementation, it is too early to

	tell but we are beginning to have data based on the first cohort of students completing the post-completion GPI instrument and it is revealing positive change / growth.

ASPIRATIONAL MATRIX 1: TARGETING INCREASES IN COMPLETION FOR TRADITIONALLY UNDERSERVED STUDENT POPULATIONS

High-impact strategy	**Focused recruitment, advising, and support structures for adult learners, military and former military students, first generation, and low income (Pell recipients) students**
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.
Demonstration of Priority and/or Impact	One priority for us is to increase overall FTE enrollment, which this strategy addresses. Targeted advising and support structures will assist students in graduating, thereby increasing completion rates.
Primary Point of Contact	Outreach Office (proposed)
Summary of Activities	A default mission of the institution is to serve low income students and first generation students. We are slowly growing targeted resources to serve these students specifically (prior to 2015-16). Ongoing status of same, with a desire to reach more aggressively into Fort Benning area (2015-16).
Measures of Progress and Success	
Measure, metric, or data element	What metric(s) is your institution using to assess the outcome of this strategy? 1.4
	Baseline measures	Describe the baseline status (year of or prior to intervention) of the measure (if applicable): NA
	Interim Measure of Progress	Describe the preliminary outcomes associated with this strategy: NA
	Measures of Success	What metric(s) is your institution using to assess the outcome of this strategy? 1.2; 1.4; 1.6;
Lessons Learned	Working on evolving enrollment and retention management structures.

ASPIRATIONAL MATRIX 2: EMPLOY PROGRAM MAPS AND STRONG CHOICE ARCHITECTURE

High-impact strategies	**Offer block schedules for students in meta-majors or majors for the first semester and year. Provide program maps that plot paths to degrees. Strong choice architecture will ensure efficient progress through A1 and A2 of the core. Employ meta-major maps.**
Related Goal	Goal 3: Decrease excess credits earned on the path to getting a degree.
Demonstration of Priority and/or Impact	We are already offering block scheduling for the first semester (which we call Learning Communities), which has a strong positive impact on progression and retention rates.
Primary Point of Contact	Office of Centralized Advising (proposed)
Summary of Activities	We have been building Learning Communities for the last seven years (prior to 2015-16). We pre-registered incoming freshmen into Learning Communities before they arrived on campus (2015-16).
Measures of Progress and Success	

Measure, metric, or data element	What metric(s) is your institution using to assess the outcome of this strategy? 3.1; 3.2; 3.3; 3.4; 3.5	
	Baseline measures	Describe the baseline status (year of or prior to intervention) of the measure (if applicable): NA
	Interim Measure of Progress	Describe the preliminary outcomes associated with this strategy: 3.1
	Measures of Success	What metric(s) is your institution using to assess the outcome of this strategy? NA
Lessons Learned	Working on evolving advising management structures.	

ASPIRATIONAL MATRIX 3: SHORTEN TIME TO DEGREE COMPLETION

High-impact strategies	Participate in dual enrollment programs for high school students; award credit based on AP, IB, CLEP, DSST, ACE scores; award credit based on portfolio exams.
Related Goal	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.
Demonstration of Priority and/or Impact	We already offer these practices to a certain extent, but our outreach could be much greater and more strategically integrated with local school systems.
Primary Point of Contact	Outreach Office (proposed)
Summary of Activities	Through ACCEL and MOWR courses, we have been slowly moving into local school systems. Through portfolio assessment training and the development of a bachelor's in general studies degree, we have widened the scope of portfolio usage and assessment
Measures of Progress and Success	
Measure, metric, or data element	What metric(s) is your institution using to assess the outcome of this strategy? 6.1, 6.3,6.4, 6.5, 6.6, 6.8
Baseline measures	Describe the baseline status (year of or prior to intervention) of the measure (if applicable): NA
Interim Measure of Progress	Describe the preliminary outcomes associated with this strategy: 134 students currently enrolled in MOWR courses in two school systems.
Measures of Success	What metric(s) is your institution using to assess the outcome of this strategy? Increasing our numbers of participating students and school systems.
Lessons Learned	Untapped markets in outlying school systems.

OBSERVATIONS

The strategies listed in this report (even our aspirational ones, which are, to a certain extent, already being implemented) are not an exhaustive list of activities undertaken to improve student success, but they are ones in which we have invested much time and effort, and we hope to continue to focus on these particular strategies for at least several more years in order to have established clear patterns in the data that lead to a confirmation of practice. GSW is on the brink of approving a new strategic plan (to be voted on in Fall 2016) that will guide the institution over the next five to seven years, and we fully expect that the strategies in this report will not only be endorsed, but will serve as a foundation for further development in terms of how we encourage and sustain students beyond the first year. Indeed, toward that end, the work done in the first and only Retention Retreat (May 2014) evolved into an Enrollment Management Council, which has now moved into a position of Special Assistant to the President, to help us centrally and effectively oversee retention efforts and continue to aid in the effort to break down silos across campus and strengthen our ability to retain and graduate the students who come to our institution. In addition to these efforts, we are in our second year of a three year contract with the Educational Advisory Board to aid us with data analysis and consultation in an effort to become fully knowledgeable about best practice and to be better able to implement strategies in the most efficient manner possible. Specially, we hope that EAB will help us strengthen our advising process throughout a student's career at GSW. We know that Degree Works should help with efficiency, especially with its degree mapping tool that we have yet to actively implement, but which we are now learning about. A growing focus on transfer students and on on-line students is also part of our planning for the future, especially as we embrace eMajor and the eBBA.

Indeed, perhaps the most important change we are making at GSW is a shift in our thinking about student success. During the past four years we have held a series of university-wide convocations to share retention data, propose institutional policies to address roadblocks to student success, and to solicit input on problem areas and strategies we might implement. These have been well-attended events and have fostered productive conversations outside of silos that are leading to a number of changes, big and small, but most significantly, they are leading to a change in our overall culture. Given the student population we serve, the stakes are high not just for GSW but also for our region and our

state. We are looking forward to continuing our efforts to improve student success with the momentum gained over the last three years. We think we are on the right track to doing some things well here at Georgia Southwestern State University.

Georgia State University

OVERVIEW

When it comes to higher education, the vision of the United States as a land of equal opportunity is far from a reality. Today, it is *eight times* more likely that an individual in the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile.1 Nationally, white students graduate from college at rates more than 10 points higher than Hispanic students, and are more than twice as likely to graduate with a 4-year college degree compared to black students.2 The United States Department of Education cites a six-year graduation-rate of 39% among Pell-eligible students,3 a rate that is 20 points lower than the national average.4

In 2003, Georgia State's institutional graduation rate stood at 32% and underserved populations were foundering. Graduation rates were 22% for Latinos, 29% for African Americans, and 18% for African American males. Pell students were graduating at rates far below those of non-Pell students.

Today, thanks to a campus-wide commitment to student success and more than a dozen strategic programs implemented over the past several years, Georgia State's achievement gap is gone. The graduation rate for bachelor-degree seeking students has improved 22 points—among the highest increases in the nation over this period (**Chart 1).** (See Appendix for all charts.) Rates are up 36 points for Latinos (to 58%), and 29 points for African Americans (to 58%). Pell-eligible students currently represent 58% of Georgia State University's undergraduate student population, and over the past three years have graduated at rates, on average, equal to those of non-Pell students. *In fact,* ***this past year, African-American, Hispanic, first-generation and Pell-eligible students all graduated from Georgia State at rates at our above those of the student body overall—making Georgia State the only national public university to achieve this goal.***

Georgia State also continues to set new records for degrees conferred. With the consolidation with Perimeter College, the university awarded a total of 6,569 undergraduate degrees over the 2015-2016 academic year. The university established new records for total bachelor degrees awarded (4,867), as well as bachelor degrees awarded to Pell-eligible (2,829), black (1,8925), Hispanic (433), and first-generation (1,176) students **(Charts 2 and 3)**. Despite steep declines in Perimeter enrollments over the past three years, associate degree conferrals were also up (1,702). Georgia State now graduates more Hispanic, Asian, first generation, and Pell students with bachelor degrees than any other university in Georgia. For four consecutive years, we have conferred more bachelor degrees to African Americans than any other non-profit college or university in the United States
(Chart 4).

Since the launch of its current Strategic Plan in 2011, Georgia State University has seen a 16% increase in its number of undergraduate degree conferrals, with even stronger gains made with at-risk student populations. Over the past five years, bachelor degree conferrals are up 37% for African Americans, 36% for Pell students, and 44% for Hispanics.

These gains have been the subject of growing levels of national attention:

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1 The Pell Institute (2015) Indicators of Higher Education Equity in the United States : 45 Year Trend Report (2015 Revised Edition). Retrieved from http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf

2 U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10: Graduation rate from first institution attended for first-time, full-time bachelor's degree- seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2007. Retrieved from https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp.

3 Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from http://www.nasfaa.org/uploads/documents/Pell0212.pdf.

4 U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10.

- In December 2014, President Barak Obama lauded the exemplary work being done at Georgia State University to assist low-income students through its Panther Retention Grant program in his address at White House Opportunity Day.5
- In January 2015, Georgia State received the Institutional Transformation Award from the American Council on Education (ACE), the largest organization for post-secondary education in the nation. Citing Georgia State's exceptional progress in the area of student success and its elimination of all achievement gaps, ACE granted the award for only the second time in its history. (The first award went to Arizona State.)
- In August 2015, Georgia State was invited to provide expert testimony on innovations in increasing student success before the United State Senate.
- In September 2015, Georgia State was awarded a $9 million grant from the Department of Education to lead a 4-year study to track the impact of analytics-based proactive advisement on 10,000 low-income and first-generation college students nationally.
- In its annual national rankings released August 2016, *U.S. News and World Report* ranked Georgia State 14th in the nation for its Commitment to Undergraduate Teaching and named it the 4th Most Innovative University in the nation. Its First-Year Experience and Freshman Learning Community programs were both listed among the Top 15 in the nation.

Motivated by a desire to make an impact, not only in the lives of its own students, but also in the lives of students nation-wide, Georgia State University has made a conscious and significant commitment of time and resources to sharing the lessons that we have learned. Over the past two years, Georgia State has hosted teams from almost 200 colleges and universities that sought to learn more about Georgia State programs, including institutions from Holland, Australia, New Zealand, and South Africa.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia State University now enrolls more African Americans, Latinos, Asian Americans, first-generation students, and Pell students than any college or university Georgia. In fact, the University set new records for the number of bachelor-degree-seeking students enrolled in *every one* of these categories in 2015. With Georgia State's January 2016 consolidation with Georgia Perimeter College, the study body has become even more remarkable. Georgia State University now enrolls 51,000 students including, for the first time, 20,000 students pursuing associate degrees on its five Perimeter College campuses. This means that approximately one out of every six students in the entire University System of Georgia this past spring was enrolled at Georgia State. This number includes an amazing 27,000 Pell students. (As a comparison, the entire Ivy League last year enrolled 9,800 Pell students.) We now enroll more than 19,000 African Americans per semester (25% of the USG total enrollment of African American students) and 4,200 Hispanic students (22% of the USG total) **(Chart 5)**. According to *U.S. News and World Report*, even prior to consolidation, Georgia State University is one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity6 and for the number of low-income students enrolled.7

The most foundational principle guiding our efforts has been a pledge to improve student outcomes through *inclusion* rather *exclusion*. In the 2011 Georgia State University Strategic Plan, we committed ourselves to improve our graduation rates significantly, but not by turning our backs on the low-income, underrepresented and first-generation students that we have traditionally served. To the contrary: we pledged to increase the number of underrepresented, first-generation and Pell students enrolled and to serve them better. We committed to achieving improved outcomes for our students not merely at Georgia State but in their lives and careers after graduation. The consolidation with Perimeter College and its tens of thousands of students who fall into federal at-risk categories is the latest example of this deep commitment.

The central goal that we have set for our undergraduate success efforts is highly ambitious, but the words were carefully chosen: Georgia State would

> **"become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates"8**

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5 President Barak Obama (4 December 2014) Remarks by the President at College Opportunity Summit. Retrieved from https://www.whitehouse.gov/the-press-office/2014/12/04/remarks-president-college-opportunity-summit.

6 U.S. News & World Report (n.d.) Campus Ethnic Diversity: National Universities. Retrieved from http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity.

7 U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity.

8 Georgia State University (2012). Strategic Plan 2011-2016/21. Retrieved from http://strategic.gsu.edu/files/2012/09/GSU_Strategic_Plan_2016-2.pdf

Our goals included a commitment to raise overall institutional graduation rates and degree conferrals by significant margins—graduation rates for bachelor-seeking students would climb 13 points and undergraduate degree completions would increase by 2,500 by 2021—and to closing all achievement gaps between our student populations. As outlined in this update, we have made great strides already.

The Strategic Plan also outlined key strategies to achieve these goals. We made a commitment to overhaul our advising system, to track every student daily with the use of predictive analytics and to intervene with students who are at risk in a proactive fashion, to expand existing high-impact programs such as freshman learning communities and Keep Hope Alive, to raise more scholarship dollars, and to pilot and scale innovative new types of financial interventions. These programs and their impacts are outlined in the next section.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

INSTITUTIONAL COMPLETION GOALS AND RESULTS

In 2011, Georgia State University committed to reach a graduation rate for bachelor-degree-seeking students of 52% by 2016 and 60% by 2021.9 We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all significant achievement gaps between student populations. We now have committed to *doubling* the graduation rate of our new associate-degree seeking students from the 2014 baseline over the next five years.

On the surface, attaining these goals seems implausible. Georgia State's demographic trends—characterized by huge increases in the enrollments of at-risk students in recent years—typically would project a steep *decline* in student outcomes. Georgia State University, though, has been able to make dramatic gains towards its success targets even as the student body has become more financially distressed. Aided by the consolidation with Perimeter College, *the 6,569 undergraduate degrees conferred during the 2015-2016 academic year represent a 2,347-degree increase (56%) over the baseline year of 2011* (Chart 3). The gains have been greatest for a number of at-risk student populations.

In the 2014-2015 academic year, Georgia State University conferred record numbers of bachelor degrees to Pell-eligible, first generation, Black or African American, and Hispanic students **(Chart 6)**. Since the 2010-2011 academic year, the number of bachelor degrees conferred to Pell students by 33% while conferral to African American students has increased by 42% and to Hispanic students has increased by 52%.10 (See **Chart 7**.) Time to degree is also down markedly—by more than half a semester per students since 2011—saving the graduating class of 2016 approximately $12 million in tuition and fees compared to their colleagues just three years earlier (**Chart 8**).

Since the launch of Georgia State University's current strategic plan, and the start of our participation in Complete College Georgia, *our institutional graduation rate for bachelor-degree-seeking students has increased by 6 percentage points to a record 54%* (Charts 1, 7). Early indications are that, in the first two semesters after consolidation, graduation rates for associate-degree-seeking students are also making significant gains.

It is important to note that low-income and first-generation students' families move frequently due to changes in jobs and economic circumstances when compared to middle- and upper-class college students. This phenomenon significantly impacts Georgia State's institutional graduation rates. Using National Student Clearinghouse data to track Georgia State's most recent 6-year bachelor-seeking cohort across all universities nationally, the success rates are even more encouraging. For the current year, a record 76.8% of the students who started at Georgia State six years ago have either graduated from Georgia State or some other institution or are still actively enrolled in college. The numbers for African American (77%) and Latino (80%) students in this category are even higher (**Chart 9**).

This combination of large increases in Pell enrollments and significantly rising graduation rates confounds the conventional wisdom. Nationally, one can track a strong correlation between increases in Pell rates and *decreases* in graduation rates. Georgia State's completion efforts have made us a clear outlier nationally. In fact, among all of our peer institutions as defined by the BOR, Georgia State now has both the highest Pell rates *and* the highest graduation rates.

HIGH IMPACT STRATEGIES

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9 Georgia State University (2012) College Completion Plan 2012: A University-wide Plan for Student Success (The Implementation of Goal 1 of the GSU Strategic Plan). Retrieved from http://enrollment.gsu.edu/wp-content/blogs.dir/57/files/2013/09/GSU_College_Completion_Plan_09-06-12.pdf

10 Actual percent increases were much higher in these two categories, but we have controlled for the effects of the University implementing more rigorous processes encouraging students to self-report their race and ethnicity.

1. GPS ADVISING

High-impact strategy	Use predictive analytics and a system of more than 800 alerts to track all undergraduates daily, to identify at-risk behaviors, and to have advisors respond to alerts by intervening in a timely fashion to get students back on track.
Goals Supported/ Strategic Impact	Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions.
	Goal #2: Increase the number of degrees that are earned 'on time.'
	Goal #3: Decrease excess credits earned on the path to getting a degree.
	Goal #4: Provide intrusive advising to keep students on track to graduate.
	Close achievement gaps correlated to race, ethnicity, income level and first-generation status.
	The strategy is high impact because it touches every undergraduate every day and leveraged the power of data to strengthen existing advising protocols.
Summary of Activities	System went fully live in August 2012. This past academic year, the system generated more than 51,000 individual meetings between advisors and students to discuss specific alerts—all aimed at getting the student back on path to graduation. Since Georgia State went live with GPS Advising three years ago, freshmen fall-to-spring retention rates have increased by 5 percentage points and graduating seniors are taking fewer excess courses in completing their degrees.
	In 2016, Georgia State University consolidates with Georgia Perimeter College. EDUCAUSE, with the support of the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust (the Helmsley Trust) and in partnership with Achieving the Dream (ATD), has awarded Georgia State University a grant to facilitate our efforts to deploy our technology solution and adapt our advising strategy in order to increase graduation rates for the 20,000 students seeking associate degrees at GPC. In addition to providing much needed support to students seeking associate degrees, the extension of our GPS to encompass the entirety of the new consolidated university provides us with the opportunity to better understand and support transfer pathways between two- and four- year institutions. The GPS platform will launch at Perimeter during the Fall 16 semester.
Baseline Status	- Six Year Graduation Rate at Launch: 48% Bachelor level (2011) 6% Associate level (2014) - Degrees Conferred: in the 2013-2014 Academic Year: 4,155 Bachelors (2011) 1,702 Associates (2015)
Interim Measures of Progress	The numbers we are achieving via the programs are exceptionally strong. We have been tracking the use of the system and gathering interim metrics such as - Credit hours at the time of graduation (which have declined by an average of 8 credit hours per graduating student since 2011) - Percent of students in majors that fit their academic abilities (up by 13 points) - Percent of students with lower academic risk factors (up by 16 points) - Decline in changes of major in the sophomore and junior years (down by 32%)
Measures of Success	- Undergraduate Six-Year Graduation rates up 6 percentage points since launch - Number of Undergraduate Degree conferrals up 19% since launch - Wasted credit hours have declined by 8 credit hours per graduating student while average time to degree is down by half a semester. - Achievement gaps have been eliminated
Lessons Learned	The true potential of predictive analytics comes not from its ability to identify students at risk, but in its ability to support intensive advising

	practices. In order for predictive analytics to make a significant impact in higher education, technology solutions must be accompanied by investment in advising personnel and practices that can most effectively translate data into action. • Academic choices have a significant impact on career aspirations and vice versa. With the introduction of a new career matcher feature into our existing GPA advising platform (powered by data from Burning Glass), students are shown lists of common careers commonly associated with their chosen or prospective majors, as well as information about what skills are sought after by employers in those fields. Advising students with a view to life beyond graduation provides them with a broader perspective about what academic success means, as well as stronger sense of direction and motivation to pursue their degree, not as an end in itself, but as a springboard to future success in life and career.
Primary Contacts	Dr. Timothy Renick (Vice President for Enrollment Management and Student Success), Dr. Allison Calhoun-Brown (Associate Vice President for Student Success) Carol Cohen (Director of the University Advisement Center)

2. SUMMER SUCCESS ACADEMY

High-impact strategy	Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes.
Goals Supported/Strategic Impact	Goal #7: Increase the likelihood of degree by transforming the way that remediation is accomplished Goal #1: Increase degrees conferred
Summary of Activities	Program was initiated in 2012 as an alternate to deferring weaker freshmen admits to the Spring semester. Students enroll in 7 credits of college-level (non-remedial) courses and are given the support of all of GSU's tutoring, advising, financial literacy, and academic skills programs at their disposal. All students are in freshmen learning committees. This year's cohort was the largest ever, with 370 student enrolled. The most recent cohort was retained at a rate of 87%. This compares to an 83% retention rate for reminder of the freshmen class who were, on paper, better academically prepared for college. It is important to note that these same students, when Georgia State was deferring their enrollment until the spring semester (as is the common practice nationally), were being retained at only a 50% clip. This equates to more than 100 additional freshmen being retained via the Summer Success Academy this past year alone than would have been the case under the old model.
Baseline Status	• Prior to the launch of the program, students with a similar academic profile had a one-year retention rate of 51% (2010). We are launching the Summer Success Academy at Perimeter College for the summer of 2017. The baseline retention rate for Perimeter students overall is 64.5%; once we identity for the first Perimeter cohort, we will create a more accurate baseline retention rate given the profile of the students enrolled.
Interim Measures of Progress	• Retention rates • Graduation rates • Degree completions
Measures of Success	• Retention rates for the students for the at-risk students enrolled in the Success Academy (**87**%) exceed those of the rest of the freshman class (**83**%) and the baseline of **51**% in 2011. • In summer 2015, the program enrolled 370 students, up 50 from summer of 2011

Lessons Learned	• While the Summer Success Academy is a program that would most certainly be of benefit to all students, it is important to ensure that the size of the program does not outstrip resources. The amount of personalized attention that students receive in the program is a significant reason for the program's success, not only because of the level of academic coaching required for our most at-risk students, but also because mentoring by peers and professionals also provides academy students with a sense of self-efficacy and the 'soft' skills necessary to 'do college.' • Georgia State currently has a grant from the Kresge and EMCM Foundations to expand our current program, while at the same time collecting validation data that would allow the Foundation to help promote the Success Academy as a national best practice for closing the achievement gap for at-risk populations. We have a proposal pending before a third foundation to help accelerate implementation at Perimeter College.
Primary Contacts	Dr. Allison Calhoun-Brown (Associate Vice President for Student Success) Dr. Eric Cuevas (Director of Student Success Programs)

3. PANTHER RETENTION GRANTS

High-impact strategy	Provide micro grants to students at the fee drop each semester to help cover modest financial shortfalls impacting the students' ability to pay tuition and fees to prevent students from stopping/dropping out. This past fall, more than 18,000 of Georgia State's 25,000+ bachelor-seeking students (72%) had some level of unmet need (we are using Fall 16 data to set a baseline for our associate-seeking students), meaning that even after grants, loans, scholarships, family contributions and the income generated from the student working 20 hours a week, the students lack sufficient funds to attend college. Each semester, hundreds of fully qualified students are dropped from their classes for lack of payment. For as little as $300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, nearly 2,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. 61% of the seniors who received PRG support last academic year graduated within two semesters of receiving the grant and 82% either had graduated or were still enrolled one year after receiving the grant. With more than 5,000 grants awarded over the past four years, he program has prevented literally thousands of students from dropping out of Georgia State.
Goals Supported/ Strategic Impact	Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions Goal #10: Mitigate the detrimental effects of financial need on student recruitment, retention, and graduation This is a high-impact strategy because it takes scarce financial resources and targets them using the power of data and analytics. It has been able to be scaled quickly, and is now impacting 2,000 students per year.
Summary of Activities	Staff examine the drop lists for students with genuine unmet need, who are on track for graduation using our academic analytics, and who have modest balances for tuition and fees. Students are offered micro grants on the condition that they agree to certain activities, including meeting with a financial counselor to map out plans to finance the rest of their education. Last academic year, 2,000 grants were offered. This included the first grants awarded to Perimeter College students during the Spring 2016 and Summer 2016 semesters.
Baseline Status	• A California State University study found that, among students who stop out for a semester, only 30% ever return and graduate from the institution. The PRG program is designed to prevent stop out and the negative impact on

	completion rates that follow.
Interim Measures of Progress	• Of freshmen who were offered Panther Retention grants in fall 2013, 93% enrolled the following spring, a rate higher than that of the student body as a whole. 83% of freshman PRG recipients returned to class in fall 2014. The retention rate for freshmen who were offered the grants in fall 2014 was 88%. • We are also tracking the rate of "returnees" to the program, which we have been able to keep under 25% • Since the first awards of the grants to Perimeter students did not occur until Spring 16, we do not have one-year data yet. We will report of these data in next year's report.
Measures of Success	• The ultimate measure of success is college completion. The largest group of recipients last year were seniors, who often are running out of Hope funding or exhausting other aid. 68% of seniors who receive the grant have graduated.
Lessons Learned	• A data-driven approach to award dispersion ensures that support is given to students who are both in need and who are likely to succeed when their need is met. This represents a shift in perspective, away from distributing funds as a response to financial need alone, and toward an approach that is first and foremost motivated by an interest in eliminating non-academic barriers to student success. • Many students lack the financial literacy necessary to ensure that an otherwise sustainable amount of financial support is managed effectively through to the end of their degrees. The Panther Retention Grants are an excellent way to respond to the financial needs of student who are on track to degree, but who encounter financial shortfalls as they near graduation. In an effort to be more proactive, GSU has added a set of financial indicators to its predictive analytics and has also committed to establishing a dedicated financial counseling center by the end of Spring 2016. Through proactive interventions like these, GSU expects to see fewer of its students run into financial problems later in their degree, while at the same time providing tis students with the tools necessary for financial security in career upon graduation.
Primary Contacts	Mr. Louis Scott (Director of Financial Aid) Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

4. KEEP HOPE ALIVE (KHA)

High-impact strategy	With 59% of Georgia State students coming from Pell-eligible households (where the annual household income last year was less than $30,000), the Hope scholarship can be a mixed blessing. The $6,000+ scholarship provides access to college for thousands of Georgia State students, but for the student who does not maintain a 3.0 college GPA, the loss of Hope often means the student has to drop out for financial reasons. In 2008, the graduation rates for students who lose the Hope scholarship were only 20%, 40-points lower than the rates for those who hold on to it. Gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. Keep Hope Alive provides a $500 stipend for two semesters to students who have lost Hope as an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisors, attending workshops, and participating in financial literacy training—all designed to help students improve their GPAs and to regain the scholarship. Since 2008, the program has helped to almost <u>double</u> the graduation rates of Georgia State students who lose the Hope scholarship.
Goals Supported/Strategic Impact	Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions Goal #10: Mitigate the detrimental effects of financial need on student recruitment, retention, and graduation
Summary of Activities	By signing a contract to receive $500 for each of the first two semesters after losing Hope, students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship. Scholarship Criteria: - Program is open to freshman and sophomore students with a 2.75 – 2.99 HOPE grade point average. - Student must pursue a minimum of 30 credit hours within the next academic year (fall, spring, and summer semesters). - Students must attend Student Success workshops facilitated by the Office of Undergraduate Studies. - Students must meet with their academic coach on a regular basis. - Students are required to attend mandatory advisement sessions facilitated by the University Advisement Center. During the coming academic year, we are exploring models for the use of KHA for our associate-degree seeking students.
Baseline Status	- Retention rates for students receiving the HOPE scholarship were 50% in 2008. - Six-year graduation rates for students who lost their HOPE scholarship at some point in their academic career were 21% in 2008
Interim Measures of Progress	For students in KHA in the period from 2011 to 2015, better than 55% gained the scholarship back at the next marker, in the process leveraging our $1,000 scholarship investment by gaining between $6,000 and $12,000 of Hope dollars back again.
Measures of Success	- Since 2008, institutional HOPE retention rates have increased by 50%, from 49% to 75% in 2015. - Compared to 2008, the six-year graduation rate for students who lost their HOPE scholarship at some point in their academic carrier has almost doubled, from 21% in 2008 to 38% in 2015.
Lessons Learned	Losing the HOPE scholarship puts students far more at risk than losing a 3.0 GPA.

Primary Contacts	Dr. Eric Cuevas (Director of Student Success Programs)

5. META-MAJORS

High-impact strategy	At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices that they face. This fall, Georgia State is offering 90 majors and more than 3,00 courses. Freshmen Learning Communities are now required of all non-Honors freshmen at Georgia State. They organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as "meta majors" (STEM, business, arts and humanities, policy, health, education and social sciences). Students travel through their classes together, building friendships, study partners and support along the way. Block schedules—FLCs in which all courses might be between, for example, 8:30 AM and 1:30 PM three days a week— accommodate students' work schedules and help to improve class attendance. FLC students not only are retained but graduate at rates 4 points above those of non-FLC students. Almost 80% of this fall's freshmen class are in FLCs. Requiring all students to choose a meta-major puts students on a path to degree that allows for flexibility in future specialization in a particular program of study, while also ensuring the applicability of early course credits to their final majors. Implemented in conjunction with major maps and a suite of faculty-led programming that exposes students to the differences between specific academic majors during their first semester, meta-majors provide clarity and direction in what would otherwise be a confusing and unstructured registration process.
Goals Supported/Strategic Impact	Goal #2: Increase the number of degrees that are earned 'on time' Goal #3: Decrease excess credits earned on the path to getting a degree
Summary of Activities	Upon registration, all students are required to enroll in one of seven **meta-majors**: STEM, Arts & Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several **block schedules**, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable selection, students are assigned to **Freshman Learning Communities** consisting of 25 students who are in the same meta-major and take classes according to the same block schedules of 5 – 6 courses in addition to GSU1010, a 1 credit hour course providing students with essential information and survival skills to help them navigate the logistical, academic, and social demands of the University. Academic department deliver programming to students—alumni panels, departmental open houses—that help students to understand the practical differences between majors within each meta major. A new career-related portal allows students in meta majors and beyond to explore live job data including number of jobs available in the Atlanta region, starting salaries, and correlative to majors and degree programs. The portal also suggests cognate careers that students may be unaware of and shared live job data about them.
Baseline Status	• 48% FLC participation with opt-in model (2010) • Retention rates of 81% for non-FLC students (2011). • Average bachelor-degree graduate going through 2.4 majors before graduating (2008). In the 2013-2014 academic year, enrollment in a Freshman Learning Community according to meta-major resulted in an average increase in GPA of 8%. • In the 2013-2014 academic year, enrollment in a Freshman Learning Community by meta-major was found to increase a student's likelihood of being retained through to the following year by 5%.
Interim Measures of Progress	• Adopting an opt-out model has meant that over 80% of freshmen no participate in FLCs.

Measures of Success	• One-year retention rates reached 84% for FLC freshmen (2015) • Changes in majors at GSDU are down by 32% since 2011.
Lessons Learned	• Time is money, and students who switch between majors, especially after the freshman year, accumulate wasted credits. With large numbers of low-income students who have strictly limited resources, mistakes in choosing majors can equate to college attrition. • Meta-majors, block scheduling, and freshman learning communities have all been shown to significantly improve the chances of student success. GSU has introduced each of these approaches at different times in its history. Bringing each of these best practices together as part of an integrated admissions strategy has produced a synergy, with power greater than the sum of that of its parts.
Primary Contacts	Dr. Allison Calhoun-Brown (Associate Vice President for Student Success) Dr. Eric Cuevas (Director of Student Success Programs)

OBSERVATIONS

Georgia State University is testimony to the fact that students from all backgrounds can succeed at high rates. Moreover, our efforts over the past few years show that dramatic gains are indeed possible—not through changing the nature of the students served but through changing the nature of the institution that serves them. How has Georgia State University made the gains outlined above? How do we propose to reach our ambitious future targets? In one sense, the answer is simple. We employ a consistent, evidenced-based strategy. Our general approach can be summarized as follows:

- Use data aggressively in order to identify and to understand the most pervasive obstacles to our students' progressions and completion.
- Be willing to address the problems by becoming an early adopter. This means piloting new strategies and experimenting with new technologies. After all, we will not solve decades-old problems by the same old means.
- Track the impacts of the new interventions via data and make adjustments as necessary to improve results.
- Scale the initiatives that prove effective to have maximal impact. In fact, many of the programs that we offer are currently touching 10,000 students or more annually.

The work we have been doing to promote student success at Georgia State University has steadily increased graduation rates among our traditionally high-risk student populations, but it has also served to foster a culture of student success among faculty, staff, and administration. As the story of Georgia State University demonstrates, institutional transformation in the service of student success does not come about as a result of a single program, but grows from a series of small changes that undergo continue reevaluation and refinement. What it also shows is how a series of initially small initiatives, when scaled over time, can significantly transform an institution's culture (**Chart 10**). As we have seen improvements in the success of our students, the campus community has come to be driven by a shared vision.

This process it an iterative and continuous one. In addition to the well-established and high-impact strategies described above, Georgia State University continues to employ data analyses to identify and understand the obstacles that our students are facing, and it continues to test innovative new solutions to facilitate efficient pathways to the attainment of high quality degrees. Here are a few:

I. Optimizing Course Scheduling using Predictive Analytics
As a result of an analysis conducted by our Office of Institutional Research, we have shifted our course scheduling policy so as to balance faculty preference with other important factors like room availability, student demand, and academic program requirements. We employ the aggregate data that we are collecting on the major maps and progression of each individual student to predict what courses are needed and in what numbers each semester. These efforts are led by a new, university-level Strategic Course Scheduling Committee, with representation from all colleges as well as major functional areas such as the Registrar and advising. As a result of our new policy framework, we expect to see marked improvements in our rates of student progression, along with a resulting decrease in average time and cost per degree and an increase in student satisfaction. With help from Ad Astra, we are implementing a predictive analytics solution that will allow us to consistently execute our new, a scheduling model more conducive to student progression.

II. Establishing a Financial Counseling Center
In an effort to mitigate the financial risks to student retention that are created by non-academic collegiate expenditures, GSU has used ten years of student financial data and more than 140,000 Georgia state student records to develop predictive analytics identifying when students make financial decisions that put them at risk of attrition. These enhanced predictive analytics include information about student housing choices and past due histories to target

students for financial counseling. GSU has been awarded a $2 million gift from SunTrust to implement the model and then diffuse it to other universities. The new center opens fall 2016.

III. Empowering Students through Mobile Application Development
In collaboration with the Education Advisory Board, GSU has helped to develop and launch a student-facing tool for smart devices that incorporates data analytics to provide students with major and career guidance, best-fit courses and schedules, time management tools, and smart resource recommendations about student support that is relevant to their specific needs.

IV. Scaling Hybrid, Adaptive Learning Courses
Building on our success in the use of adaptive learning technology in introductory mathematics courses, we have received a grant from the Gates Foundation to scale up the use of adaptive technologies in high-enrollment Economics, Psychology and Political Science. By year three of the project, Georgia State will deliver 20,000 seats annually of hybrid, adaptive-learning-assisted classes.

V. Creating Pathways from College to Career
We are launching a multi-year initiative supported by the Goizueta Foundation to combine the latest data research and student-facing technologies to deliver a four-year program of career development for students from the freshman year through graduation.

VI. Implementing Student Success Programs at Perimeter College
We already have launched at Perimeter College GPS Advising, Panther Retention Grants and several other programs that were pioneered and have proven transformative at the Atlanta campus. We are about to announce a $4.5 million gift to help in the effort to extend a range of eight additional high-impact student-success practices to Georgia State's Perimeter College.

The year ahead will be an exciting and challenging one, as Georgia State University builds programs to serve 51,000 students, including 20,000 new associate-degree-seeking students as a result of our consolidation with Perimeter. If the lessons we have learned, the initiatives we have implemented, the technologies we have developed, and the results we have achieved can be transferred to the context of Perimeter, the ultimate winners will be the students of the state of Georgia. (See **Charts 11-15** for Perimeter College baseline data.)

For further information: Timothy Renick, Vice President for Enrollment Management and Student Success and Vice Provost, Georgia State University, trenick@gsu.edu

Gordon State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Gordon State College's mission is to ensure affordable, supportive access to high quality post-secondary education. As an access institution, we provide engaged faculty-student interaction through intimate classroom experiences, innovative and effective teaching strategies, excellent advising and mentorship programs, and effective student support services. GSC offers baccalaureate and associate degree programs. The institution has focused more in recent years on meeting the needs of underrepresented populations and dual-enrollment students.

After a peak enrollment of 5,009 in 2010, enrollment declined to 4,084 in fall 2015. Of entering freshmen in fall 2015,

- 55% had learning support requirements
  - 30% of entering freshmen had only a math requirement (N=321)
  - 19% had math and English and/or Reading requirements (N=204)
  - 6% had English, Reading, or both requirements (N=64)
- 65% were Pell-eligible
- 49% were black or African-American, 43% were white
- 24% were first-generation college students

To better serve our student population, Gordon State College was one of the first institutions in the USG to take remediation transformation to scale. To help more adult learners complete a college degree, GSC developed a Weekend College for a bachelor's of science in Human Services, using hybrid course delivery. The course meetings are held at our teaching site in Henry County, a high-population county that contributes 23% of GSC's entering freshmen, to provide adult learners with a convenient path for finishing a college degree in a high-demand field that offers many options. Overall, we have targeted traditionally underserved populations for increases in access and completion.

At the same time, our institution has increased its population of students taking courses on a dual-enrollment basis. In the semester of our peak enrollment, fall 2010, we enrolled 36 dual-credit students. In fall 2015, that population increased 408%, to 183 students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-impact strategy	**1. Improve student engagement and advising through**
	    A. Intrusive advising
	    B. Engagement and advising training for new faculty members
	    C. Faculty development in teaching and learning

Related Goal	1: Increase in the number of undergraduate degrees awarded by USG institutions.
Demonstration of Priority and/or Impact	Effectively engaging and advising students are critical factors in success for many students, and in an access institution these factors receive considerable attention.
Primary Point of Contact	For strategies 1.A and 1.B, Prof. Peter Higgins, Director of Student Success, Advising, and Testing, phiggins@gordonstate.edu. For strategy 1.C, Dr. Erica Johnson, Coordinator of the Center for Excellence in Teaching and Learning, ejohnson@gordonstate.edu.
Summary of Activities	**A. Provide Always Alert intrusive advising for disengaged and poorly performing students.** After piloting an **Early** Alert system in spring 2012, Gordon State College went to scale in fall 2013 with a system that focused on first-year, first-semester students, with the goal of increasing academic success rates and ultimately improving retention. In fall 2014, the College transitioned to an **Always** Alert system. GSC restructured its Always Alert program during the 2015-2016 academic year. Due to significant program growth, Always Alert decentralized the academic interventions in order to handle the increased demand. From Always Alert's inception up through the 2014-2015 Academic

Year, Student Success Center staff were solely responsible for conducting all of the Always Alert academic interventions. As faculty began to buy in and the number of referrals and interventions increased, the Director of Student Success began recruiting academic coaches from 6 departments on campus who had interest in retaining students in their major.

During the 2015-2016 year, 13 faculty members from 6 departments volunteered to be academic coaches in addition to the Student Success Center Staff. These academic coaches included faculty from the following departments: Biology/Physical Science; Business/Public Service; Fine and Performing Arts; History/Political Science; Humanities; and Math/Computer Science. In total, academic coaches conducted 434 Always Alert interventions during the 2015-2016 academic year, 252 interventions in the fall 2015 semester, and 182 interventions in the Spring 2016 semester.

In addition to decentralizing academic interventions, Academic Coaches began conducting walk-in Always Alert advisement in 2015-2016. Walk-in advisement in a central location on campus increased accessibility for students to meet with an academic coach and complete their Always Alert intervention by removing the difficulties and vagaries of scheduling around both students' and faculty members' schedules.

B. Improve training of new faculty members in student engagement and advising.
In the years 2011-2015, Academic Affairs had provided structured training for new faculty members that included information and practices related to quality student advising. This training included workshops on Gordon's mission, student mentoring, academic policies, intrusive advising, and best practices in student engagement.

For 2015-2016, we kept this set of orientation workshops but added a subset of advising workshops provided by the Student Success Center professional advisors. The development of these new workshops was informed by the principles of the National Academic Advising Association (NACADA). The workshops focused in depth on the following topics:

- Learning Outcomes
- DegreeWorks, Banner, and Academic Summaries
- Core Curriculum and Academic Plans
- Learning Support
- Academic Standards and Satisfactory Academic Progress
- Always Alert Intrusive Advising
- Working with Student Success Center Advisors

At the conclusion of the workshops, new faculty members participated in an overview session and then engaged in independent reading of advising literature. Faculty began advising of students in the SSC, mentored by experienced advisors and referring to the advising handbook developed by the College.

C. Increase and improve learning opportunities for all faculty members in the knowledge and practice of excellence in teaching and learning.
While the GSC Center for Excellence in Teaching and Learning has existed for a number of years, Dr. Johnson, who was appointed coordinator in spring 2015, has taken an aggressive approach to adding and improving learning opportunities. The 2015-16 CETL Schedule of Events included:

- Multiple CETL Lunch conversations
- Multiple Open Classroom opportunities, where faculty members invite others in to observe and share ideas about pedagogy
- Affordable Learning sessions
- Teaching Symposia on the following topics:
  - Best Practices for Online & Hybrid
  - Using Media in Teaching
  - Reaching Challenging Students
  - Classroom Management and Dealing with Confrontation with Director of Public Safety
  - Faculty Well-Being and Excellence in Teaching
  - Getting Students to Come to Class Prepared
  - How (and Why) to Refresh Your Courses
  - Writing Across Disciplines: Teaching Structure and Self-Assessment

CETL continued the annual Teaching Matters Conference that draws participants from the eastern United States.

Measures of Progress and Success

Measure, metric, or data element	Combined number of degrees conferred and students who transfer to other USG institutions. As an access institution offering both associate and baccalaureate degrees, we measure "completion" by the number of degrees conferred and the number of students who transfer to a university or college. We have reliable transfer data only for USG institutions.

<table>
<tr><td rowspan="2">Baseline measures</td><td colspan="6">1375</td></tr>
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Interim Measures of Progress	One-year changes: • Associate's: +8.2% (403 to 436) • Bachelor's: +22.3% (148 to 181) • Transfer Outs: -8.8% (509 to 464) See table below, Degrees and Transfer Outs by Academic Year.*****

	Degrees and Transfer Outs by Academic Year				
Metric	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Associate Degrees	488	500	454	403	436
Bachelor's Degrees	102	124	155	148	181
Transfer to other USG Institutions	788	692	584	509	464
Total	1375	1315	1180	1057	1081

*See Appendix "Degrees and Transfers" for the five-year history and breakdown of transfers.

Measures of Success	Increase in combined number of degrees conferred and transfer outs.

Lessons Learned	**Always Alert:** The key challenge in 2015-2016 was providing service to more students at the same time that limited resources did not change. De-centralizing much of the advising has been a positive step in managing the work load while maintaining quality service. **NFO Training:** Because student engagement and effective advising are so important to retention and completion, developing effective resources to carry out those tasks is critical. Many new faculty come with insufficient training in engagement and advising, so it becomes an important responsibility on the College's part to get them prepared, relying on existing resources. The orientation pieces developed prior to and for 2015-2016 are strong steps forward in achieving completion goals. **CETL:** These activities have a less direct but still important connection to completion goals. There have been no significant challenges to increasing and improving CETL learning opportunities. **Completion Goals:** Decreases in enrollment after 2010/11 eventually caused a corresponding decrease in degrees conferred and transfer outs. While enrollment stayed about level in the 2014/15 to 2015/16 academic years, we are very pleased that the College's efforts at improving retention and completion have led to <u>increases in degrees conferred from 2014/15 to 2015/16</u>.

High-impact strategy	**2. Increase high school dual enrollment participation**
Related 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
Demonstration of Priority and/or Impact	For some years, Gordon State College had built on its strong relationships with service area high schools to provide access to post-secondary education through dual-enrollment. In 2015, Georgia SB 132 and SB 2 provided a boost to dual enrollment opportunities for high school students, primarily through financial support.
Primary Point of Contact	Prof. Samantha Bishop, Move On When Ready Coordinator, <u>sbishop@gordonstate.edu</u>

Summary of Activities	In 2015-2016, Gordon State added the position of Move On When Ready Coordinator. The Coordinator works closely with Admissions, Academic Affairs, and Financial Aid at the College to strengthen customer service. Most importantly, the Coordinator is a central point for communications with students, parents, and high school counselors, advising and registering all new MOWR students. The College added the Coordinator position to better meet the needs of a growing dual-enrollment population and of area high schools.
	GSC continues to work with public school systems in our service area to facilitate dual enrollment, through

	• vigorous recruiting at high schools,
	 • evening information sessions for students and parents at the high schools and at Gordon State College campuses
	 • partnering in three College and Career Academies
	  ○ Henry County Academy for Advance Studies
	  ○ Griffin Region CCA (Spalding, Butts, and Jackson counties)
	  ○ Lamar County CCA

Measures of Progress and Success						
Measure, metric, or data element	Increase in dual enrollment.					
Baseline measures	At the peak of GSC's overall enrollment, in fall 2010, dual enrollment was 41.					

Interim Measures of Progress	**Dual-Enrollment Headcount by Academic Year**					
	2010/11	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16***
	41	57	70	155	172	194

Measures of Success	The maximum dual-enrollment headcount will be determined primarily by the maximum number of students in service area high schools who meet enrollment requirements.
	Customer satisfaction will be measured through a survey currently in the design phase.
Lessons Learned	• Customer Service: With the increase in dual enrollment, GSC's decentralized advising became less effective. The establishment of a MOWR Coordinator, a central point for related communications and MOWR academic advising, has made a significant, positive impact on customer service. High school counselors have communicated only positive feedback, and the creation of a customer service survey this year will help us track the quality of service. • Family preparation for college: In many families within the rural counties of our service area, planning for college is inadequate. Regarding MOWR, families do not often recognize the need for their students to prepare for and take in timely fashion the SAT/ACT exams. • GSC Admissions director and recruiters continue to collaborate with high school counselors in providing general college and specifically MOWR information sessions for students and parents. The GSC Associate Vice President of Academic Affairs serves on the boards of our three partner college and career academies. In these partnerships, high schools, Gordon State, and other post-secondary partners collaborate in educating families in preparing students for college.

High-impact strategy	**3. Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support; combine English and reading remediation; and ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.**
Related Goal	7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished
Demonstration of	Gordon State College is an access institution in the USG, and 44% of our first-time, full-time

Priority and/or Impact	freshmen in fall 2015 had one or more learning support requirements.
Primary Point of Contact	Dr. Steve Raynie; Access Coordinator; sraynie@gordonstate.edu
Summary of Activities	After piloting corequisite remediation in English and math, GSC went to scale with full transformation of remediation in spring 2015. We have all students with Learning Support requirements taking either a Foundations course or corequisite remediation. The majority of students needing remediation are now placed in corequisite remediation. Fall 2015 entering students with a math requirement were placed in a support lab for either Quantitative Skills and Reasoning or College Algebra, based on their COMPASS score, and took the appropriate gateway course as a corequisite. Reading and English were combined in English Learning Support.

Measures of Progress and Success	
Measure, metric, or data element	Number of semesters to pass collegiate course for corequisite and stand-alone remediation

	Baseline measures	Students admitted in fall 2012 with LS requirements could take only stand-alone LS courses, and passing a college course in the first term was not an option. Following are the percentages of students who passed in two, three, or four semesters:

	2 Terms	3 Terms	4 Terms	Not Passed Yet
English	29%	10%	1%	59%
Math	20%	13%	6%	60%

	Interim Measures of Progress	For students admitted in fall 2015 with an English and/or Reading Learning Support requirement,

- 60% taking <u>corequisite</u> courses passed English 1101 in their *first* semester, and another 10% in their second semester.
- 37% taking a <u>stand-alone</u> remediation course passed ENGL 1101 in their *second* semester of college, and another 1% passed the course in their third semester.

For students admitted in fall 2015 with a Math Learning Support requirement,

- 78% taking <u>corequisite</u> courses passed a college-level math course in their *first* semester, and another 3% in their second semester.
- 40% taking a <u>stand-alone</u> remediation course passed a college-level math course in their *second* semester of college, and 0% passed the course in their third semester.

	Measures of Success	Students in the corequisite courses will meet or exceed, within two semesters, the <u>overall</u> pass rate for the corresponding collegiate course in the fall term (ABC rate for English, ABCD rate for Math).

- The overall ENGL 1101 ABC rate was 69%. The ABC rate for corequisite English students was 70% within two semesters.
- The overall MATH 1001 (Quantitative Skills and Reasoning) ABCD rate was 75% and the MATH 1111 (College Algebra) rate was 68%. The ABCD rate for all corequisite Math students was 81% within two semesters.

Lessons Learned	This past year, the College has worked on two challenges in particular:

- Redesigning ENGL 0989 to strengthen reading across the disciplines, including types of texts encountered in other core courses, especially natural and social sciences. The redesign was completed and has been used since summer 2016.
- Scheduling courses at satellite campuses and in the evening, dealing with relatively low learning support student numbers at these locations or evening times to meet student needs.

High-impact strategy	**4. Develop a Weekend College to offer adult learners the opportunity to earn a bachelor's degree in a flexible program designed to accommodate their needs.**
Related Goal	9: Improve access for underserved and/or priority communities.
Demonstration of	About 12% of the GSC student population in any recent year has been adult learners. As the

Priority and/or Impact	USG's primary access institution in this part of state, we believe that we can help a greater number of adult learners complete their college degrees.
Primary Point of Contact	Dr. Barry Kicklighter, Department Head for Business and Public Service, bkicklighter@gordonstate.edu
Summary of Activities	GSC established the first cohort for a Weekend College Human Services degree in spring 2015. Human Services is a multidisciplinary profession integrating the fields of psychology, sociology, government and administration. Gordon's program is unique among Human Services degrees in incorporating business, government, and economics courses in addition to the customary sociology and psychology curriculum. The primary emphasis of the curriculum is to provide practical, real-world training so that graduates can gain immediate employment.
	Weekend College students meet one weekend per month at Gordon State College-McDonough and complete the remainder of their coursework online. McDonough is located in Henry County, from which 23% of GSC's total enrollment comes and 30% of our adult learners.
	The Weekend College in Human Services established two more cohorts during the 2015-2016 academic year.

Measures of Progress and Success	
Measure, metric, or data element	Cohort enrollment
Baseline measures	24 enrolled in spring 2015 (initial) cohort

Interim Measures of Progress	**Weekend College Enrollment by Cohort**			
	Spring 2015	**Fall 2015**	**Spring 2016**	
	24	24 (4 enrolled summer 2015)	15	

Measures of Success	The cohort enrollment goal is 25 students.
Lessons Learned	We have had two related challenges: reaching our enrollment goal for each cohort and allowing convenient program entry when applicants have already earned some of the program credits and are ready to enter. We have decided to go to one cohort per year, in the fall, and we have altered policy and process so that we can add students to an existing cohort without their having to wait until the next fall term, when that will work to the student's advantage.
	Prior Learning Assessment continues to be a challenge for fire fighters, police officers, and government managers, students who are interested in a Human Services degree. There does not appear to be a template for linking training competencies to our courses in business and management. A DANTES-type assessment tool is needed.

High-impact strategy	**5. Create an opportunity for applicants who fall just short of GSC's admission requirements to access a college education through a structured learning environment.**
Related Goal	9: Improve access for underserved and/or priority communities.
Demonstration of Priority and/or Impact	As an access institution in the USG, Gordon State College has the responsibility of developing innovative methods for providing students the opportunity to earn a degree.
Primary Point of Contact	Dr. Steve Raynie; Access Coordinator; sraynie@gordonstate.edu
Summary of Activities	ACCESS stands for Admissions Course through Collegiate Excellence and Student Success. The ACCESS Institute provides an alternative admissions pathway to applicants identified as having the potential to succeed in college but who do not otherwise meet regular admissions criteria. This program is available by invitation only through the Gordon State College Office of

	Admissions. Not all applicants will qualify, but those who are admitted participate in a designed curriculum with extra advising and tutoring support.
	Students enter in a cohort taking the same, carefully-planned set of classes and must meet the following contractual requirements to remain in the Institute: 1. All students must earn at least a C in all courses during the first term. 2. All students who remain in the program after the first term must take a set of prescribed classes together (i.e., remain in a cohort) for at least one additional semester. 3. All students agree to meet regularly with academic coaches, advisors, and tutors appointed by the college and to follow their guidelines and recommendations. The first ACCESS Institute cohort was enrolled in the summer 2014 term, and our enrollment goal was 25 students for the first three cohorts. For the fourth cohort in fall 2015, we were prepared to push the enrollment goal to 50, which we almost met.

Measures of Progress and Success	
Measure, metric, or data element	Cohort enrollment
Baseline measures	No students were admitted who did not meet admission standards in the prior year (other than Presidential Exceptions)
Interim Measures of Progress	**Institute Enrollment by Cohort** | **Su 2014**	**Fall 2014**	**Su 2015**	**Fall 2015**
---	---	---	---
13	18	10	49	
Measures of Success	The enrollment goal is 75 students.
Lessons Learned	The ACCESS Institute experience confirms that students' obstacles to success tend to have far less to do with comprehending the academics than they do with building successful habits in thought and action. For that reason, the College now includes STAR 0098 (Students Taking Academic Responsibility for College Success, a one-credit hour course focused on the individual learner's motivation and success skills) in the second-semester curriculum. This change was implemented in fall 2016 for the current Summer Institute cohort. (The first-semester curriculum already includes the one-credit-hour GFYE 0097/Gordon First Year Experience course that focuses on engaging the student in the college culture.)

OBSERVATIONS

- Our most successful strategy and activities to this point have come under Goal 6, shortening time to degree completion by facilitating access to dual credit opportunities.
- In terms of overall GSC numbers, it appears that transforming remediation is going to be the strategy to have the greatest impact on retention, progression, and completion.
- Despite intensive efforts to improve branding and communicating, general efforts at attracting more students to a college education have been less effective than marketing to targeted populations: adults who wish to complete a degree, young people who fall just short of admission standards but are motivated, and dual credit students.
- GSC has developed more flexibility in course delivery and has enhanced student support, but funding personnel and other resources continues to be a key challenge.
- As an access institution, especially, GSC has the major challenge of trying to change long-term habits in a short timeframe for a significant portion of our student population. Such habits include time management, financial management, study skills and work ethic. We must assist students with developing good habits before they lose academic eligibility and/or lose financial support.
- Expectations: GSC expects to continue the high-impact strategies described above for at least the next two years, with at least annual evaluation of effectiveness. We will continue to explore methods for improving access and completion, such as
  - creating one or more new Weekend Colleges for other degree programs,

- o expanding the ACCESS Institute,
- o improving advising through timely, appropriate, and focused advising contact with students
- o developing further our partnerships with USG institutions, Southern Crescent Technical College, area public schools systems and private schools, and area businesses and industries

Our efforts will be focused on meeting the needs of the students and communities in our service area by providing educational opportunities and quality support.

Kennesaw State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Kennesaw State University is one of four comprehensive universities and the third-largest university in the state of Georgia. In fall 2014, Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) were completing the final steps for official consolidation in January of 2015. One of these steps was the creation of the new mission statement which affirmed KSU's commitment to student success.

> *"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."*

In fall 2015, the new KSU welcomed its first fall class to the Kennesaw and Marietta campuses. Over the past year, many of the ideas to enhance student success that were generated over the course of the consolidation with the expert input of the administration, staff, and faculty have been set into motion. The fall 2016 enrollment represents a 7.7% increase over the combined enrollments for KSU and SPSU in fall 2014. Retention and progression rates are increasing – KSU students are thriving. Retention, progression, and graduation (RPG) has become the item of premier importance across the institution and is becoming the driving force for determining budget priorities.

ENROLLMENT

In fall 2016, KSU enrolled 35,018 students, a 5.3% increase over fall 2015. KSU has the second largest beginning freshmen enrollment in the USG and both the percent and number have steadily increased over the last 5 years. In the 2015 CCG report, the change in the gender ratio for fall 2014 first-time freshman was noted. The fall 2016 overall enrollment gender ratio has changed with women making up less than half of enrollment. This makes Kennesaw one of two USG institutions with a majority male enrollment. Additional enrollment information is available in Appendix A.

Table 1. KSU Enrollment Fall 2012-2016

Enrollment					
	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Total Enrollment	30,806	31,178	32,500	33,252	35,018
Undergraduate	28,086	28,353	29,563	30,480	32,166
Full-time	74%	74%	74%	72%	76%
Female	50%	50%	50%	50%	48%
Degree-Seeking	99%	98%	98%	98%	99%
First-time	14%	14%	16%	17%	17%
Transfer-ins	12%	12%	11%	10%	9%
First-time Freshmen Profile					
Total First-Time Freshmen	3,984	4,034	4,665	5,032	5,347
Full-time	97%	97%	97%	97%	97%
Female	50%	50%	47%	49%	47%
Race/Ethnic Minority	30%	33%	35%	37%	39%
Pell Recipients	37%	37%	36%		

Source: IPEDS Enrollment Reports

RETENTION

KSU's retention rates are higher than the rates for USG comprehensive universities but have lagged 2-3% behind the USG system total. The first class for the new KSU, fall 2015, broke the 80% retention mark. As shown in Table 2, retention rates for selected groups are equal to or higher than the rate for the USG comprehensive universities. KSU retention rates are within 3% of the USG total rates.

Table 2. Freshmen Retention Rates for KSU with USG Comparisons

Freshmen Retention Rates 2011-15					
Fall Cohort Year	**2011**	**2012**	**2013**	**2014**	**2015**
Full-time	3,458	3,834	3,881	4,500	4,887
KSU Retention Rate	76%	76%	78%	78%	80%
USG Comprehensive	74%	75%	77%	77%	
USG Total	78%	79%	80%	80%	
Females					
KSU Retention Rate	77%	78%	79%	80%	
USG Comprehensive	75%	77%	79%	78%	
USG Total	77%	79%	81%	81%	
Males					
KSU Retention Rate	75%	72%	76%	75%	
USG Comprehensive	71%	72%	74%	75%	
USG Total	75%	76%	77%	78%	
Black					
KSU Retention Rate	75%	80%	80%	79%	
USG Comprehensive	75%	76%	79%	79%	
USG Total	70%	73%	75%	75%	
Hispanic					
KSU Retention Rate	79%	77%	79%	77%	
USG Comprehensive	73%	76%	75%	76%	
USG Total	78%	78%	78%	78%	
White					
KSU Retention Rate	76%	74%	76%	77%	
USG Comprehensive	73%	75%	76%	76%	
USG Total	79%	79%	80%	80%	

Source: IPEDS Enrollment Reports

DEGREE COMPLETION AND GRADUATION RATES

The number of bachelor's degrees conferred increased 9% over five years, as shown in Figure 1. The number of STEM degrees conferred has increased 23% in the same time period and now comprise almost one-third of baccalaureate degrees completed. More detail is available in Appendix B regarding the characteristics of graduates.

Figure 1. Bachelor's Degrees Conferred (Including % of STEM)
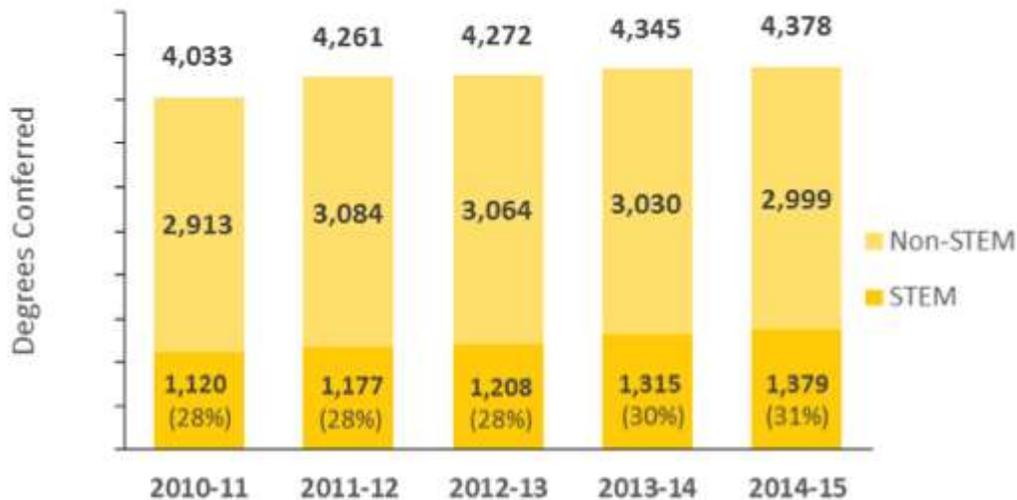
Although the number of degrees awarded to all students has increased, the graduation rate for first-time, full-time students decreased for KSU for the three fall cohorts from 2007-2009. As detailed in Table 3, USG comprehensive universities and the USG as a whole showed a similar decline for these years. Additional detail on graduation rates is available in Appendix C.

Table 3. 4-Year and 6-Year Graduation Rates

Graduation Rates					
Cohort Year	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
Full-time	2,824	3,166	3,210	3,443	3,459
4-year (100%)	14.9%	15.7%	15.3%	13.7%	12.8%
6-year (150%)	43.6%	42.5%	41.7%	42.0%	
USG Comprehensive					
4-Year (100%)	18.9%	19.2%	18.2%	18.7%	18.0%
6-year (150%)	44.9%	44.1%	42.7%		
USG					
4-year (100%)	26.8%	26.5%	26.0%	25.4%	25.5%
6-year (150%)	53.5%	52.6%	51.0%		

Source: USG, Academic Data Mart

It is helpful to look at retention rates and graduation rates together. In figure 2, the lines represent retention rates and the columns represent graduation rates. Retention rates were relatively flat for first-year, second-year, and third-year retention from the period of 2007-2011. The bottom section of the column is the 4-year graduation rate, the middle section is the percentage of students who graduated in 5 years, and the top section is the percentage of students who graduated in 6 years. The bold number at the top of the column is the 6-year graduation rate.

In examining data like these, we can look at the relationship between retention and graduation. We believe that the retention programs described in KSU's Complete College Georgia plan are contributing to the rise in retention rates. This year's report shows KSU's progress as a world-class university committed to student success.

Figure 2. Retention and Graduation Rates for First-time, Full-time Freshmen
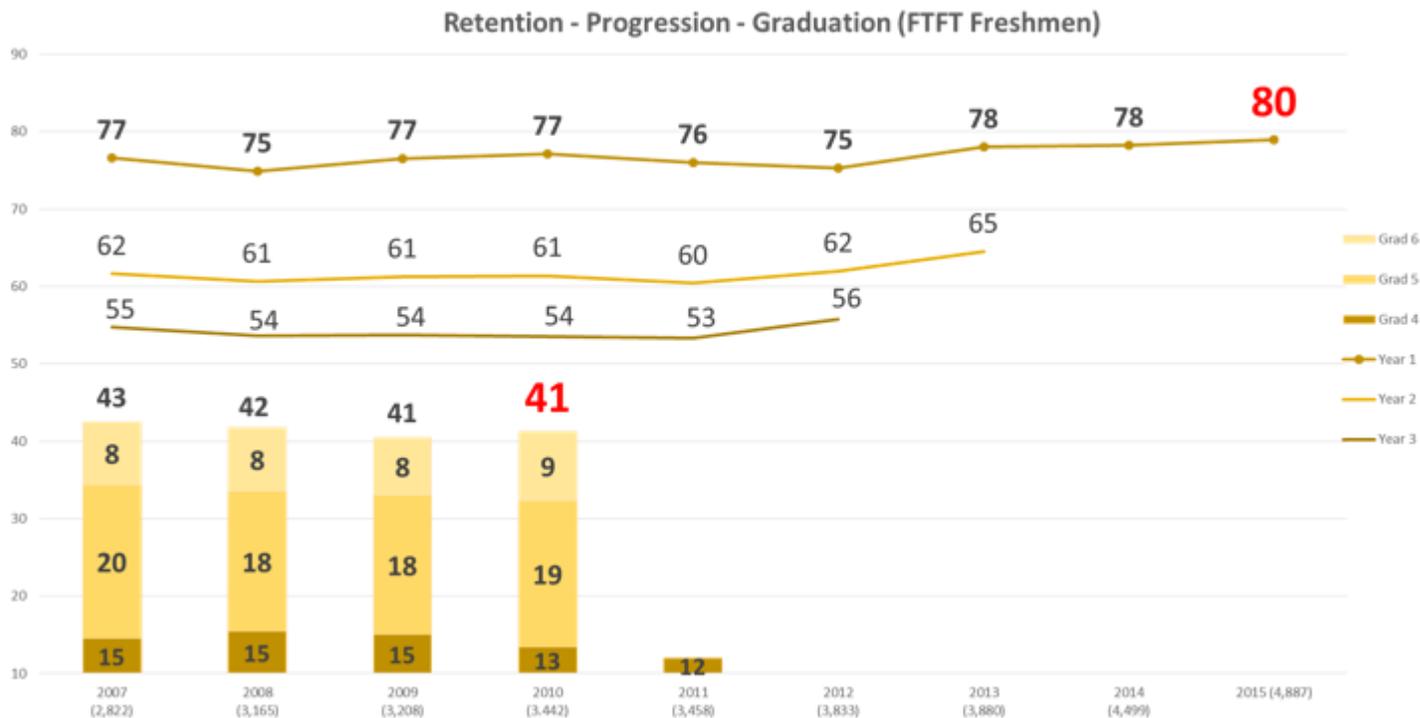
Source: IPEDS Completion Report

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Over the past year, our CCG initiatives grew to keep pace with a comprehensive university and it became clear that our CCG reporting had not captured the scope of the retention, progression, and graduation (RPG) work being planned and implemented on both campuses. There are RPG initiatives in every college, in many departments in Student Affairs, and in the operational units providing indirect services and support to our students. An expanded CCG committee was created to complete an inventory of programs and initiatives, discuss points of intersection and opportunities for synergy, review associated metrics, and create content for a CCG website currently under construction.

For this 2016 report, there are four broad categories that will be addressed. These are: 1) Advising, 2) DFW Rates, 3) Predictive Analytics, and 4) Beyond Financial Aid.

High-impact Strategy	**Advising – Advising was restructured with a goal to provide students with superior proactive advising throughout their academic career.**
Related Goal	CCG Goal 4: Provide intentional advising to keep students on track to graduate.
Demonstration of Priority	KSU has committed considerable time and resources to the restructuring of advising to support the needs and meet the demands of over 32,000 undergraduate students. Academic advisors play a critical role in providing support and information to students to meet their academic and graduation goals. A single advising platform, used in conjunction with DegreeWorks, allows advisors to readily identify and proactively reach out to students who are experiencing or are at-risk for experiencing difficulties.
Primary Point of Contact	Dr. Chris Hutt, Assistant Vice President for Academic Advising, (chutt@kennesaw.edu)
Summary of Activities	Eight new professional staff academic advisor positions were added to increase the number of advisors to fifty-three. The advising lines were assigned to the colleges with the greatest need. The Office of the Senior Vice Provost was created to provide institutional oversight for retention, progression, and graduation. Reporting to the Senior Vice Provost, an Assistant Vice

	President (AVP) was hired to shape the university's vision, mission, and goals for academic advising (see Appendix D), as well as the university's assessment and professional development efforts related to advising. The AVP provides support to the deans and advising directors in each college, and establishes the university's best practices regarding academic advising.
	Communication and coordination of advising efforts across the institution were enhanced through the creation of the Advising Network and the Advising Council. The Advising Network is comprised of faculty and staff who are actively involved in advising, although anyone may attend the monthly meetings. The Advising Council, chaired by the AVP, is a body comprised of advising leadership from the eleven undergraduate colleges and athletics. These groups are actively involved in enhancing standardization of the advising process (i.e., using similar tools and similar methods) so that students will have continuity in their advising across their academic career. Standardization is supported through the creation and fall 2016 release of an Advising Handbook and the implementation of the Education Advisory Board's Student Success Collaborative (EAB-SSC) platform for advisors.
	Over the last year, the precedent for more intentional advisor training has been set. There has been increased utilization of professional development opportunities and increased participation in the National Academic Advising Association (NACADA). Students will benefit from improved communication across the campus and the expanded professional skill sets of their advisors.
	Additional advising and advising-support activities include the ongoing use of graduation coaches for specific populations and the creation of program maps to be released in spring of 2017.
Measures of Progress and Success	*Measure, metric, or data element:* Although retention, progression, and retention are related to advising, the use of the EAB-SSC platform allows the development of more fine-grained analyses to include outcomes related to student risk and advising interactions.
	Baseline measures: The data from fall 2016 will serve as the baseline data. Measures of interest include student and advisor activity data, and student risk levels. For example, From 08/28/16 to 10/28/16, there were 4,282 advising appointments. Of those appointments, 65% were scheduled, 34% were drop-ins, and 1% were no-shows.
	Interim measures of progress: Preliminary outcomes include student utilization of advising services, types of appointments, no-shows, and advising outreach.
	Measures of success: Advising activity, or the preliminary outcomes, should be positively associated with better student outcomes. Students who are actively engaged in the process (e.g., keep appointments, respond to advisor outreach) should ultimately make better academic choices as evidenced by a reduced risk status and their continued progression towards graduation.
Lessons learned	Communication is crucial to the success of advising in a decentralized environment. The Assistant Vice President provides a single point of contact for multiple stakeholders to ask questions or comment.

High-impact Strategy	**Decreasing DFW Rates – Multiple initiatives target high DFW rates, especially in gateway courses.**
Related Goal	CCG Goal 2 - Increase the number of degrees earned "on time."
	CCG Goal 3 - Decrease excess credits.
	CCG Goal 8 - Restructure instructional delivery.
Demonstration of Priority	For students, earning a "D" or an "F" or withdrawing with a "W" in a course means additional time and tuition costs. For the institution, a high DFW rate in gateway courses can contribute to bottlenecks as students who need to repeat the course compete with students who need to take the course to stay on track. KSU is participating in two national initiatives, planning an early alert system, and continuing the Supplemental Instruction program to address high DFW courses.

Primary Point of Contact	G2C – Dr. Val Whittlesey, Associate Vice President for Curriculum (vwhittle@kennesaw.edu) or Dr. Scott Reese, Assistant Dean for Curriculum (sreese3@kennesaw.edu) RFY/Early Alert – Dr. John Omachonu, Senior Vice Provost, (jomachon@kennesaw.edu) and Dr. Wendy Kallina, Director of Academic Analytics, (wkallina@kennesaw.edu) SI – Dr. Nancy Burney, Director of Supplemental Instruction Program, (nburney@kennesaw.edu)	

Summary of Activities

a) Gateways to Completion (G2C)

G2C is a national effort led by the John N. Gardner Institute for Excellence in Undergraduate Education to improve student success in large enrollment gateway courses that traditionally have high failure (DFW) rates. KSU is one of thirty institutions nationally and one of ten in the USG participating in the initiative. G2C is a three-year initiative that provides KSU with an institution-wide, data-driven, evidence-based process that includes policy review and course redesign. The five gateway courses for KSU are: ACCT 2100-Introduction to Financial Accounting, HIST 2112-US History Since 1890, MATH 1111-College Algebra, MATH 1190-Calculus I, and SCI 1101-Science, Society, and the Environment.

Faculty-led committees within each of the course disciplines have been formed and are leading the G2C effort. These courses will also be included in the fall 2017 pilot of the early alert system.

b) Re-Imagining the First Year (RFY)

KSU is one of 44 institutions selected for the RFY project sponsored by the American Association of State Colleges and Universities (AASCU), with support from the Bill & Melinda Gates Foundation. The goal of the three year project (2016-2018) is to substantively alter the first-year experience for students which includes improving DFW rates through an early alert system.

The EAB-SSC platform rolled out in summer 2016 includes early alert functionality. Each college has created a committee, comprised of advisors and faculty members, to examine the RPG data for that college, determine student success markers to be included in the EAB-SSC platform, and to develop their early alert strategy and responses. The Office of Student Affairs is partnering with Academic Affairs to extend the use of the EAB-SSC platform to specific populations (e.g., fraternities and sororities, on-campus residents). The SA/AA partnership will enhance the coordination and delivery of academic and student support services.

c) Supplemental Instruction (SI)

SI provides structured, student-facilitated help sessions for students enrolled in courses that traditionally have high DFW rates. Students 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.

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.

Measures of Progress and Success

a) Gateways to Completion (G2C)

Measure, metric, or data element: Course redesign will contribute to a reduced DFW rate, a decrease in excess credits, and increased retention and graduation rates.

Baseline measures: DFW rates, calculated for 2014-2015, are shown in the table.

	Enrollment	Sections	DWFI Rate	Number of students with DWFI
ACCT 2100	2,132	29	28.8%	614
HIST 2112	4,774	81	21.6%	1,031
MATH 1111	3,125	71	27.4%	856
MATH 1190	1,686	36	38.1%	642
SCI 1101	3,227	20	25.5%	823

Interim measures of progress: Over the 2016-17 year, faculty will report on their redesign

progress.

Measures of success: Data will also be disaggregated by special populations. Target reductions in DFWI % and goals for special populations are currently under discussion in the faculty committees.

b) Reimagining the First Year (RFY)/Early Alert

Measure, metric, or data element: An early alert system will contribute to a reduced DFW rate, decreased excess credits, and increased retention and graduation rates.

Baseline measures: Fall 2016 DFW rates will be the baseline measures.

Interim measures of progress: An early alert system must be utilized to be effective. Utilization data such as response rates and follow-up rates will be collected.

Measures of success: Increased success of identified students which includes lower DFW rates and increased progression from fall to spring and increased retention from fall to fall.

c) Supplemental Instruction (SI)

Measure, metric, or data element: Supplemental Instruction is designed to reduce DFW rates and contribute to increased retention and graduation rates.

Interim Measures of Progress: In fall 2015 and spring 2016, there were 157 sections of 24 unique courses offering SI. The SI leaders provided 1,916 sessions for a total of 22,821 contact hours for over 5,000 students. Students who attended SI were significantly less likely to make a DFW. See Appendix E for more details.

Measures of Success: Students who participate in SI have consistently shown to have significantly lower DFW rates than students in the same section who do not attend SI. Preliminary analysis of data collected between fall 2006 and fall 2013 revealed that students who participated in SI were significantly more likely to graduate than students who did not participate in SI. Across all sections and courses, 42.8% students who did not participate graduated by summer 2016. Of the students who participated in 10 or more SI session, 58.9% graduated.

SI Sessions Attended	Total Course Enrollment	Number of Graduates	Graduation Rate
None	17,641	7,555	42.8%
1-3	7,462	3,717	49.9%
4-6	2,395	1,300	54.3%
7-9	1,278	684	53.5%
10 or more	1,802	1,062	58.9%

Lessons learned	With enrollment increasing, lowering the DFW rate is critical to expanding capacity. All of these initiatives require cooperation and coordination between staff and faculty. Great detail is being paid to the development and implementation of measures designed to allow assessment of this multi-faceted approach.

High-impact Strategy	**Predictive Analytics**
Related Goal	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
Demonstration of Priority	KSU is committed to using data to support student success. There are three major predictive analytic platforms that are being utilized to increase operational efficiency and provide insights into student success.
Primary Point of Contact	Ad Astra - Mr. Kim West, Associate Vice President for Enrollment Services, (kwest26@kennesaw.edu)

	EAB-SSC – Dr. Wendy Kallina, Director of Academic Analytics, (wkallina@kennesaw.edu) and Dr. Chris Hutt, Assistant Vice President for Academic Advising, (chutt@kennesaw.edu) EAB-APS – Dr. Ken Harmon, Provost, (wharmon3@kennesaw.edu) and Dr. Wendy Kallina, Director of Academic Analytics, (wkallina@kennesaw.edu)
Summary of Activities	**a) Ad Astra Platinum Analytics** 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. Implementation of this software has helped academic departments schedule to meet identified course and seat demands, mitigate bottlenecks, and improve the progression of students toward graduation. Astra Schedule continues to be utilized to evaluate/allocate/reassign classroom space to colleges and academic departments based on projected enrollment demands. **b) Education Advisory Board Student Success Collaborative Campus (EAB-SSC Campus)** EAB-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 KSU data have been mined to provide actionable risk assessments for students. Committees are being set up across campus to use these data for proactive, informed interventions with at-risk and off-path students. Advisors use data about student progress and likelihood of success or completion to assist students in making better course and program decisions. Successfully piloted in 2014, the platform was implemented campus-wide for the advising community in August 2016. **c) Education Advisory Board Academic Performance Solutions (EAB-APS)** EAB-APS is designed to provide information to multiple stakeholders to facilitate discussions surrounding enrollment, capacity, and resource allocation. This platform extends and enhances the information that, along with Ad Astra information, was the topic of a series of senior leadership resource allocation meetings in early 2016. Dashboards, currently under construction, will provide additional insight into productivity and will be available in spring 2017.
Measures of Progress and Success	**a) Ad Astra Platinum Analytics** *Measure, metric, or data element:* Addition and reduction of courses and seats to match demand. *Interim measures of progress:* Resources have been reallocated to meet projected demand. Changes to curriculum, student enrollment by major, transfer intake, and other factors will create projection changes over time.

	Courses Addition	**Seat Addition**	**Course Reduction**	**Seat Reduction**	**Net Seats**
Fall 2014 Pre-consolidation	196	6,129	58	(1,769)	4,360
Fall 2015	961	15,944	467	(2,970)	12,974
Fall 2016	607	18,967	605	(10,607)	8,360

Measures of success: An examination of projected enrollment and actual enrollment revealed that enrollment was, on average, within 3.2% (approximately three seats) of Ad Astra's projection.

B) EAB-SSC Campus

Measure, metric, or data element: Targeted interventions should result in greater student success as measured by lower risk statuses, fewer excess credits, and higher progression, retention, and graduation rates.

Interim measures of progress: Interim progress measurements include student utilization of advising services, and academic and support services. Outreach and follow-up by advisors and other faculty and staff will also be measured to inform future prevention and intervention efforts.

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. Baseline data for Phase I, primarily focused on advisor use and outcomes,

	are being collected in fall 2016. Baseline data for Phase II, which expands the platform and analytics to faculty and other staff, will be collected in fall 2017.
	c) EAB-APS
	The first of three data feeds has been established for EAB-APS. Baseline data will be collected in the second half of 2017.
Lessons learned	1) Consolidated data poses many challenges for both the functional and the technical groups working on these projects. Predictive analytics require historical data and fall 2015 is the first term with combined data for reporting for the Kennesaw and Marietta campuses. Data must not only be validated but understood within the context of the histories and happenings of two separate institutions. For example, success in college algebra was a positive predictor for pre-consolidation KSU while enrollment in college algebra was a risk factor for student success at SPSU. Although the limited overlap of majors makes it easier to tease out STEM versus non-STEM success indicators, the large number of undeclared students can be problematic for success models. 2) Ad Astra has stated we are one of the most (if not the most) high enrollment ratio institutions in their client base. Operating at these high enrollment ratios comes with drawbacks. In general, if a course is at max capacity, it is comparatively harder to estimate how much more capacity is needed beyond that 100% to meet future demand. In addition, pent-up demand from current students added with the institution's growth may create situations where projection spikes until the demand has been met. For example, if there is new demand from 50 students for a specific course and pent up demand from another 50 students for the same course, Ad Astra projects a need for 100 seats. If 100 seats are offered, meeting both the current and the pent up demand, then Ad Astra may only project demand for 50 students (the original 100%) for the following year.

High-impact Strategy	**Beyond Financial Aid (BFA)**
Related Goal	CCG1 - increase the number of degrees awarded
Demonstration of Priority	KSU provides an array of resources for students who may be experiencing financial difficulties. These resources include a limited amount of funds available for GAP scholarships, CARE center support (e.g., food pantry, connection with resources, assistance with homelessness, etc.), Emergency Retention Scholarships, and other population specific resources for students with unique and special needs.
Primary Point of Contact	Mr. Kim West, Associate Vice President for Enrollment Services, (kwest26@kennesaw.edu) Mr. Ron Day, Director of Financial Aid, (rday9@kennesaw.edu)
Summary of Activities	A subcommittee of the CCG committee is completing the BFA self-assessment guide. The charge for this subcommittee is to compile data across the institution to gain a better understanding of the financial statuses and needs of our students, to discuss the legal and ethical uses of these types of data, and to determine next steps in linking students to needed information and services.
Measures of Progress and Success	*Measure, metric, or data element:* Ensuring students have the resources they need to complete their degrees should contribute to an increase in degrees awarded. Understanding student need and identifying current and potential areas to meet that need is necessary before more detailed measures can be devised. Initial data reveal gaps between retention rates and graduation rates. The inconsistencies over time in the magnitude of these gaps support the need for further data analysis.

Total Cohort and Pell Completion Rates for First-Time Freshman						
	4-Year Graduation Rate			**6-Year Graduation Rate**		
	FT Cohort	**Pell**	**Gap**	**FT Cohort**	**Pell**	**Gap**
2005	10.7	12.4	1.7	39.1	36.2	2.9

2006	12.9	10.9	2.0	40.6	40.3	0.3
2007	14.3	13.7	0.6	42.2	41.9	0.3
2008	15.2	13.1	2.1	41.4	36.1	5.3
2009	14.7	14.1	0.6	40.3	36.6	3.7
2010	13.4	10.9	2.5			
2011	12.6	11.3	1.3			

Total Cohort and Pell Retention Rates for First-Time Freshman			
	1-Year Retention Rate		
	FT Cohort	**Pell**	**Gap**
2011	76.0	74.1	1.9
2012	75.1	72.8	2.3
2013	77.7	75.0	2.7
2014	77.6	75.5	2.1

Lessons Learned	The subcommittee attended the USG sponsored Beyond Financial Aid Symposium in October 2016. Over the course of two days, it became clear that we needed to deepen our understanding of the needs of our students, increase our outreach efforts by communicating the availability of existing services, and identify and eliminate gaps between student need and availabile resources.

Middle Georgia State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Middle Georgia State University (MGA) educates and graduates inspired lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. The institution's vision is to transform individuals and their communities through extraordinary high learning. Four core values underscore this vision, stewardship, engagement, adaptability and learning.

ABOUT MIDDLE GEORGIA STATE UNIVERSITY

MGA is comprised of five campuses located in Macon, Cochran, Dublin, Eastman, and Warner Robins, covering a radius of just less than 200 miles. Middle Georgia State University serves a diverse student body through traditional and hybrid delivery of curriculum, as well as, distance learning opportunities that may transcend the service delivery area. MGA has the only public funded School of Aviation and a growing on-line student population. Many degrees may be completed in their entirety on a single campus, some programs require travel to other campuses or require a mix of distance learning, face to face and online courses to complete the degree.

STUDENT DEMOGRAPHICS

Fall 2015 MGA's student body was 61% full-time, 71% traditional age, 58% female, 59% Caucasian, and 96.4% Georgia residents. The census data show that this profile remained relatively unchanged from Fall 2014 to Fall 2016. A comparative profile of MGA's 2014, 2015, and 2016 Student Body Characteristics is found in the Appendices in Table 1.

Campus data is more illustrative of the challenges in the identification, implementation and analyzation analysis of MGA CCGA strategies and metrics that impact persistence and completion. In Fall 2015 the Cochran campus had the highest percentage of students with Learning Support requirements (14%) and Eastman the lowest at 0%. The largest percentage of new students in Fall 2015 was also on the Cochran campus (46%); the smallest percentage on the Macon campus (21%). Conversely, in Fall 2015 more faculty and support staff were located on the Macon campus than on the Cochran campus.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High Impact Strategy	**Strategy 4.2 Use predictive analytics 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 proactive advising to keep students on track to graduate
Demonstration of Priority and/or Impact	Data show 12% of students enrolled Fall '15, compared to 10% of students enrolled Fall '14, took all of their courses on-line. Thirty-five percent (35%) of students enrolled Fall '15, compared to 34% Fall '14, enrolled in courses on multiple campuses and on-line.
	The necessity of students needing to take courses across multiple campuses increases the importance of proactive advising to increase the likelihood that students will earn their degree on-time and without accruing unnecessary credits toward that degree.
Primary Point of Contact	Dr. Pamela Bedwell, Vice Provost Academic Initiatives, pamela.bedwell@mga.edu
Summary of Activities	This strategy and related goal began in 2013 and has served as the necessary driver for all retention and completion efforts. Consolidation of student data bases for two institutions with distinctly different missions and a large geographic service area were the impetus for building a culture of using technology to know our students and provide the supports they need to be successful in attaining their goal. EAB Student Success Collaborative (SSC) is that tech tool. Over the course of three years all faculty have been trained in how to use SSC for proactive advising and for identifying sub-populations of students for retention campaigns. Beginning

	Fall 2015, faculty and staff in Enrollment Management and Student Affairs Services were given access and training in SSC. In November 2015 a retention retreat was conducted for all academic administrators and enrollment management administrators. The outcomes for the retreat were to highlight the primary reasons MGA students do not persist and to begin the conversation about building functional and accountable coalitions between academic and non-academic units that impact student resiliency and success.
	In November 2015 through Summer session 2016 retention campaigns were conducted using watch lists created in the EAB Student Success platform (SSSC). As examples of the nature of this work, the Chair of the Department of History and Political Science identified all history majors with 120 hours and no earned degree. He met with each to create their graduation plan. The Professional Advisor for the School of Business identified majors whose mid-term grades in gatekeeping courses put them at risk of course failure and subsequent denial into the program. She sent each student an email and follow-up phone call with an invitation to meet with her, a faculty member, or a tutor to discuss the difficulties the student was having passing the course(s).
Measures of Progress	
Measure. Metric or data element	CCG Progress metric 1.1: - 5-year history of one-year retention rates for the institution as a whole Retention rates dropped slightly for the institution as a whole from Fall 2013 to Fall 2014. This may be an artifact of data reconciliation or possibly due to the number of students graduating Spring 2014 and the drop in new student enrollment. Retention rates returned Fall 2015 to the Fall 2013 level. [See Appendices Table 2]
	CCG Progress metric 1.2: – 5-year history of one-year retention rates for students who begin as full-time students
	Retention rates for students who begin as full-time students has steadily increased over the five year period from 68.06% Fall 2011 to 71.07% Fall 2015. [See Appendices Table 2 for institutional data and Table 3 for FTFTF]
	CCG Progress metric 1.3: 5-year history of one-year retention rates for students who begin as part-time students
	Retention rates for part-time students has improved but is still below the system level average for FTFTF. [See Appendices Table2]
	Outcome metric 1.2: Number and percentage of students enrolled in 15 or more credit hours, 12-14 credit hours, or less than 12 credit hours.
	The institution has made progress in this area but still lags behind state university averages.
	[See Appendices Table 4]
	Outcome metric 4.11: 5- year history of percentage of credits successfully completed (A,B,C,P,S) versus attempted (A,B,C,D,F,U,W,WF) end of Fall semester
	The percentage of credits successfully completed dropped .5% Fall 2014 to Fall 2015. Initial analysis of the data suggests that the increased use of video conferencing to deliver courses across multiple campuses and students who were admitted Fall who did not meet the admission standards are reflected in this data. [See Appendices Tables 5 and 6 and Chart 1]
Baseline measure	Fall 2011 serves as the baseline data. One caveat, Fall 2011-Spring 2013 is pre-consolidation data. All efforts have been made to make it as clean as is possible when combining two historical data bases. Fall 2013 is the first semester for FTFTF for the consolidated institution.
Interim measures of progress	1. Fall to Spring retention rates 2. Mid-term grades for sub-populations
Measures of success	Institutional Fall to Fall baccalaureate degree retention rate of 72% by 2020 Fall to Fall baccalaureate retention rate for students attending full time 80% by 2020 FTFTF retention rate equal to USG State University average by 2020. Target 56.7%

Lessons learned	Using data to inform decisions about how to improve the students' academic experience has taken root. Both faculty and staff in enrollment and student services are now working within the SSC platform to advise students and to monitor the success of subpopulations of students. It has not been the campus culture to assess the impact or return on investment on retention campaigns. For the 2016-2017 academic year, emphasis is on making data- informed decisions for student success initiatives for each campus that have the most promise for the retention and degree completion of MGA students.
	Trend data suggests there are three identified subpopulations whose risk of dropping out, "stopping out," or being dismissed should be the focus of the institution's CCG efforts. They are:
	1. FTFTF, the sub-population of students that are used as the primary measure of an institution's merit, [See Table 5] 2. Freshmen who end their first and second semester with less than a 2.0 GPA, and 3. Students who attend part-time.

Savannah State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Savannah State University remains committed to its longstanding mission to provide access to a quality education to a diverse student population. More specifically, this mission is as follows:

> *Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service, and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.*

Fulfillment of our mission in the 2015-2016 academic year has meant that we have reaffirmed our vision of Savannah State University as "the institution of choice in our region, where students maximize their potential in a nurturing environment that embraces social and intellectual diversity."

UNDERPREPARED STUDENTS

With the foregoing in mind, we also have reaffirmed our commitment to offer opportunities for higher education to students across the spectrum of academic preparedness. We enrolled 4,800 in Fall 2015. The larger portion of the student body is comprised of students who are indeed ready for college study. However, we continue to place special emphasis on serving those students in need of developmental education via learning support to ensure that they are college ready. We enroll these students through our University College program and through Limited Admission. The creation of University College (UC) at Savannah State University is predicated on the "access" component of the University's mission. UC provides comprehensive academic support classes, services and resources specifically designed to enhance student academic achievement and success. Limited Admission refers to the Board of Regents policy (4.2.1.2) that authorizes institutions to enroll a limited number of students who do not meet established standards but do demonstrate special potential for success.

The number of freshmen enrolled in University College courses, for example, increased by almost 28 percent from Fall 2014 to Fall 2015—from 298 to 381 students.

Table 1: Students Registered in University College Courses

2012	2013	2014	2015
95	273	298	381

Our Limited Admission student numbers have varied as noted below:

Table II: Limited Admission Student Enrollment

2012	2013	2014	2015
142	190	98	56

Although students requiring learning support are still maintained at a lower rate than the overall cohort, since 2013 the percentage of UC and Limited Admissions students has steadily risen. Furthermore, the percentage of learning support students in good academic standing has increased as well. We attribute this rise, in part, to more intentional advising, and most recently, the introduction of the co-requisite course approach to learning support, which allows students to enroll simultaneously in a full credit Math or English course and a learning support course.

Table 2: Fall entering class Retention by Academic Status

Cohorts:	SP13	FA13	SP14	FA14	SP15	FA15	SP16
2012 All Frosh	92.2	70.7	62.4	48.3	45.5	39.3	37.7
2012 Univ. College	86.0	67.0	54.0	38.0	25.0	33.0	31.0
2012 Frosh Limited	90.8	74.6	65.5	46.5	43.0	38	36.6
2013 All Frosh			91.2	65.7	58.6	46.5	43.9
2013 Univ. College			94.1	70.1	62.5	52.9	47.8
2013 Frosh Limited			90.4	61.1	50.5	39.5	36.8
2014 All Frosh					89.7	61.2	54.6
2014 Univ. College					92.4	62.0	55.9
2014 Frosh Limited					78.6	50.0	42.9

Table 3: % Fall 2012 Cohorts in Good Academic Standing

	SP13	FA13	SP14	FA14	SP15	FA15	SP16
All Frosh	78.1%	83.9%	84.9%	83.7	84.2	88.4	95.3
University College	54.7%	53.7%	66.7%	52.6	54.3	66.7	90.3
Frosh Limited	73.6%	82.1%	79.6%	81.8	80.3	90.7	94.2

FINANCIAL AID

The student body of the institution continues to consist of first generation learners and students with a high need for financial aid. The percentage of first-year SSU students who received some form of financial aid was 100 percent in Fall 2015, as was the case in Fall 2014. However, 72. 4 percent of these students were PELL eligible in 2015 as opposed to 80.4 percent, in 2014, an 8 percent decrease in the number of PELL eligible first-time freshmen.

Table 4: Students on Financial Aid as % of Fall Undergrads

	2012		2013		2014		2015	
	N	%	N	%	N	%	N	%
Undergrads	4393	100%	4765	100%	4845	100%	4645	100%
Pell	3624	82.5%	3905	82.0%	3897	80.4%	3364	72.4%
Hope	780	17.8%	929	19.5%	987	20.4%	823	17.7%
Federal Loans	4322	98.4%	4625	97.1%	4509	93.1%	3784	92.9%

Summary of Goals, High Impact Strategies, and Activities

We have continued to implement the high impact strategies and activities listed in this section with the long-term goal

High Impact Strategy:	**Intrusive advising and graduation coaching for students with 90 or more earned credit hours**
Related Goal:	Goal One: Increase the total number of students applying for graduation each academic year when eligible
Primary Point of Contact	Danita Townsend Retention Coordinator townsendd@savannahstate.edu
Summary of Activities	Faculty advisors continued to implement the strategy of more intentional tracking of students with 90 or more credit hours. Strategic meetings between students and faculty advisors were conducted to ensure that students eligible to graduate submitted applications for graduation and resolved any missing requirements.
Measures of Success	Progress is demonstrated by an Increase in the number of students who participated in strategic advising sessions after earning 90 credit hours or more in a degree program and an increase in the number of applications for graduation that result from targeted meetings between students and faculty advisors. An increase in the number of students who earned degrees over three consecutive academic years, speaks to the successful impact of more intrusive advising.

Table 5: Baseline Data- Increase in number of students who are degree complete at the end of the academic year

	AY 2013-2014	AY 2014-2015	AY 2015-2016
Undergraduate	458	498	521

of increasing both the actual number of graduates in an academic year and the overall graduation rate. We have enhanced our approach to student advising, mentoring and coaching and expanded our financial literacy initiative. We have also enhanced and expanded online education. We also continue to work to put in place those systems that will facilitate all of our efforts to increase student success and degree completion.

The following goals remain our major focus as pathways to increased matriculation, progression and completion by SSU students: 1. Increase the total number of students applying for graduation each academic year when eligible. 2. Increase the number of students who are able to re-direct a high number of credits in varying subject areas to a four-year degree. 3. Increase first- and second-year retention through high-touch academic advising and mentoring. 4. Increase the number of alternative pathways to earning a baccalaureate degree. 5. Restructure educational delivery to support educational excellence and student support.

High-impact strategy	**Continuation of an Interdisciplinary Studies Degree Program**
Related Goal	Goal Two: Increase the number of students are able to re-direct a high number of credits in varying subject areas to a four-year degree
Primary Point of Contact	Dr. Andrew Lewis Director, Interdisciplinary Studies Program,Associate Professor of English lewismi@savannahstate.edu
Summary of Activities	We have engaged in more intentional recruitment of students into the Interdisciplinary Studies (IDS) bachelor's degree program. The focus is still on enabling primarily those students who have earned a high number of credits from multiple disciplines to apply those credits to one degree program. There is intrusive advisement of students whose profiles align well with this degree program.
Measures of Success	Approximately 70 students potentially will have a decreased time to completion of their bachelor's degree as a result of transitioning to the Interdisciplinary Studies Program from 2013-2014 to 2015-2015. The number of degrees awarded has increased steadily over these three

	academic years—from none in the first year to 10 in 2015-2016.

Table 6

	AY 13-14	AY 14-15	AY 15-16
Number of students whose time to degree completion is reduced as a result of switch.	11	31	30
Number of IDS degrees awarded	0	2	10

Lessons Learned	To ensure that IDS students are able to create and experience an intentional, cohesive degree program from a diverse collection of courses, we must offer an introduction to interdisciplinary studies course and a capstone course. In the interim, the director of the program does intentional advisement around graduate school pathways while career services assists with career focus.

High-impact strategy	**Implementation of Co-requisite Learning Support Courses**
Related Goal	Goal 7: Increase the likelihood of degree completion by transforming the way remediation is accomplished.
Primary Point of Contact	Mary Ann Goldwire Interim Director - Center for Academic Success goldwire@savannahstate.edu
Summary of Activities	Learning Support courses help students strengthen their skills in reading, writing and math. Students who are placed at the co-requisite level will enroll in the Area A for English (1101) and/or Math (Math 1001, 1101 or 1111), depending on the student's major) along with a required co-requisite support class. Fulfillment of the learning support requirement consists of passing the Area A class with a grade of C or better. The learning support co-requisites for English was piloted in Spring semester of 2015 (with one English 1101/paired with ENG 0099 as the co-requisite). The full implementation of new English and math curriculum with co-requisites and all new policy guidelines was in effect by Fall 2015.
Measures of Progress and Success	By implementing this strategy more students are successful in passing the courses for Area A, which allows more students to progress and thus, shorten the time to degree completion. Assessment metrics include the percentage of students who complete learning support requirements on the first attempt and the success rate for students in the core course paired with the learning support course. Some indication of success is demonstrated by the percentage of learning support students in good academic standing as indicated in Table 3 above.
Lessons Learned	Ongoing training for faculty teaching the core courses and co-requisite courses could increase the success of this initiative. Establishment of summer workshops or programs to increase test preparation and overall college readiness for students would also be beneficial, especially for those students requiring the Accuplacer test for early intervention and placement.

High-impact strategy	**Increase First-and-Second-Year Retention Through High-Touch Academic Advising and Mentoring**
Related Goal	Goal 4: Provide intentional advising to keep students on track to graduate
Primary Point of Contact	Mary Ann Goldwire Interim Director-Center for Academic Success goldwire@savannahstate.edu
Summary of Activities	Advising is a key dimension as we seek to keep students on track to degree completion. Currently, all students up to 60 earned hours are assigned to professional advisors in the Center for Academic Success (CAS). We have implemented D2L and partially implemented DegreeWorks to facilitate the tracking of the advising process. We are also implementing the EAB Student Success Collaborative to support academic advising. Prior to 2015-2016, implementation of EAB-Student Success Collaborative was in a pilot phase at SSU. Several faculty and professional advisors participated in the pilot. Savannah State University is still in its early stage of implementing this predictive analytics tool to support academic advising and student degree completion. This tool will impact all students, faculty and advisors on campus by providing data about individual student progress and likelihood of completion; course success and risk profiles; and student at-risk information for entire degree programs and colleges. (Full implementation of the Student Success Collaborative will occur during the 2016-2017 academic year.) The Academic Coach program in the Center for Academic Success helps at risk students who develop a personalized plan for maintaining or returning to good academic standing. Each coaching session is determined collaboratively by the student and coach. These coaches also work with the professional advisors and tutorial services to ensure student success. Tutoring plays an integral role in student success at Savannah State University. Peer and professional tutors are provided free of charge for all students enrolled in core curriculum subjects. Tutors for higher level and major courses are also available in Biology, Chemistry, Accounting, Finance and Statistics. Additional courses are added upon request from students and faculty.
Measures of Progress and Success	Of the 1157 first time, full time freshmen who entered Savannah State University in Fall 2015, 798 (68%) had at least one advising session with CAS staff. The aim is to increase the engagement with students through continuous use of the predictive analytic tools we are implementing. Assessment metrics for EAB will include advisor utilization data for the software tool, student recovery data from at risk to not-at-risk status, and degree completion rates for students identified as at risk. Moving forward, assessment metrics include percentage of students who meet with a CAS advisor and retention rates for first-and second-year students who participate in advising (data from Grades First). • Student satisfaction survey for academic advising/tutoring/workshops • Sign-In-Log sheets (for academic coaches, professional advisors and tutorial services) • Notes in Grades First to track advisement appointments, coaching appointments and students who are at risk • Final semester grades for students who receive interventions The ultimate measure of success will be an Increase in the percentage of students in good academic standing and retention at end of first and second year. Use of Student Success Collaborative tool will be an indicator of students whose risk level decreases (when fully implemented).
Lessons Learned	Full implementation and use of the advising tools we have acquired require that all relevant stakeholders are immediately informed about the value of the tools and trained in how to use them. Collaboration between professional advisors in CAS and faculty advisors in the departments will ensure that students have a consistent advisement experience throughout and beyond the first two years.

High-impact strategy	**Development of a Financial Literacy Program**

Related Goal	Goal 9: Improve access for underserved and/or priority communities
Primary Point of Contact	Christopher Corinthian Financial Literacy Coordinator corinthianc@savannahstate.edu
Summary of Activities	The purpose of this strategy is to assist the high volume of students at risk for dropping out or stopping out of school due to lack of financial resources (after all eligible federal aid applied). Some of the activities underway prior to 2015-2016 were: • The integration of a Financial Literacy Portal available for all students; • Requiring First Year Students (through First Year Experience/Freshman Seminar courses) to complete budget creation activities, and applying for a set number of scholarships for an assignment grade. (The Freshman Class has made up nearly 50% of the student body for the past two years.)
Measures of Progress and Success	We are tracking student participation in required First Year Experience Freshman seminar as well as use of all students' use of the Financial Literacy Portal. The use of the Financial Literacy program activities increased from 456 users in 2014-2015 to 907 users in 2015-2016, an increase of 98.9 percent.
Lessons Learned	More on-campus workshops and seminars have been scheduled for the entire campus community. We also need to get buy-in from College Deans and Department Chairs to collaborate with them to offer some type of participation credits for their classes, etc. for the Financial Literacy activities. The Scholly scholarship app is being introduced to students during the 2016-2017 academic year to facilitate their search for financial support.

High-impact strategy	**Operations of the Office for Online Education**
Related Goal	Goal 8: Restructure instructional delivery to support educational excellence and student success.
Primary Point of Contact	Frank D. Williams Director for Online Education williamsf@savannahstate.edu
Summary of Activities	The Office of Online Education creates a great win/win scenario for Savannah State University. In 2015-2016, students were able to select from over 150 fully and partially online courses as well as over 200 eCore course sections. **Launch of eCore courses through official eCore Affiliation**: Savannah State University has become an eCore affiliate. eCore is a popular option for our students and faculty with SSU ranking in the upper half or better among eCore affiliates. **Launch of the online Bachelor of Business Administration (BBA)**: There are approximately 40 students enrolled. The BBA online is poised for growth and with some marketing, we know the program number will rise. **Launch of Instructional Webinar Training for SSU Faculty** to ensure that all online courses are Section 508 Compliant. Our goal is to develop three more fully online degree programs and continue to increase the number of online course offerings.
Measures of Progress and Success	The number of SSU faculty (15) teaching for eCore is increasing. Not only does SSU advertise eCore, but SSU is also listed on the GeorgiaOnMyLine website. Our Learning Management System Administrator is the onsite registrar for eCore and we also have an eCore liaison on campus who provides advisement. The number of SSU fully and partially online courses offered is holding steady; there were over 100 fully and partially online courses offered in all sessions in SPR 2016 and in Fall 2016. SSU students enrolling in eCore courses number 256 students (in 344 eCore sections). Also, Savannah ranks fifth in the State in the number of eCore website hits—over 5,000, a

	number that reveals the level of online interest in our city.
Lessons Learned	To increase the capacity of the Office of Online Education we must hire an instructional designer to lead the development of fully online programs and to offer more intense training sessions. Secondly, we need an administrative support person to respond to calls and emails during the normal work day, and assist with running, monitoring, and troubleshooting work related to USG scripts and reports, maintaining media resources, and corresponding with faculty and students who visit or the Online Office.

OBSERVATIONS

Savannah State University will continue to develop and implement intentional and intrusive programs and activities to help ensure success and completion of degrees by students across the spectrum of preparedness—from our high performing students to those who come to us underprepared academically. Beyond the strategies outlined in this report, SSU will develop a Summer Success Program for students who are especially challenged in meeting admission criteria. Simultaneously, we will enhance our honors program and build more undergraduate research opportunities to further challenge and prepare our high achieving students. We have recently hired a Retention Coordinator to assist in our process of assessing, restructuring and retooling our approach to advising.

We are also committed to boosting the number of high school students taking college level courses at Savannah State through dual enrollment programs *Early College* and *Move on When Ready*. Furthermore, by Fall 2017, we will put in place an initiative that will enable these students to graduate with both a high school diploma and an associate's degree.

South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE: WHO WE ARE

The mission statement of South Georgia State College (SGSC), approved by the Board of Regents for the institutional consolidation of former South Georgia College and former Waycross College on May 8, 2012, is as follows:

South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

SGSC offers three associate degree programs (AA, AS, and AS in Nursing) with a total of twenty-three academic pathways, as well as bachelor's degree programs in three disciplines (BS in Nursing, BS in Biological Sciences, and— beginning fall 2016—BS in Management). Therefore, the college's completion priorities focus primarily on attainment of the associate's degree, at which level 97% of students are enrolled (fall 2016).

SGSC's mission, completion priorities, and student body demographics are clearly aligned. For instance, as an institution consistently enrolling primarily "traditional" students (86% fall 2016), SGSC serves its students and promotes retention and graduation through offering a wide variety of student activities, athletic programs, and student-support services, while emphasizing quality teaching and learning experiences. The institution also attracts and retains traditional students through the availability of modern residence and dining halls, as well as through focusing on support and intervention strategies for residential students. In addition, a variety of student-support services for all students is extremely important at SGSC, where almost two-thirds of all students are Pell grant recipients (64% average, fall 2012-fall 2016), 38% of entering freshmen have remedial mathematics requirements (fall 2016), and almost one-third (32% average, fall 2012-fall 2016) have been first-generation college students. Such student demographic data has led SGSC to select two college completion strategies focusing on helping at-risk students to succeed and a third strategy focusing on intensive academic advising for all students.

In an effort to attract a greater number of academically well-prepared students and to shorten their time to a college degree, SGSC's college completion plan also focuses on a fourth strategy aimed at increasing enrollment of area high school Move on When Ready students, a CCG strategy that has been very successful.

The "Enrollment and Demographic Trends" table **(Appendix Table A)** provides a good look at the SGSC student body's

characteristics. All demographic data prior to fall 2013 has been combined due to consolidation of former South Georgia College and former Waycross College.

In addition to the data in the table, it is noteworthy that in the fall of 2016 SGSC enrolled students from 102 of the 159 Georgia counties, from 21 other states and 1 U.S. territory, from 10 other countries, and from 366 high schools. The students represented in these enrollment figures help "to create a diverse, globally-focused learning environment" (SGSC mission statement).

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

(All tables and graphs referenced are in the Appendix.)

High-Impact Strategy #1	**Implementation of the Carnegie Foundation for the Advancement of Teaching "Quantway" remedial mathematics curriculum and pedagogy** to employ "real-life" situational mathematical problems and collaborative student interactions to promote active learning and productive persistence. This strategy also engages in the USG's model for co-requisite remediation.
Related Goal	Transform remediation to increase likelihood of degree attainment; increase the number of undergraduate degrees awarded.
Demonstration of Priority and/or Impact	Of SGSC's fall 2016 incoming freshmen, 38% require one or more remedial mathematics course(s). With the new USG Learning Support math policy in place at SGSC beginning fall 2015, the Quantway course is now the "Foundations for Quantitative Reasoning" course, which provides an avenue for non-science, technology, engineering, or math (STEM) students to complete their remedial math requirements in one semester if successful in the credit-level quantitative skills course (MATH 1001) while simultaneously enrolled in the co-requisite "Support for Quantitative Reasoning" course (MATH 0997). This strategy aims to transform remediation and reduce time in remediation and time to a degree.
Primary Point of Contact for This Activity	Dr. Charles Johnson Dean, School of Science Charles.johnson@sgsc.edu
Summary of Activities	This strategy is fully implemented. Activities include faculty development, development of courses in collaboration with the Carnegie Foundation for the Advancement of Teaching and in accordance with new USG Learning Support policy, and collaboration with other institutions nationwide. Activity highlights include the following: 1. The SGSC Quantway team has been active in professional development in collaboration with the Carnegie Foundation for the Advancement of Teaching. The team is comprised of mathematics faculty members, a campus Quantway administrator, and a campus Quantway institutional researcher. All SGSC team members attend training sessions in California and continue to attend annual Carnegie Pathways forums, the most recent of which was this year (summer 2016). At Carnegie's request, one of the SGSC mathematics instructors works with Carnegie apart from the regular meetings and forums to assist in developing processes, procedures, and teaching materials and pedagogy. 2. The Quantway course has been offered on the Douglas Campus each semester for over six years. The course was offered at the Waycross Campus for the first time spring 2015. 3. The Quantway course, MLCS 0099, was renamed and numbered in accordance with the new USG Learning Support policy. The Quantway course is now MATH 0987, "Foundations for Quantitative Reasoning" and was offered as such at SGSC for the first time fall 2015. 4. The support course from Quantway to MATH 1001 ("Quantitative Reasoning"), MATH 0999, ("Support for Quantitative Reasoning"), was fully implemented on both the Douglas and Waycross Campuses fall 2015.
Measures of Progress and Success	**Metrics/Data Elements:** 1. the MATH 0987 (formerly MLCS 0099) course success rate. 2. the MATH 0989 (formerly MATH 0099) course success rate (for comparison). 3. the MATH 1001 course success rate of students who came to that course after passing MATH 0987 (formerly MLCS 0099).
Baseline Measures	1. The MATH 0987 course success rate baseline is the fall 2012 rate of 29.51% **(Table C)**. 2. The MATH 0989 course success rate baseline is the fall 2012 rate of 34.48% **(Table C)**. 3. The MATH 1001 course success rate baseline for former MATH 0987 students is the fall 2012 rate of 37.50% **(Table D)**.

Interim Measures of Progress	1. The fall 2015 course success rate is 46.94%, **an increase of 17.43% over the fall 2012 baseline;** the spring 2016 success rate is 62.50%, **a 33% increase over the same baseline (Tables C & E).** 2. For comparison, the spring 2016 course success rate for the non-STEM quantitative reasoning Quantway foundations course is 62.5% **(Table E), which is a 4.17% higher rate than that for the algebra foundations course (58.33%).** 3. The MATH 1001 success rate for former MATH 0987 students for fall 2015 jumped to 88% **(Table F),** the high point thus far into the strategy and **a 50.5% increase over the baseline rate. Clearly, the Quantway/Foundations (MATH 0987) course and USG remedial math model are effective for student success.**
Measures of Success	By all three measures above, the success rate in the Quantway course has shown steady improvement since the **baseline semester of fall 2012**. "Success" is defined as earning a grade of "S" (satisfactory) or better. **SGSC's goal is to maintain at least a 70% success rate for each fall semester's student cohort.** The table in **Appendix C** records course success rates for MLCS 0099 and MATH 0099 for each fall semester from 2012 through 2014.
Lessons Learned	1. With the new USG Learning Support policy in effect at SGSC fall 2015 the Quantway course is the foundations course for MATH 1001, Quantitative Reasoning, the math path for the majority of non-STEM students. The curriculum and pedagogy have led to increased student success, as evidenced in the data tracking over the past six years. SGSC is considering expanding this remedial math college completion strategy to include the entire Learning Support math program, since the new USG Learning Support policy appears to be increasing student success across the entire remedial math program. For instance, **Table G** demonstrates that students required to take the co-requisite MATH 0997 course along with MATH 1001 (Quantitative Reasoning) are far more successful in MATH 1001 than are students who were not required to take the co-requisite remedial course (82.46% versus 67.83% for fall 2015; for spring 2016 the gap is even greater— 86.96% versus 68.24%). 2. SGSC is aligning support and credit course scheduling beginning spring 2017 to optimize student opportunity to take both courses back-to-back and with the same instructor.

High-Impact Strategy #2	Increase Move on When Ready (MOWR) offerings on area high school and SGSC campuses to help those students graduate in as little time as possible and to develop an SGSC relationship with high schools that will positively affect overall enrollment.
Related Goal	Shorten time to degree completion through programs allowing students to earn college credit while still in high school.
Demonstration of Priority and/or Impact	This strategy aims to provide opportunities for academically-qualified high school students to earn college credits while still enrolled in high school, thereby shortening their time to a college degree. The strategy also positively impacts enrollment at SGSC, both while students are still in high school and as a recruitment strategy/incentive to maintain SGSC enrollment after high school graduation.
Primary Point of Contact for This Activity	Ms. Kelly Gilliard ACCEL/VA Specialist Kelly.gilliard@sgsc.edu
Summary of Activities	Move on When Ready (MOWR) has been a great success at SGSC through the recruitment, enrollment, and support efforts of Enrollment Services personnel. Each semester the Dean of Students visits every MOWR class to speak to students about continuing with SGSC after high school graduation, and the Admissions Office follows up with a letter describing an easy one-

	step process for transitioning from MOWR to regular student status.
Measures of Progress and Success	**Metrics/Data Elements:** SGSC has been tracking 1. MOWR enrollment figures; 2. MOWR credits awarded; 3. MOWR grade distribution and course success rates (grades of "C" or better); and 4. MOWR course success rates compared to success rates of non-MOWR first-time freshmen enrolled in MOWR-approved courses.
Baseline Measures	1. The enrollment baseline is 96 students enrolled in fall 2013 **(Table I)**. 2. The credits awarded baseline is 2535 in FY 2014 **(Table J & Graph K)**. 3. The course success rate baseline is 94.03% percent success for fall 2013 **(Table L)**. 4. The MOWR course success rates compared to non-MOWR success rates is 94% (MOWR) versus 73% (non-MOWR) for fall 2013 **(Graph M & Table N)**.
Interim Measures of Progress	1. The fall 2016 MOWR enrollment of 350 is **a 265% increase over the baseline enrollment of 96 in fall 2013 (Table I).** 2. In FY2016 SGSC awarded 4642 MOWR credits, **an 83% increase over the baseline credits awarded of 2535 in FY2014 (Table J & Graph K).** 3. The fall 2015 MOWR course success rate of 95.74% is **an increase of 1.7% over the baseline rate of 94.03% for fall 2013 (Table L).** 4. The fall 2015 MOWR/non-MOWR course success rate ratio of 96%:73% is essentially the same as the ratio for the baseline semester, as expected at SGSC **(Graph M & Table N). The data for all four measures demonstrates that the Move on When Ready strategy at SGSC has been quite successful.**
Measures of Success	1. Maintain or exceed a MOWR enrollment of 350 for fall 2017. 2. 5000 MOWR credits awarded for FY2017. 3. A MOWR course success rate of at least 92% each semester through fall 2017. 4. A MOWR/non-MOWR course success rate ratio of approximately 92:75 is expected through fall 2017.
Lessons Learned	1. Area high schools are eager to have their better students participate in Move on When Ready. 2. In order to meet accreditation standards, we must ensure that MOWR students on high school campuses have available the same types and quality of support services available to students on the College campuses. 3. Freeing up full-time faculty and recruiting part-time faculty to teach MOWR courses on high school campuses is a challenge to continued growth in MOWR enrollment.

High-Impact Strategy #3	Increase the persistence and retention of academically at-risk residential students by providing academic support (tutoring, STEM Centers on each campus), a specialized first-year experience orientation course, counseling, and progress monitoring in a comprehensive **"Strategies to Emerge, Progress, and Succeed" (STEPS) initiative**
Related Goal	Increase the number of undergraduate degrees awarded; shorten time to degree; provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	The "Strategies to Emerge, Progress, and Succeed" (STEPS) initiative began in fall 2012 as a collaboration between Academic Affairs, Academic Support Services, and Residential Life as an effort to increase the persistence and retention of residential students. The student profile of those students who are primarily focused on and monitored is as follows: First-year residential students enrolled in at least one Learning Support course at SGSC or

	who had a high school GPA of ≤ 2.5. These "at risk" students who reside on campus are targeted because of proximity, ease of staff contact, and high percentage of Pell-grant recipients and learning support requirements.
Primary Point of Contact for This Activity	Ms. Amber Wheeler Academic Support Director amber.wheeler@sgsc.edu
Summary of Activities	The STEPS strategy involves numerous activities: student success workshops, Academic Success Center tutoring, STEM Center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the semester, and individual academic, personal, and disability counseling. A section of SGSC 1000, the first-year-experience course, was formed for first-year residential students meeting the STEPS student criteria and offered in fall 2014. This course was led by a team of instructors from the Division of Student Success, including the Vice President for Student Success, Director of Campus Life, and the Director of Academic Support. In addition, the team of instructors served as academic coaches for the course enrollees. Another cohort of STEPS-eligible students from fall 2013 was selected as a comparator group, since they had participated in non-STEPS sections of the SGSC 1000 first-year experience course, in order to generate data on the apparent effects of the STEPS intervention. In fall 2015 there were two sections of the SGSC 1000 course for STEPS students, and again there are two STEPS sections in fall 2016. The STEPS orientation class differs from other sections of the orientation class in that it is a skills-driven class focused on goal setting, time management, reading, writing, mathematics, and "soft" skills. It also focuses on academic advising, academic standards, grade point average calculation, and other topics related to student success.
Measures of Progress and Success	**Metrics/Data Elements:** 1. fall to spring persistence rate for fall STEPS cohort compared to fall to spring persistence rate for fall non-STEPS first-time freshman residential cohort; 2. fall to fall retention rate for fall STEPS cohort compared to fall to fall retention rate for non-STEPS first-time freshman residential cohort; 3. fall term grade point average for STEPS cohort compared to fall term grade point average for non-STEPS first-time freshman residential cohort; 4. fall term percent of STEPS cohort in good standing at the end of fall term compared to the fall term percent of non-STEPS first-time freshman residential cohort in good standing; 5. course success rates for fall term for the comparator groups; 6. spring term grade point averages for the comparator groups; 7. spring term percent of comparator groups' students in good standing; 8. spring term course success rates for the comparator groups.
Baseline Measures	Baseline measures for all eight metric/data elements above come from the performance of the fall 2013 entering cohort of non-STEPS residential students—those students whose academic performance was not affected by the STEPS strategies initiated with the fall 2014 entering cohort. **All baseline data can be found in Table O.** The baseline measures are as follows: 1. fall 2013 to spring 2014 baseline persistence rate: 87.50% persisted; 2. fall 2013 to fall 2014 baseline retention rate: 48.96% were retained; 3. the fall 2013 baseline grade point average is 1.85; 4. a baseline of 78.13% of students were in good standing at the end of fall term 2013; 5. the baseline course success rate for fall term 2013 is 67%; 6. the spring term 2014 baseline grade point average is 1.51; 7. a baseline of 46.43% of students were in good standing at the end of spring term 2014; 8. the baseline course success rate for spring term 2014 is 50.13%.
Interim Measures of Progress	**All progress data can be found in Table O.** 1. The fall to spring persistence rates for the STEPS cohorts are 88.89% (fall 2014) and 87.50% (fall 2015). These rates are extremely close to those for the non-STEPS baseline cohort, demonstrating **that both groups had a good persistence rate from fall to spring.** 2. The fall 2014 to fall 2015 retention rate for the STEPS cohort is 63.04%, **a 14% higher rate than that of the non-STEPS baseline cohort.** The fall 2015 STEPS cohort retention rate of

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43.75%, a 19% decrease from the fall 2014 cohort rate, is an indicator of the necessity for new leadership and strategy stabilization.

3. The grade point averages for the STEPS cohorts are 2.12 (fall 2014) and 1.99 (fall 2015), **both of which are higher than the 1.85 for the non-STEPS baseline group.**

4. STEPS students remained in good standing at rates of 73.33% (fall 2014) and 71.88% (fall 2015), **slightly below the rates for the non-STEPS cohort (78.13%); however, as is demonstrated in the data for #7 below, by the end of a full academic year the STEPS cohort far out-performed the non-STEPS baseline cohort in terms of remaining in good standing.**

5. The course success rates for the STEPS cohorts are 67.74% (fall 2014) and 68.42% (fall 2015), **rates quite comparable to those for the non-STEPS baseline cohort (67%); however, as is the case with end-of-academic-year good standing rates, #8 below demonstrates that by the end of a full academic year the STEPS cohort far out-performed the non-STEPS baseline cohort in terms of course success rates.**

6. The spring term grade point averages of STEPS students are 2.30 (fall 2014 cohort) and 1.89 (fall 2015 cohort), **well above those of the non-STEPS baseline cohort (1.51).**

7. The percent of STEPS students in good standing <u>at the end of a full academic year</u> is 75% for the fall 2014 cohort and 60.71% for the fall 2015 cohort, **well above the 46.43% for the non-STEPS baseline cohort.**

8. The course success rates for STEPS students <u>at the end of a full academic year</u> are 72.14% for the fall 2014 cohort and 60.93% for the fall 2015 cohort, **well above the 50.13% for the non-STEPS baseline cohort.**

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<td>**Measures of Success**</td>
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The interim measures of progress demonstrate that, for the most part, the STEPS cohorts have been performing at a level above the baseline performance. "Success" for each of the eight measures of progress above is defined as follows:

1. a fall to spring persistence rate of 89% for the fall 2017 STEPS cohort;
2. a fall to fall retention rate of 70% for the fall 2017 STEPS cohort;
3. a fall term grade point average of 2.15 for the fall 2017 STEPS cohort;
4. 79% of the fall 2017 STEPS cohort in good standing at the end of the fall 2017 term;
5. a fall 2017 course success rate of 70% for the fall 2017 STEPS cohort;
6. a spring term 2018 grade point average of 2.30 for the fall 2017 STEPS cohort.
7. 75% of the fall 2017 STEPS cohort in good standing at the end of spring term 2018;
8. a spring term 2018 course success rate of 70% for the fall 2017 STEPS cohort.

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<td>**Lessons Learned**</td>
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1. This strategy has been standardized and provided consistent leadership to address the downward trend in STEPS cohort course success and retention rates, fall 2014 to fall 2015.
2. There must be a great deal of coordination and communication among those working on this strategy, both of which appear to be in place for fall 2016 at no additional cost to SGSC.

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<td>**High-Impact Strategy #4**</td>
<td>**Use intrusive academic advising as a means of increasing student progression, retention, and graduation**—through advisor training, mentoring, use of DegreeWorks, program mapping, a first-year experience course advising module, and ongoing assessment of advising</td>
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<td>**Related Goal**</td>
<td>Provide intrusive advising to keep students on track to graduate; decrease excess credits on the path to getting a degree.</td>
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<tr>
<td>**Demonstration of Priority and/or**</td>
<td>SGSC believes that academic advising is a very significant factor contributing to college completion. Academic advising has always been a responsibility of the faculty, and the</td>
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Impact	institution's college completion agenda calls for enhancing faculty responsibility. It also calls for educating students about academic advising and making use of the DegreeWorks technological tool that can be employed by both faculty advisors and student advisees. SGSC's significant at-risk and Pell grant student population needs accurate and helpful course selection advice and needs a solid grasp of the advising process as a learning tool to facilitate academic success. Although usable student data related to the consolidation of former South Georgia College and former Waycross College has been problematic for students matriculating prior to fall 2013, the further we move from that term the more functional DegreeWorks has become. Also, prior to the completion initiative the institution had not assessed academic advising in any fashion. Now there is a very deliberate and ongoing process of both faculty and student training, participating in, and assessing the academic advising process.
Primary Point of Contact for This Activity	Dr. Richard Reiman Assistant Vice President for Academic Affairs rreiman@sgsc.edu
Summary of Activities	During spring semester 2014, an academic advising task force under the leadership of the VPAA became involved in a number of activities with consulting support from the National Academic Advising Association (NACADA). 1. New advising vision and mission statements, as well as guiding values, goals, and outcomes for academic advising, were created. 2. A seven session academic advisement module was completed for the college's first-year experience course, SGSC 1000, a course in which all first-time, full-time students enroll each semester. Goals, student learning outcomes, and assessment measures for this module were also created. One focus of the advisement module is to help students understand their own roles and responsibilities in degree completion. 3. During the major orientation and registration days, academic advising, financial aid processes, and registration take place in one location to keep students from having to trek across campus for various services. 4. All academic program maps have been revised so that students have a ready guide for program completion. These maps were recognized by the USG Academic Affairs staff for their quality and serve as models for the USG. 5. Advising "tip sheets" have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education; and information sheets on learning support policies and rules are available. 6. "15-to-Finish" is being promoted through a three-pronged approach: distribution to students and faculty of a bar-coded brochure linked to an information video; the addition of a "15-to-Finish" logo on every course registration form; and the training of faculty advisors to define "15-to-Finish" in terms of program completion rather than course enrollment. 7. Revision of the assignment method for matching students with faculty advisors continues. 8. Development and implementation of assessment tools for advising continues. A student and faculty advisor survey assessing numerous aspects of the SGSC advising process was administered to both students and faculty beginning fall semester 2014 through fall semester 2016. The most current survey data available is for fall 2015. 9. A student opinion survey on the academic advising module in the first-year experience orientation course was administered in the fall semesters 2015 and 2016 (data from the latter not yet available). 10. Training and mentoring opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year.
Measures of Progress and Success	**Metrics/Data Elements:** The USG CCG metrics most closely aligned with academic advising are the metrics employed, as reflected in the appended data tables. 1. one-year retention rate for first-time full-time freshmen; 2. percentage of students enrolling in 15 or more credit hours; 3. percentage of students successfully completing 15 or more credit hours; 4. three-year graduation rates for first-time full-time associate degree-seeking freshmen; 5. degrees conferred by degrees offered.

Baseline Measures	1. The baseline one-year retention rate for FTFT freshmen is 48.63% for fall 2013 **(Table P)**. 2. The baseline percentage of students enrolling in 15 or more credit hours is 21.33% in fall 2013 **(Table Q)**. 3. The baseline percentage of students successfully completing 15 or more credit hours is 46.99% for fall 2013 **(Table R)**. 4. The three-year graduation rate baseline is 9.99% for the fall 2011 cohort **(Table S)**. 5. The baseline for degrees conferred by degrees offered is 266 for FY2014 **(Table T)**. This baseline year is chosen in order to reflect realistically the newly-consolidated institution, rather than a melding of data for two formerly separate institutions.
Interim Measures of Progress	1. The one-year retention rate for FTFT freshmen for fall 2014 is 51.65%, **a 3% increase over the baseline (Table P)**. 2. The percentage of students enrolling in 15 or more credit hours for fall 2016 is 24.14%, **a 2.8% increase over the baseline (Table Q)**. 3. The percentage of students successfully completing 15 or more credit hours for spring 2016 is 57.21%, **a 10% increase over the baseline (Table R)**. 4. The three-year graduation rate for the fall 2012 cohort is 11.71%, **a 1.7% increase over the baseline (Table S)**. 5. The number of degrees conferred by degrees offered is 326 for FY 2016, **a 60% increase over the baseline (Table T)**. A summary of metrics of success with baseline and actual data can be found in **Table V**.
Measures of Success	1. a one-year retention rate for FTFT freshmen of 55% for fall 2017; 2. 30% of students enrolling in 15 or more credit hours for fall 2017; 3. 60% of students successfully completing 15 or more credit hours for spring 2017; 4. a three-year graduation rate for the fall 2015 cohort of 18%; 5. a number of degrees conferred by degrees offered of 360 for FY 2018 **In addition** to the USG ADC census, USG Retention Rate Reports, and SGSC Banner data discussed here and to be found in the appended tables, the most current locally-developed **student opinion survey** on the academic advising module in the first-year experience orientation course, administered in the fall semester 2015, reveals the following additional information: a) 86% of students agree or strongly agree that they have declared an academic pathway among the SGSC programs of study; b) 92% of students agree or strongly agree that they know the course requirements for their degree program; c) 65% of students agree or strongly agree that they know how to generate a DegreeWorks audit for their entire path to graduation; d) 95% of students agree or strongly agree that they know the name and location of their academic advisor; e) 89% of students agree or strongly agree that they know the general education learning outcomes of the SGSC core curriculum; f) 90% of students agree or strongly agree that they know the differences between the math and science requirements for STEM and non-STEM programs of study; g) 95% of students agree or strongly agree that they know how to be prepared when meeting with their academic advisor; h) 85% of students agree or strongly agree that they are competent in using D2L components.
Lessons Learned	1. Due to the significant number of "at-risk" students the College serves, it may not always be in the best interest of the student to enroll for 15 credit hours each semester. For the past six semesters an average of only half of all students enrolled in 15 hours successfully

	completed 15 hours, although success is increasing slightly over time (Table R). A study of this phenomenon, its implications, and future steps is underway
	2. Average excess credit hours per fiscal year for each SGSC degree program can be determined using data in Table U to assist SGSC in addressing that issue by degree program.
	3. Students who are part of a clearly-defined cohort, such as is the case with ASN and BSN students, and who identify themselves as part of a cohort, are undoubtedly more likely to be retained and to graduate than would otherwise be the case. Consequently, it would be ideal to discover ways to create a community identity for each incoming freshman cohort.
	4. Once again the past years' experience has demonstrated that effective academic advising and student progress monitoring are absolutely essential to student success, particularly for at-risk students.

OBSERVATIONS

SUCCESSES:

1. Once again, gathering data on the strategies of the institutional College Completion Plan has been extremely fruitful, not only in terms of assessing completion strategies, but also in terms of analyzing overall institutional effectiveness.

2. For South Georgia State College, implementation of the institution's College Completion Plan continues to underscore the importance of **effective academic advising as a significant contributor to student success, persistence, retention, and graduation.**

3. **Our data demonstrates that all of our college completion strategies are effective, either partially or** *in toto*.

4. With the matriculation of the first and subsequent Bachelor of Science in Nursing degree students beginning in 2013, the matriculation of the first cohort of Bachelor of Science in Biological Sciences students in fall 2014, and the matriculation of the first cohort of Bachelor of Science in Management students in fall 2016 (the current term), SGSC is offering three bachelor's degree programs that will produce more college graduates, undoubtedly at a much faster rate for type of degree than at the associate degree level. This is another development that is producing good results.

5. **South Georgia State College has been a leader in the creation of academic program maps to guide students on a pathway to success and graduation.** In fact, as part of the USG's "Guided Pathways" program USG Assistant Vice Chancellor for Transitional and General Education Dr. Barbara Brown selected SGSC as a "vanguard" institution for Guided Pathways to Success," citing the institution's "beautifully organized program maps for all of its degree programs." In addition, Dr. Brown invited a team of SGSC leaders to participate in a Guided Pathways to Success Policy Institute in Atlanta in June 2014 and a GPS Academy in September 2014.

6. **SGSC was also singled out by the USG for its efforts with "15 to Finish,"** focused on maximizing student course loads each semester. From fall 2012 to fall 2014 SGSC had more than double the state college sector average of students enrolled in 15 or more hours. Quoting Dr. Barbara Brown again, "South Georgia State College was at the top of the state college sector in percentage of students taking 15 or more credits in fall 2014."

OPPORTUNITIES:

7. **One challenge to SGSC's college completion efforts is the institution's need for additional technology personnel** to support the generation of data needed to assess and inform completion strategies, particularly as SGSC continues to develop a predictive analytics effort based on the Georgia State University model.

8. **It would be helpful** to the college completion agenda if the USG Undergraduate Student Transfer Report were to provide to each institution the number of its students who transfer to each of the other USG institutions, along with an aggregated grade point average at the receiving institution—as the USG Transfer Report did at one time. With aggregated data about our students' performance at a particular receiving institution, we would be able to write scripts from that data and connect that information to our institutional data tools. Also, it would be helpful if we could write scripts from certain sets of students by ID. This would comply with FERPA while providing a great deal of useful information.

9. **Affordable predictive analytics tools and training may be helpful; consequently the institution will research the predictive analytics experiences of other institutions, including available software, challenges, and opportunities.**

10. **Regional or statewide partnership workshops on college completion-specific institutional research practices would also be helpful.**

11. As discussed in the narrative section, strategy #1, **we may expand our transformation of remediation efforts to include all of remedial mathematics, since the USG's revamped Learning Support policy is clearly producing positive results in student success.**

University of Georgia

OVERVIEW: INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of Georgia a public, research, land- and sea-grant institution with statewide commitments and responsibilities. It is the state's oldest, most comprehensive and most diversified institution of higher education with more than 10,000 faculty and staff members, over 36,000 students (undergraduate, graduate and professional) enrolled in 17 schools or colleges, and a history of more than 200 years of teaching, research and service. Its motto—"to teach, to serve and to inquire into the nature of things"—reflects the University of Georgia's integral role in the conservation and enhancement of the state's and the nation's intellectual, cultural and environmental heritage. According to its mission statement, the University of Georgia endeavors to prepare the University community and the state for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body and is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society. The University espouses a dedication to excellence in research, scholarship, and creative endeavors, to teaching and learning, to serving a diverse student body and to promoting student success.

With over 146 undergraduate majors, 98 undergraduate and graduate certificates, and 257 graduate programs, there is no single student profile at the University of Georgia. Rather the institution is a rich tapestry of diverse students with widely varying backgrounds, interests, experiences and challenges. In fall 2015, the University of Georgia undergraduate population numbered 27,547 students; 94% of those undergraduates were enrolled full time, 43% were male and 28% were of racial/ethnic minority status. In 2015, the University of Georgia conferred 6,935 bachelor's degrees. The typical UGA undergraduate is of traditional age (≤ 24 years), enters as a first year student, lives on campus for the first year, and is seeking a first undergraduate degree. In addition to its undergraduate population, 6,974 graduate students and 1,609 professional students enrolled at the University of Georgia in fall 2015.

The University of Georgia is a highly selective school with an academically well-prepared undergraduate student population. The cohort that matriculated in fall 2015 had a mean SAT score of 1913 and high school GPA of 3.91. The class was 87% in-state, and 30% of the students self-identified as non-Caucasian (7.6% African-American, 12.4% Asian, 5.7% Hispanic and 5.1% other). The class also included first generation students (6%), Pell recipients (19.1%) and students from families where English is not the first language (almost 7%). The figures for the 2016 cohort of full-time first-time freshmen are academically very similar and slightly more diverse with 31% of the class self-identifying as non-Caucasian (8.4% African-American, 13.6% Asian, 5.8% Hispanic and 3.3% other) and 6.5% coming from families where English is not the first language.

All of the University of Georgia's Complete College Georgia goals are aimed at improving retention and graduation rates, with particular attention on increasing the four-year graduation rate from 62.5% to 68% by the year 2020. [11]. Data show an upward trajectory in both of these metrics over the last two years. First-year retention continues to be very strong; it had been holding steady around 94% since 2008.[12] and is now 95.2% for both the 2014 and the 2015 cohorts. This year our four-year completion rate improved by over 3%, rising from 62.7% for 2011 cohort to 66.1% for the 2012 cohort.

Also worth noting are our first-year retention rates and six-year completion rates for underrepresented populations. For example, the first-year retention rate for Black/African-American students in the 2015 cohort (95.9%) exceeds that for the student population as a whole (95.2%) while the six-year graduation rate for all Hispanic students in the 2010 cohort (86.9%) exceeds that of the population as a whole (84.3%, see Table 3). Indeed, the rates for women are particularly strong:

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[11] This 68% four-year graduation rate represents the average of our aspirational institutions for the 2007 cohort.
[12] The rate varied from 94.5% for the 2008 cohort to 94.2% for the 2013 cohort; see Table 2.

	Four-year completion rate	Six-year completion rate
Asian women	64.7%	83.8%
Black/African-American women	72.4%	82.8%
Hispanic women	69.4%	87.2%
Women of all races/ethnicities	73.8%	85.4%

The University of Georgia continues to invest in faculty, staff and innovative programs to ensure that our students have an unparalleled learning experience; this upward trend in first-year retention and four-year completion rates show that these investments are having a positive impact on student success. Indeed, in the fall 2016 U.S. News & World Report's "Best Colleges" edition the University of Georgia is ranked 18th (up from 21st) among public universities.

The University of Georgia has a high performing and academically strong student body and supports students with a number of high impact programs that affect student success. These programs include our very successful First Year Odyssey Seminar program required of all first-year students, first-year learning communities, undergraduate research opportunities, study abroad programs, internships and service learning courses. For example, undergraduate research is sponsored by the Center for Undergraduate Research Opportunities (CURO); although the CURO office is housed within the Honors College, all University of Georgia undergraduates—including students in their first year—have the opportunity to engage in faculty-mentored research regardless of discipline, major or GPA. Through the CURO program, undergraduates may also submit their research to the *Journal for Undergraduate Research* which publishes original research papers in the areas of humanities, social sciences, sciences, and policy as well as art-related content. More and more students are taking advantage of the opportunity to conduct original research through the CURO program; indeed, in the 2014-15 academic year, 488 unique students completed 704 CURO courses with 302 faculty members from 83 academic departments. In addition, in Fall 2016 the University of Georgia became the largest institution in the country to require that all undergraduates engage in experiential learning before graduation. By ensuring that every undergraduate benefits from hands-on learning, this requirement will foster deeper engagement of students within and beyond the classroom; in addition, the personalized mentoring that students receive through Experiential Learning will strengthen student-faculty relationships. Engaged learning and connection to faculty have been shown to improve student outcomes, and we expect that this requirement will have a positive effect on retention and completion, as well as satisfaction and promising career outcomes for University of Georgia students in the years to come. With the implementation of the Experiential Learning transcript, which will aggregate all of a student's experiential activities within and beyond the classroom, students will have a robust and meaningful tool to help them articulate how their Experiential Learning portfolio integrates their university experience and propels them into their postgraduate endeavors.

We know that courses and programs that engage students help keep them on track for completion and make them more likely to be successful. To take one example, in the 2016 spring semester 2,483 individual undergraduate students took a course with a service learning component, and 277 of them took more than one service learning course; that same semester, 79.3% of those students who responded to a survey reported that the service-learning component of the course positively influenced their intention to complete their degree (see Table 7). Similarly, our Center for Teaching and Learning (CTL) supports an open educational resources program for classes that have large enrollments and use expensive textbooks; CTL also holds workshops to help faculty design or redesign courses to include high impact strategies such as flipped and blended classrooms, "Reacting to the Past" pedagogy, active learning, and problem-based learning (see Appendix B). In the 2015-16 academic year, the University of Georgia also took the unprecedented step of making an initial investment of $4.4 million to reduce class sizes by hiring faculty and creating more than 300 new course sections in 81 majors across campus; these new course sections fall into three large categories: 1) high-demand courses in growing fields such as engineering, business and public health, 2) courses that historically have high failure rates and 3) "bottleneck" courses. We do not yet have data to know what impact this initiative is having on retention and completion but will be tracking it for future reports.

The University of Georgia is continuing to focus on improving advising for all undergraduate students. In FY15, the University added 25 professional advisors to its advising corps and 10 more in FY 2016. All of the schools and colleges that serve undergraduate students now have professional academic advisors working with their students and all have adopted a more centralized advising model to keep each student, whenever possible, with the same academic advisor throughout their undergraduate career. To help students find a major that is a good fit for their talents and aspirations, we opened the Exploratory Center in August 2016. In addition to advising students with intended-business and intended-journalism majors, the Center advises all students with unspecified majors. Advisors in the Exploratory Center work one-on-one with students who have not yet selected a major, are having trouble selecting a major or feel they are in the wrong major and need help selecting a major and a career path that aligns with their interests and skills. In addition, we are developing meta-majors, tracks or pathways that cluster a number of academic majors with common or related content that are aligned with potential academic and career goals. Such tracks, when completed and made available to students, will ease students into selecting the appropriate major by providing broad pathways that they can then narrow down, based on their interests, knowledge, skills, abilities and career goals. The creation of a meta-major program presents an opportunity to design a holistic education that addresses all domains of learning from day one and

takes the student through an informed, natural process of narrowing interests to help students clarify their goals and interests, narrow down their major choice and take advantage of every educational opportunity open to them at the institution and in the community. The meta-major—as we are defining it at the University of Georgia—is not simply a list of majors with similar core requirements. Rather it reflects a community of engaged learners, advisors, faculty and support personnel who work in concert with one another in ways that lead a student to in-depth specialization while taking advantage of practical and scholarly experiences along the way. Success will be measured by rates in the numbers and timing of selecting and changing a major, time to degree, direct observation and evidence such as student focus groups and exit interviews.

The University of Georgia's completion strategy combines programs targeted to specific populations as well as those that impact the entire undergraduate population. Our completion strategies were implemented with our high performing, academically strong student body in mind—to challenge, engage and support students on their way to timely completion.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

The University of Georgia is pursuing the following *Complete College Georgia* goals:

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

Goal 2: Increase the number of degrees that are earned on time.

Goal 4: Provide targeted, pro-active advising to keep students on track to completion.

Goal 8: Restructure instructional delivery to support educational excellence and promote student success.

Goal 9: Improve access for underserved communities.

Other Goal: Provide a number of high impact curricular opportunities that support student success at the University of Georgia and beyond.

To meet these goals, the University of Georgia has implemented a number of strategies that are synergistic and designed to advance multiple goals simultaneously. Some are targeted to specific populations; others impact the entire undergraduate population as a whole. In addition to making sure that students understand the financial benefits of taking 15 credit hours per semester through the Regents' flat-rate tuition policy and many other endeavors, we are reporting this year on the following strategies that were designed to meet these goals.

Strategy 1: Hire additional advisors and restructure advising to be more pro-active and to offer additional interventions for students to stay on track to timely graduation (CCG Goals 1, 2 and 4); campus contact: Judith Iakovou, jiakovou@uga.edu

Strategy 2: Create an Exploratory Center and meta-major tracks to help students find the right major quickly and stay on track to timely graduation (CCG Goals 1, 2 and 4); campus contacts: Judith Iakovou, jiakovou@uga.edu and Naomi Norman, nnorman@uga.edu

Strategy 3: Develop predictive analytics to predict student academic risk and identify incipient academic challenges for the purpose of early intervention (CCG Goals 1, 2 and 4); campus contact: Naomi Norman, nnorman@uga.edu

Strategy 4: Expand online course offerings, particularly in the summer sessions, to give students more flexibility in planning their programs of study and keep them on track for timely completion (CCG Goals 1, 2, and 8); campus contact: Naomi Norman, nnorman@uga.edu

Strategy 5: Increase funds for merit-based scholarships and, in particular, for need-based scholarships to increase accessibility among under-represented groups (CCG Goals 1, 2 and 9); campus contact: Bonnie Joerschke, bonniej@uga.edu

Strategy 6: Provide both a range of high impact curricular opportunities, including service learning, undergraduate research, study abroad, internships, a first-year experience, experiential learning, learning communities and additional resources such as supplemental instruction, flipped classrooms, and open educational resources to promote student success (CCG Goals 1, 2 and Other); campus contact: Naomi Norman, nnorman@uga.edu

MATRIX OF INSTITUTIONAL STRATEGIES

Strategy 1	Hire additional advisors and restructure advising to be more pro-active and to offer additional interventions for students to stay on track to timely graduation.

University of Georgia

Related CCG Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Goal 4: Provide targeted, pro-active advising to keep students on track to completion.
Summary of Activities	The University of Georgia's mandatory undergraduate academic advisement programs are an essential part of enabling students to attain their academic goals. Meaningful relationships with advisors are critical elements of excellent undergraduate education and degree completion. On a campus with over 26,000 undergraduate students, students may at times need the kind of guidance, support, and encouragement that only well-trained advisors can provide. A) In recognition of the key role played by advisors on campus, the University of Georgia has added 35 professional academic advisors to its advising corps in the last two FYs. Each of these new advisors received extensive training and were distributed among several different schools and colleges on campus. At this point, every undergraduate student in every major works with a professionally trained academic advisor. B) The University hired a Director of Academic Advising Services in summer 2015. She provides leadership for university-wide academic advising initiatives and ongoing support for college-level advising services. She is tasked to plan, manage and participate in academic advising initiatives, with an emphasis on university-level strategic partnerships between advising units and other student support services at the University of Georgia; to oversee assessment of advising campus-wide; to recommend policy to increase retention and degree completion; to help develop best practice guidelines and training for academic advisors across campus; and to advise the administration on ways to communicate with "millennials" to increase their likelihood to stay on track to completion. C) The University of Georgia also is deploying two technological solutions to help with our goals to decrease the time to graduation by improving advising: DegreeWorks Planner and Starfish. Our campus has used DegreeWorks for a number of years to help advisors and students track progress towards a degree; the Planner allows students, in collaboration with their advisor, to create a long-term plan for degree completion, verify that the courses included on the plan will fulfill their degree requirements and show them when they are "off-plan" to graduation. Once students learn how to use the Planner effectively we expect that it will both increase the number of degrees awarded overall and decrease excess credits accumulated by students. Technical difficulties have delayed the use of the Planner at the University of Georgia, and the vendor has been working to address these. We anticipate launching this tool in the Spring 2017 semester for all undergraduate students and advisors. We have also purchased two tools from Starfish, "Connect" and "Early Alert," that will improve communications between students and advisors, help manage workflows, collect information about students, raise flags about students, and help direct students towards resources when they need them. The two Starfish tools will integrate with our predictive tool (known now as "OIR Analytics"—see below) and will be piloted in Spring 2017 for an anticipated campus-wide deployment in Fall 2017. D) The 2016 cohort was asked to take several assessments before Orientation to determine if a student's study skills, support, commitment and self-efficacy are robust so that, if needed, an advisor can provide the earliest possible intervention to help that student get and stay on track to completion.
Baseline Status	In Fall 2014, the University of Georgia employed approximately 115 professional advisors/program coordinators: of these, 81 were full time with an average case load of 325-350 students each; 22 were 75% time with an average case load of 235 students each; and others held supervisory roles within the corps of academic advisors. On average, each advisor was advising too many students and most did not stay with a student more than 1-2 years. A total of 35 additional advisors were hired in FY15 and 16 to address these concerns and to help foster an enriched and more effective advisor-student relationship, one that would focus on individual needs and goals, guide the student to think critically and reflect on their learning experiences and provide students with information about co-curricular and experiential learning opportunities. Changes in the advising structure are expected to improve retention (especially second and third year retention) and completion rates. Targets for 2020: first-year retention rate to improve to 96% and four-year graduation rate to improve to 68%.
Interim Measures of Progress	With the addition of several advisors, the average case load for each advisor was lowered by approximately 20-25%. In addition to pre-Orientation testing of a student's study skills, support, commitment and self-efficacy which will help identify students in need of additional advising, we are also developing

	some predictive analytics solutions to help identify students who may have difficulty staying on track. Both of these efforts will help us deliver timely interventions to students and will help students understand their likelihood of success in particular degree programs. The first stage of the predictive solution has been completed and introduced to advisors across campus. We expect this restructuring will help us both retain first-year and transfer students at even higher levels and improve our four- and six-year graduation rates.
Measures of Success	New advisor hiring has been completed, and 35 new professional advisors have been added to the corps of professional advisors since Fall 2014. Although first-year retention rate had been holding steady at 94.2% for several years, it increased to 95.2% the fall following our first significant increase in the advising corps at the University of Georgia.
	Plans for restructuring advising have begun for each college that services undergraduate students. Some colleges have revised their practices to create four-year advising models with professional academic advisors, while others have moved to using professional advisors in tandem with faculty advisors. While not all colleges have completed this transition, they are expected to complete it in the current academic year. The University of Georgia follows a hybrid model for advising. In addition to using primarily a decentralized, professional-distributed advising model in which each school and college has an advising office for students within that school or college, we have also created a centralized Exploratory Center (see Strategy 2 below).
Lessons Learned	Because we are in the early stages of planning and implementation, no metrics directly related to student data are available as yet. We will be monitoring and measuring these metrics for future reports.

Strategy 2	**Create an Exploratory Center and meta-major tracks to help students find the right major quickly and stay on track to timely graduation (CCG Goals 1, 2 and 4)**
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Goal 4: Provide targeted, pro-active advising to keep students on track to completion.
Summary of Activities	In the light of data provided by the Office of Institutional Research, the University of Georgia opened the Exploratory Center in August 2016. The Center is staffed by professional academic advisors who advise all students who are unspecified, are in an intended major (e.g., intended business or intended journalism etc.) or need to transition from one major to another. Currently, 13 advisors are employed in the Exploratory Center. Additionally, the Career Center holds walk-in hours, and advisors are partnering with both Career Center and Student Affairs on programming opportunities.
	In addition, the Office of the Vice President for Instruction is working to create meta-majors, tracks or pathways that cluster a number of academic majors with common or related content that are aligned with potential academic and career goals. Such tracks, when completed, will ease students into selecting the appropriate major by providing broad pathways that they can narrow down, based on their interests, knowledge, skills, abilities and career goals. We anticipate that the meta-major tracks will be available for the 2017 cohort.
Baseline Status	In FY 2016, the Office of Institutional Research at the University of Georgia conducted an exhaustive study of the academic pathways our students take from enrollment to graduation. In evaluating student data for more than 4,310 first-time freshmen who graduated in spring semester 2014, we observed that only 32% of these students graduated with the same major in which they started and about 38% changed their majors at least once, with 19% switching majors twice and about 6% changing majors three times or more. These kinds of changes in major can result in more student debt, extraneous credits and a longer time to graduation. It is apparent that a large number of our students may benefit from advice specifically tailored to help them better navigate the myriad choices of majors available to them.
	And there are myriad choices. As of Fall 2016, we offer 146 undergraduate majors, 45 undergraduate certificate programs, and 91 minors and several programs provide pathways for students to earn simultaneously an undergraduate and Master's degree.
Interim Measures of Progress	Within the first week of business, the Exploratory Center helped nearly 600 students. We expect to see even more growth by the end of this academic year and anticipate increasing the number of

	advisors assigned to the Center.
	Advisors and students are being introduced to the meta-major tracks this fall in the Discovery Showcase (previously known as the Majors Fair). At the Discovery Showcase majors, minors and certificates will be clustered according to our working meta-major groupings. In addition, we will integrate the meta-majors with our First year Odyssey, Learning Communities, Exploratory Center, Experiential Learning, Service Learning, and Leadership and Service Student Organizations to bring all of these resources and opportunities together in a thoughtful, intentional way to create the fabric of each meta-major. In this way, resources and opportunities that already exist will be strategically deployed to undergird the meta-majors.
Measures of Success	Because of the Exploratory Center, we expect to see a decrease in the number of students changing their major this year. Success for meta-major tracks will be measured by rates in the numbers and timing of selecting and changing a major, time to degree, direct observation and evidence such as student focus groups and exit interviews. We will track this data for reporting next year.
Lessons Learned	As these are both new programs, lessons learned will become apparent in future years.

Strategy 3	Develop predictive analytics to predict student academic risk and identify incipient academic challenges for the purpose of early intervention (CCG Goals 1, 2 and 4)
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Goal 4: Provide targeted, pro-active advising to keep students on track to completion.
Summary of Activities	The Office of the Vice President for Instruction initiated work last year on creating predictive models to guide advising. The work was undertaken by the Office of Institutional Research in partnership with Academic Advising, the Office of Registrar, the Office of Admissions, the Office of Financial Aid, Curriculum Systems, Student Affairs and others. The OIR Analytics Tool, which was rolled out to advisors in fall 2016, was created 1) to provide the academic advisor with additional information or "tools" that can help them provide students with proactive and actionable decision making for the benefit of the student, 2) to put that information in a location where that data and information are readily accessible and 3) to give the advisor advance notice of student risk across the different dimensions of the student (academic, financial and engagement). The model is being refined as more data becomes available. The tool also provides advisors with information such as first-generation status, distance from home and other possible risk factors.
Baseline Status	Incoming students who are potentially at-risk are identified by Admissions using a limited predictive formula based almost entirely on the student's GPA, high school, and standardized test scores, but that information is not given to advisors nor does it give the academic advisor critical information to guide early intervention for a student. Indeed, at present, academic advisors have no access to student performance information that would help inform advising strategies.
Interim Measures of Progress	The OIR Analytics Tool was shown to advisors this fall. As each advisor passes a quiz on the tool, what it means, and best practices for using it, s/he will get access to the tool to use during advising appointments for spring and summer registration. We will be able to track how often advisors access the tool.
Measures of Success	We expect that the use of this model and its subsequent refinement will improve retention and completion rates. Success will be measured by increases in these numbers. We will also collect feedback from advisors who use the tool and will track their use. We will track all of this data for reporting next year.
Lessons Learned	As this is a new program, lessons learned will become apparent in future years.

Strategy 4	Expand online course offerings to give students more flexibility in planning their programs of study and keep them on track for timely completion.
Related	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions.

University of Georgia

Goals	Goal 2: Increase the number of degrees that are earned on time. Goal 8: Restructure instructional delivery to support educational excellence and promote student success.
Summary of Activities	In 2013, the Office of Online Learning (OOL) launched the Online Learning Fellows Program to provide faculty with the training and support to design, develop and teach high-quality online courses. Through this initiative the University of Georgia has developed over 250 online-only courses or online versions of high-demand courses that fulfill several areas of degree requirements (see Table 6). In addition to individual online courses, recent efforts have focused on creating and delivering online degree programs, including an entirely online BBA degree. By offering high-demand, required courses in an online format during the summer, students have flexibility in course scheduling and have access to courses in high-demand areas that allows them to meet degree requirements in a timely manner, ultimately contributing to increased degree completion and reduced time-to-degree.
Baseline Status	Since 2012, OOL has partnered with Schools and Colleges to develop online course offerings at the University of Georgia. Although the majority of credit hours are still earned in residential, face-to-face courses, the roster of online courses continues to grow. These courses offer students more flexibility in planning their programs of study and allow students who are studying or interning off campus or who must return home to work fulltime during the summer to stay on track for graduation. Data show that 90% of all students who earn their degrees within four years have taken one or more summer courses, many of them online. Increasing the availability of online courses is expected to improve retention and completion rates. Greater flexibility in fulfilling course requirements through online courses is also expected to increase second- and third-year retention rates. Targets for 2020: first-year retention rate to improve from 94.2% to 96% and four-year graduation rate to improve from 63.1% to 68%. Future reports will include greater analysis of how online courses are impacting retention and completion rates.
Interim Measures of Progress	Since the summer of 2013, enrollments in online courses have steadily increased, as has the number of online courses offered throughout the year (see Table 6). The largest growth has been in online courses offered during the summer terms. Indeed, summer online enrollments have quadrupled between the summer of 2013 and the summer of 2016: in summer 2013, online courses enrolled 1,496 undergraduate students; 2,230 students in summer 2014; 3,421 in summer 2015; and 6,209 in summer 2016. The data below also show that more and more students complete their undergraduate degree with at least one online course in their program of study. <table><tr><th>FISCAL YEAR</th><th>TOTAL</th><th># TAKING ONLINE CLASSES</th><th>% TAKING ONLINE CLASSES</th></tr><tr><td>2014</td><td>6575</td><td>691</td><td>10.5%</td></tr><tr><td>2015</td><td>6897</td><td>1397</td><td>20.3%</td></tr><tr><td>2016</td><td>6972</td><td>2439</td><td>35%</td></tr></table>
Measures of Success	It is clear that online courses contribute to student credit hour production and to progress toward degree completion. Reduced time-to-degree for participants in online courses is the ultimate measure for success, and we will continue to track this data for future reports.
Lessons Learned	The University of Georgia has seen significant increases in summer enrollment, especially in online courses over the past two summers. It seems clear that increased communication across campus helped drive these increases and that effort will continue. The OOL will continue its various programs, such as Online Fellows, to support the creation of additional online courses, in particular courses that fulfill core requirements, major requirements, or are in high demand. In addition, the Registrar started using the waitlist feature in Banner to help departments identify high demand courses early enough to add more sections to accommodate students.

Strategy 5	**Increase funds for merit-based scholarships and, in particular, for need-based scholarships to increase accessibility among under-represented groups.**
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Goal 9: Improve access for underserved communities.

Summary of Activities	The University of Georgia launched the Georgia Access Scholarship program (formerly the Gateway to Georgia campaign) in 2010 in response to the increased need for student financial support, especially need-based aid for students from low-income backgrounds. The scholarship program hopes to improve access to college and increase retention and graduation rates at the University of Georgia. As frequently cited in higher education literature, financial need is one of the greatest barriers to college completion. By reducing the amount of unmet financial need, the Georgia Access Scholarship improves the likelihood of completion for students.
	The Gateway to Georgia Scholarship campaign began in 2010 and ended in 2015. With the end of the Gateway to Georgia Scholarship campaign in 2015, the Georgia Access Scholarship has grown over the past few years thanks to additional support from donors. In addition, raising private support for student scholarships is a top priority in the University's comprehensive capital campaign. In 2015, the Georgia Department of Revenue Non-Endowed allocated $250,000 and the Georgia Department of Revenue Endowed allocated $42,586 from the sale of University of Georgia license plate to the Georgia Access Scholarship Fund; the Georgia Athletic Association Non-Endowed allocated $622,352, and the Georgia Athletic Association Endowed allocated $75,652 toward the Georgia Access Scholarship; the University of Georgia Foundation Need Based Scholarship (Pooled Funds) allocated $206,915 toward the Georgia Access Scholarship; and in 2015, the University of Georgia continued to partner with the Lettie Pate Whitehead Foundation to award $215,000 to 119 students, which has helped under-represented students at the University of Georgia. An estimated 34% of the Georgia Access Scholarship recipients are from first-generation families as reported on the Free Application for Federal Student Aid (FAFSA), and 65% are from ethnic households. The average Expected Family Contribution (EFC) of the Georgia Access scholar is $84 per year.
Baseline Status	Since 2011, the University of Georgia has experienced dramatic growth in the Georgia Access Scholarship program. An important goal is to decrease the amount of unmet financial need for Georgia Access scholars by 2020.
Interim Measures of Progress	During the first year of the program (2010-11), the University of Georgia awarded $316,000 to 141 undergraduate students. In 2015-16, the University of Georgia awarded over $1,620,000 to approximately 1,081undergraduate students. This represents a 666% increase in Georgia Access Scholarship recipients and a 413% increase in award amounts; despite this rapid increase, the average amount of the award (approximately $1,455) is inadequate since the average financial aid gap for Georgia Access scholars is $9,206 after the Federal Pell Grant and gift aid is taken into account.
Measures of Success	Of the 141 students who received a Georgia Access Scholarship in 2010-11, 107 have graduated (76%). Six of the remaining 34 are still enrolled at the University of Georgia as of the 2016 Fall semester.
	In fall 2013, OSFA developed financial aid recipient profiles for each of the University of Georgia's colleges/schools. These profiles have been finalized for each academic year through 2014-15. They are meant to assist individual academic units gauge the financial needs of their students.
Lessons Learned	As frequently cited in higher education literature, financial need is one of the greatest barriers to college completion. The assumption is that reducing the amount of unmet financial need will impact retention and completion rates. The OSFA will track this for each cohort moving forward and will report it as data become available.

Strategy 6	**Provide both a range of high impact curricular opportunities, including service learning, undergraduate research, study abroad, internships, a first-year experience, learning communities and additional resources such as open educational resources to promote student success.**
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Other Goal: Provide a number of high impact curricular opportunities that support student success at the University of Georgia and beyond.
Summary of Activities	A) The University of Georgia's Center for Teaching and Learning (CTL) supports a number of initiatives that impact student success and completion. For example, it coordinates an Open Education Resources (OER) program for classes with large enrollments and traditionally expensive

	textbooks. CTL staff also hold regular workshops to help faculty design or redesign courses to include high impact teaching strategies such as flipped and blended classrooms, "Reacting to the Past" pedagogy, active learning, and problem-based learning; and they run a variety of fellows and mentoring programs that help faculty utilize these and other high impact strategies. See Appendix B for a complete description of the programs sponsored by CTL that support Strategy 6. B) The First-Year Odyssey Seminar (FYOS) program, implemented in 2011, provides all first-year students an opportunity to engage, experience and explore the breadth and depth of the academic culture at the University of Georgia. A required course for first-year students, the FYOS program seeks to introduce them to the importance of learning and give them an opportunity for meaningful dialogue with a tenured or tenure-track faculty member, which encourages positive, sustained student-faculty interactions. Furthermore, seminars introduce students to the instruction, research, public service and international missions of the University. The use of tenured and tenure-track faculty is a unique feature that connects students to faculty scholarship at a research university. C) This year the University of Georgia made an initial investment of $4.4 million to reduce class sizes by hiring faculty and creating more than 300 new course sections in 81 majors across campus (about 55% of the areas in which students can major); these include high-demand courses in growing fields such as engineering, business and public health, courses that historically have high failure rates, and "bottleneck" courses that students must take but have a hard time getting into because of limited classroom slots or scheduling problems. The smaller class size and the increased number of sections will help students be more successful and decrease the time it takes for many to graduate. D) This summer the University of Georgia used the waitlist feature in Athena to help academic departments keep abreast of course demands/bottlenecks when building their course schedules to prevent students from being shut out of courses they needed for degree completion. We will continue to use this feature during the academic year. E) In 2014, the University launched the Undergraduate Research Assistantship Program to support undergraduate research, a very effective high impact practice. This program provides $1,000 stipends to undergraduate students across schools and colleges to conduct research alongside faculty. The program recently was expanded to support a greater number of students.
Baseline Status	A) By the end of the AY 2015-2016, we estimate that we had thus far collectively saved University of Georgia students $1,781,570 through the use of Open Educational Resources. B) The FYOS was created as the Quality Enhancement Plan for UGA's SACSCOC Reaffirmation and launched in fall 2011. We require 100% of all incoming freshmen to take an FYOS that connects them with tenured/track faculty in a small class environment. Since fall 2011, 32,701 first-year students have enrolled in First-Year Odyssey seminars taught by over 700 different faculty.
Interim Measures of Progress	A) As part of our predictive analytics work, we examined the impact of the FYOS and noted that students who took the seminar in their first semester outperformed their predicted GPA while those who took it in the spring did not, even after controlling for incoming GPA for the two groups. As a result of this work, we are encouraging students to take the FYOS in fall semester to get off to the best possible start. In addition, students are asked each year to complete a survey; 58% of students who responded said their seminar helped them make plans for future learning, 59% learned about an opportunity to participate in undergraduate research and 81% said they were introduced to faculty members' roles at the University of Georgia. These surveys also indicate that a majority of students believe their experience in their FYOS helped them understand 1) the importance of taking responsibility for their learning experience, 2) their personal goals for learning and 3) their plans for their future learning. The seminar clearly has been effective at introducing students to the academic culture of the University of Georgia and integrating them into campus life. B) We also will be monitoring the impact of the smaller class size initiative and the Experiential Learning requirement, both of which were launched this year (Fall 2016).
Measures of Success	We will monitor the impact of the small class size initiative and the launch the DegreeWorks Planner on degree completion and also on facilitating dual degrees or otherwise optimizing students' time at the University of Georgia.
Lessons Learned	As these are primarily new programs, lessons learned will become apparent in future years.

OBSERVATIONS

The University of Georgia's retention and completion plan is focused both on having an engaging and supportive environment designed for the success of all students and on providing specific programs for students who are at risk. At the University of Georgia, students are being retained and are completing bachelor's degrees at exceptional rates. The first-year retention rate for all students has hovered around 94 % every year from 2008 through 2013; this rate far exceeds the average (89%) of our comparator institutions and is virtually on par with the average (95%) of our aspirational peer institutions (see Tables 2-4). Of particular interest is the fact that the first-year retention rates for underrepresented populations increased from 93.2% (2012 cohort) to 95.1% (2014 cohort) for Black/African-American students and from 91.5% (2012 cohort) to 94.3% (2014 cohort) for Hispanic students. Our four-, five- and six-year completion rates for underrepresented populations also outpace most peer institutions and many aspirational institutions (see Table 5). Over the past 10 years, for example, completion rates for the entire population have also increased by several percentage points. For the 2007 cohort, the four-year completion rate was 58%, and has risen to 63.1% and 66.1% for the 2010 and 2012 cohorts, respectively. Similarly, the average time to degree for entering freshmen has steadily declined, from a high of 4.28 years for those graduating in 2005 to an historic low of 4.02 years for those graduating in 2015 (see Table 8). We see a similar decline in time to degree among transfer students which went from 2.93 years to 2.58 years over that same time period. Our goal is to boost our four-year completion rate to 68% by 2020.

An important part of our effort to create an engaging and supportive environment designed for the success of all students is the First Year Odyssey Seminar (FYOS) that was discussed in previous updates. This program has completed its fifth year; 100% of all incoming freshmen take an FYOS that connects them with tenured/track faculty in a small class environment. As part of our predictive analytics work, we examined the impact of the FYOS and noted that students who took the seminar in their first semester outperformed their predicted GPA while those who took it in the spring did not. As a result of this work, we are encouraging students to take the FYOS in fall semester to get off to the best possible start. Data discussed previously clearly suggests that this program has been effective at introducing students to the University of Georgia and integrating them into the campus.

Previous reports have also discussed specific programs available to students who are at risk, in particular the Collaborative Academic and Retention Effort (CARE) program, an early intervention program housed in our Division of Academic Enhancement. We are encouraged by the progress that students on academic probation who participate in that program make towards returning to good academic standing. Students who participate in CARE see significant increases in their GPAs and are often back in good academic standing within one semester of participation. By identifying struggling students early and helping them get back into good academic standing, retention and completion become more realistic outcomes for these students. This strategy has been effective and will continue as part of the University of Georgia's efforts to reach our retention and completion targets.

An increase in online courses, especially those offered in the summer, has also been reported on in previous years. Over the last three summers, the University of Georgia has seen dramatic increases in online summer offerings and more and more students are graduating with at least one online course in their dossier. This strategy is paying benefits and will continue to play a part in the University of Georgia's retention, progression and completion plans.

We are collecting more data on student engagement on campus—both academic and co-curricular engagement—and are using this data to create predictive models that will help us identify different factors affecting student success. We expect to be able to launch the DegreeWorks Planner this academic year after resolving with the vendor a number of critical issues with the software. Once this program is launched, we will have informational sessions available for students and academic advisors to make sure students know how to use the program effectively to stay on track to degree completion.

This year's report focuses on several new strategies and initiatives to help reach the institution's CCG goals. These initiatives include 1) the creation of the Exploratory Center to help students identify interest/major fit early in their academic career and take advantage of the many co-curricular opportunities available to them; 2) creation of meta-major tracks to allow students to narrow interests to appropriate major/career fit without loss of applicable credit hours resulting from major changes; 3) creation of a predictive analytics tool to assist advisors in early identification of and intervention with students academically at risk; 4) a plan to hire faculty to teach more than 300 new course sections in high-demand courses, in courses that historically have high failure rates, and in "bottleneck" courses that students must take but have a hard time getting into because of limited classroom slots; and 5) more high impact practices that support educational excellence and promote student success, including the Experiential Learning requirement that began in fall 2016. As we implement these initiatives this year, we will be putting assessment, evaluation and data collection procedures in place to judge the effectiveness of these initiatives. Improved metrics and better methods for identifying students with multiple risk factors will be essential to our retention, progression and completion efforts. These initiatives will help the University of Georgia reach its targets for 2020: first-year retention rate to improve to 96% and four-year graduation rate to improve to 68%. We will be tracking and reporting on these initiatives in future reports.

University of Georgia

This year the University of Georgia Retention, Progression and Graduation Group will be reinstated and will include representatives from financial aid, institutional research, academic enhancement, instruction, student affairs, and various schools and colleges. This group will meet frequently to discuss the progress of various new initiatives, evaluate new initiatives, and discuss data collected for all of our strategies.

University of North Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia (UNG), a 5-campus institution of over 18,000 students, was created in January 2013 from the consolidation of North Georgia College & State University (NGCSU) and Gainesville State College (GSC), and includes campus locations in Cumming, Dahlonega, Gainesville, and Oconee. UNG's fifth campus in Blue Ridge opened this past fall and has increased college access for more students in northeast Georgia. The combined strengths and history of the two previous institutions are reflected in the mission of the new university. UNG focuses on academic excellence in liberal arts, pre-professional, professional and graduate programs, military education, service, and leadership. In addition, UNG retains NGCSU's status as one of only six senior military colleges in the United States, and is designated by the Georgia General Assembly as The Military College of Georgia. UNG has earned renewal of the elective Carnegie Community Engagement Classification. This highlights our ongoing commitment to community partnerships that enrich our educational experience. UNG's commitment to educational excellence and affordability in higher education has been recognized by Forbes Magazine and U.S. News and World Report in 2016 as one of America's top colleges.

Carried over from the former GSC, UNG emphasizes broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia and seeks to assure the success of its students and contribute to the quality of life in the surrounding region. UNG has demonstrated its commitment to the communities in which we serve by having a $545 Million impact during fiscal year 2015, **up 25% or $111 million** from 2014. UNG, with an emphasis on community, diversity and international issues, prepares students to thrive in a global society.

This combined focus on academic excellence, military education, leadership, engagement, and access has resulted in a UNG legacy that allows multiple pathways for degree completion and career preparation. These pathways provide opportunities and support for students with a wide range of academic preparation as well as academic and career goals within a single institution. The goals and strategies we have chosen to focus on in our Complete College Georgia plan reflect the breadth of our mission and these multiple pathways, which include certificates, associate degrees, bachelor degrees and graduate programs. The two-tiered tuition model for our associate degree and bachelor's degree pathways provide a fundamental level of access to higher education for the population of Northeast Georgia. UNG enrollment for fall 2015 consisted of a total of 17,289 students

UNG 2015 Demographics	
Total number of enrollment fall 2014	17, 289
Full-Time	69%
Part-Time	31%
Adult Learners	16%
First Generation	23%
Low-Income	38%
Underserved Minority Groups	15%

UNG 2015 (Self-Reporting) Military Data	
UNG Veteran Enrollment - Full-Time	942
UNG Veteran Enrollment - Part-Time	117
Grand Total	1,059

By choosing to increase the number of undergraduate degrees awarded, shorten time to degree completion, advising, and restructure instructional delivery to support educational excellence and students success (Goals 2, 3, 4, 6 and 8), we have focused on strategies that serve this diverse student body. We target academically strong high school students through our MOWR program, and students attending full-time with our Fifteen-to-Finish campaign, while providing more educational options for adult learners, veterans and part-time students through expanded online course offerings and opportunities to receive credit for prior learning. When we focus on strategies that reduce time to degree, and thus reduce the cost of the degree, we benefit not just our low income students, but all students and their families.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High-impact strategy	**Fifteen to Finish campaign, Promote full-time enrollment of 15 credit hours per semester**
Related Goal	2: Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years)
Demonstration of Priority and/or Impact	Undergraduates enrolled full-time — specifically, 30 or more credits completed in their first year — are more likely to graduate on time than students who complete fewer credits per year (CCA, 2013)
Primary Point of Contact	Sheila Caldwell, Director of Complete College Georgia
Summary of Activities	While it is too early to report graduation rates of students impacted by 15 to Finish, UNG has successfully implemented the 15 to Finish Game Changing Strategy. The 15 to Finish initiative has been incorporated on all UNG campuses during orientation, resource fairs, and new student convocations to target incoming freshman and transfer students. The Advising Center advises new freshman to enroll in 15 or more credit hours and has adopted 15 to Finish marketing materials to encourage current students to increase enrollment to a minimum of 15 credit hours per semester. UNG has developed the Right 15 Credit Hours (Appendix A) to encourage students to take classes that count towards college completion and to avoid accumulating excess credits.
Measures of Progress and Success	
Measure, metric, or data element	Number of students graduating on time with an associate or bachelor's Degree
Baseline Measures	Number of students enrolling in 15 or more credits hours

Interim Measures of Progress

Number of students enrolling in 15 or more credits Fall Semesters

15 to Finish	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Students taking 15	1330	1816	2061	2024
Students taking > 15	1650	1902	1941	2270
Total # full-time students (12 or more)	10,022	10,745	11,768	12058
% of full-time students taking 15 or more credits	29.7%	34.6%	34%	35.6%

Measures of Success	• Number of students completing associate degrees in 2 years. • Number of students completing bachelor's degree in 4 years. • Number of students enrolling for 15 or more credit hours in • Number of students graduating on time with an associate or bachelor's Degree
Lessons Learned	An increase in enrollment and retention has made it challenging to offer 15 or more credit hours to current students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. The Student Affairs Division at UNG has hired a new Associate Vice President of Enrollment Management to focus on right size enrollment for each campus. The Associate VP is working with each campus to ensure proper enrollment growth based on resources such as faculty, space, and community needs. UNG has implemented Ad Astra software to measure and predict demand for courses. The software has also served as a resource to predict hiring needs for courses. We have learned that educating students and parents on the benefits of on-time college completion has empowered students to make better choices.

High-impact strategy	**Expand MOWR programs**
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school
Demonstration of Priority and/or Impact	According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for the students who participate in these programs. There is also evidence that MOWR increases academic performance and educational attainment.
Primary Point of Contact	Charles Bell, MOWR Coordinator
Summary of Activities	UNG conducted MOWR Recruitment Events and Counselor Workshops on each campus during fall 2015 and spring 2016. Parents and students visited our campuses to learn about dual credit opportunities. Each campus assigned an MOWR academic advisor for high school students, parents, and counselors to provide information, assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. We have developed a model to strategically deliver MOWR courses to rural high schools in our service area. For the 2015 school year, UNG partnered with Jackson and Union County School Systems in the delivery of MOWR courses at the high schools. This year, we have expanded our partnership to include six Hall County High Schools to deliver MOWR courses at Jones Early College. Transportation is offered to include high-ability students who may be economically disadvantaged.

Measures of Progress and Success

Measure, Metric, or Data Element	• Number of students enrolled in MOWR • Number of credits awarded to MOWR students • Number of high schools from which we draw MOWR students • Percent of MOWR students who matriculate into UNG immediately following high school completion
Baseline Measures	• Number of students enrolled in MOWR • Number of credits awarded to MOWR students • Number of high schools from which we MOWR students • Percent of MOWR students who matriculate into UNG immediately following high school completion
Interim Measures of Progress	UNG had 625 students participate in MOWR fall 2015 compared to 462 fall 2014. UNG awarded a total of 6, 684 credits in 2014 compared to 8,862 credits showing a significant increase of 35.28% in the number of participants and a 32.59% in the number of credit hours earned in the 2015 academic year. Additionally, UNG **retained 54.7% of MOWR participants** who graduated spring 2016 compared to 50.2% of MOWR students who graduated spring 2015. Students in the MOWR program participated from 76 different high schools in fall 2015 compared to 62 different high schools in fall 2014. UNG has had two MOWR students earned associate degrees this past Spring. Furthermore, five MOWR students are positioned to earn associate degrees by Spring 2017. Preliminary statistics based on fall 2016 enrollment to date show **an increase of 226%** from fall 2013 to fall 2016. <table><tr><th>UNG MOWR</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr><tr><td># MOWR students</td><td>265</td><td>462</td><td>625</td><td>865</td></tr><tr><td># credits earned</td><td>3789</td><td>6684</td><td>8862</td><td></td></tr><tr><td>% of participating Seniors who matriculate to UNG after high school</td><td>43%</td><td>50.2%</td><td>54.7%</td><td></td></tr></table>
Measures of Success	• Number of students enrolled in MOWR • Number of credits awarded to MOWR students • Number of high schools from which we draw MOWR students • Percent of MOWR students who matriculate into UNG immediately following high

	school completion • Number of MOWR students who graduate college early or on time.
Lessons Learned	Due to high growth and matriculation rates of MOWR students, UNG MOWR Advisors developed a customized orientation to help students progress and complete programs of study at UNG. The high growth of MOWR students is compelling UNG to look at all of its populations to manage growth and "right size" each segment of our student population. Therefore, we will utilize eCore to provide access to college-level courses to MOWR students. We also want to ensure that MOWR students are successful. As a result, 2016 MOWR participants will be required to achieve a 2.5 GPA after the first two semesters to maintain enrollment at UNG. Their GPA has an impact on their future HOPE eligibility beyond high school and we want to position students for success beyond high school. The students who persist with UNG upon high school completion receive assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion. UNG now has a full-time dedicated MOWR Coordinator who provides more college opportunities for students, support relationships with high school counselors, coordinate student advising and ensure successful matriculation for MOWR participants.

High-impact strategy	**Promote the CLEP exam**
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment.
Demonstration of Priority and/or Impact	A 2010 study by the Council for Adult and Experiential Learning, funded by the Lumina Foundation, showed that students with prior-learning assessment (PLA), such as CLEP, had better academic outcomes than students without prior learning assessment. The study showed that PLA students earning bachelor's degrees saved an average of 2.5 to 10.1 months of time in earning their degrees. PLA students earning associate's degrees saved an average of 1.5 to 4.5 months.
Primary Point of Contact	Kathy Rich, Interim Director of Testing
Summary of Activities	During the 2015-2016 academic year, Academic advisors and the coordinator of the Center for Adult Learners and the Military (CALM) have encouraged incoming freshman, adults, transfer, and military students to take advantage of prior learning credit. Information regarding prior learning credit is now incorporated into our 15-to-Finish presentation at New Student Orientations. This year the Student Affairs Division implemented resources fair and provided another opportunity to educate students on the benefits of prior learning assessment.
Measure of Progress and Success	
Measure, Metric, or data element	• Credit awarded based on CLEP Scores • Number of students who graduate on-time or early due to CLEP
Baseline Measures	• Number of tests administered. • Number of credits awarded based on CLEP scores.
Interim Measures Of Progress	The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. UNG has been number one in the state of Georgia for total number of CLEP exams administered and in the top 100 in the nation for total number of CLEP exams administered for the past three years. In the 2014-2015 academic year the institution administered a total of 970 CLEP tests and awarded 3,668 credits. In the 2015-2016 academic year UNG administered 1087 exams and awarded 4,147 credits.
Measures of Success	• Number of tests administered • Number of credits awarded based on CLEP scores • Rank in the State of Georgia for CLEP exams administered • Number of students who graduate on-time or early due to CLEP

Lessons Learned	Although CLEP is an effective strategy for shortening time to degree completion, UNG has learned that all USG institutions do not accept CLEP credit on transcripts from other USG institutions. Some institutions require students to take additional assessments. We have made provisions to communicate policies with parents and students who seek to transfer CLEP credit.

High-impact strategy	**Expand completely online opportunities**		
Related Goal	8: Restructure instructional delivery to support educational excellence and student success		
Demonstration of Priority and/or Impact	Students who enroll in eCore courses can complete core courses on line towards fulfillment of a two-year Associate of Arts or Sciences degree or complete core courses to earn a baccalaureate degree. This strategy promotes Go Back, Move Ahead for adult learners and overall student success. Students can take courses conveniently on-line without interrupting their college careers due to a lack of available courses on campus or a lack of resources.		
Primary Point of Contact	Stephanie Hulsey, Coordinator of Online Student Success		
Summary of Activities	UNG continues to increase the number of courses offered online, while ensuring the quality of these courses by requiring all online courses to undergo a Quality Matters review. To expand these opportunities more rapidly, and to strategically target its own course development resources, the institution became an eCore affiliate in spring 2014. UNG hired an eCore advisor to serve as a single point of contact for eCore students and to contact and assist at-risk students. We have also implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses.		
Measures of Progress and Success			
Measures, metric, or data element	Number and % of degrees conferred in which at least one course has been fully online.		
Baseline Status	• Number of credits attempted in fall for courses offered completely online. • Number of credits successfully completed in fall for courses offered completely online.		
Interim Measures Of Progress	From fall 2013 to fall 2016, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 3,018 participants. The overall increase for the past three academic years is **39%.** Greater gains were made in online course registrations. From fall 2013 to fall 2016, course registrations **increased by 53%.** Completion rates for online courses average **82.34%.**		

	Online Headcount	Online Course Registrations	Successful Completion
Semester	**Total**	**Total**	**Total**
Fall 2013	2158	3025	80.99%
Spring 2014	2411	3446	80.56%
Summer 2014	1514	2055	86.37%
Fall 2014	2535	3756	78.75%
Spring 2015	2864	3995	79.85%
Summer 2015	2320	3107	88.89%
Fall 2015	3081	4823	81%
Fall 2016	3018	4627	

Measures of Success	• Number of credits attempted in fall, spring, and summer for courses offered completely online. • Number of credits successfully completed in fall, spring, and summer for courses offered

	completely online. • Number and % of degrees conferred in which at least one course has been fully online. • Number of degrees conferred to adults students in which at least one course has been fully online.
Lessons Learned	The on-line orientation was implemented fall 2014 to inform students about expectations in an on-line course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the on-line orientation have consistently earned higher grades point averages than students who did not participate over the past two years.

High-impact strategy	**Provide tutoring to students who are risk for failing Math courses with high drop, failure, and withdrawal (DFW) rates.**
Related Goal	3: Provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	UNG students who visited the Academic, Computing, Tutoring and Testing (ACTT) Center for math tutoring demonstrated significantly higher pass rates in math courses with DFW rates than students who did not attend the tutoring center for assistance with math. Students who are not successful in Math courses will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompletion.
Primary Point of Contact	Hieu Huynh, Director of Tutoring Services
Summary of Activities	The Director of Tutoring Services attended department meetings with math faculty advisors, presented at New Faculty Orientations, and ensured Math instructors communicated to students during the first week of class about the services and benefits of attending the ACTT center early in the semester. The Tutoring Director also worked with faculty advisors to ascertain comparison data for students who attending ACTT versus students who did not.

Measures of Progress and Success	
Measure, Metric, or Data Element	• Pass rates for students who participated in tutoring sessions • Pass rates for students who did not participate in tutoring sessions
Baseline Measures	• Number of tutoring requests • Number of tutoring sessions Pass rates for students who participated in tutoring sessions

Interim Measures of Progress	**Fall 2015**	**Tutoring Lab % pass rate****	**Non-Lab % pass rate**	**% difference**
	Math 0099	73%	59%	15%
	Math 0987	75%	66%	9%
	Math0989	77%	53%	23%
	Math0999	86%	72%	14%
	Math 1001	86%	72%	13%
	Math 1111	68%	54%	14%
	Math 1450	83%	70%	13%
	Math 2400	82%	65%	18%
	Math 2460	68%	47%	21%
	Math 2470	100%	54%	46%
	Math 2510	100%	63%	37%
	Math2800	100%	63%	38%
	Math 3000	100%	78%	22%
	Math3520	100%	90%	10%

Math3650	100%	93%	7%	

Measures of Success	- Pass rates for students who participated in tutoring sessions - Pass rates for students who did not participate in tutoring sessions
Lessons Learned	The Director of the ACTT Center will disaggregate data based on student populations to determine which student populations (traditional, adults, transfer) are more likely to utilize ACTT Center. Data will also reveal which student groups performed better. New insights may show a need to offer more tutoring services on-line and on Saturday for adult learners.

High-impact strategy	**Provide tutoring to students who are risk for failing English 1101 courses**
Related Goal	3: Provide intrusive advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	UNG students who visited the Writing Center for English 1101 tutoring demonstrated significantly higher pass rates than students who did not attend the Writing Center for assistance with English 1101. Students who are not successful in English 1101 will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompletion.
Primary Point of Contact	Hieu Huynh, Director of ACTT Center
Summary of Activities	The UNG Writing Center was very proactive in educating new and returning students about the effective and free services provided to UNG students. During the 2015-2016 academic school year, the Writing Center registered 1,148 new clients, conducted 12 Writing Center Tours and 10 in-Class workshops with English 1101 Faculty Advisors. As a result, 1,174 students learned about topics on analyzing journal articles, formatting, note-taking, and plagiarism. Sessions lasted 30 minutes - 60 minutes. Faculty and student evaluations were favorable.
Measure of Progress and Success	
Measure, Metric, or data element	- Pass rates for students who participated in tutoring sessions - Pass rates for students who did not participate in tutoring sessions
Baseline Measures	- Students who visit Writing Center 2 or more times - Number of students registered to visit Writing Center - Students who request revisions
Interim Measures Of Progress	In fall, 2014, 93% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 61% who did not attend. In fall, 2015, 94% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 56% who did not seek tutoring assistance.
Measures of Success	- Pass rates for students who visited the Writing Center 2 or more times - Comparison data to show college completion rates for students who utilize The Writing Center compared to those do not
Lessons Learned	The Writing Center Director found that more students participated in targeted, in-class workshops than the general sessions conducted in the Writing Center, fall, 2015. This past fall, 68 students attended general sessions in the Writing Center compared to 427 in-class workshops with faculty advisors. Therefore, in Spring 2016, the Writing Center focused on primarily collaborating with faculty advisors in the English Department to increase the numbers of students contacted and educated on the services and effectiveness of the Writing Center. The Spring sessions resulted in an additional 140 students benefitting from the center as a result of working solely with faculty advisors.

High-impact	**Intentional Advising**

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strategy	
Related Goal	Goal 4: Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	On Time and On-Target Advising is a priority because it was selected by President Jacobs, her Cabinet and faculty members to be the Quality Enhancement Plan (QEP) as part of SACSCOC reaffirmation. The blended advising model aims to strengthen students, faculty, and professional advisors role in advising to increase college completion.
Primary Point of Contact	Terri Carroll, Executive Director of Advising
Summary of Activities	In spring 2016, UNG presented its Quality Enhancement Plan (QEP)"On Time and On Target" as part of its SACSCOC reaffirmation. The QEP was approved with no recommendations at all. UNG's QEP uses intentional advising and faculty mentoring to develop students' confidence in their ability to achieve their educational goals and to support student responsibility in accomplishing those educational goals. More specifically, the QEP will improve advising at UNG by adding additional professional advisors, requiring mandatory advisement, instituting advising tools such as program of study sheets and degree sequence guidelines, and establishing Maximize Your Major sessions presented by faculty and professional advisors at new student orientations. Implementation began in spring 2016 with incoming students majoring in biology, pre-nursing, criminal justice, psychology and open option students on the Dahlonega campus. Additional majors and campuses will be phased in gradually over four years.
Measures of Progress and Success	
Measure, Metric, or Data Element	- Number of Students Participating in Maximizing Major Orientation Sessions - Number of Student Meetings Expectations in Learning Outcomes - Increase Number of Students Progressing and Completing College
Baseline Measures	- Number of Students Participating in Maximizing Major Orientation Sessions - Number of Students Participating in On-Time and On-Target Academic Blended Academic Advising Model
Interim Measures of Progress	- Number of Students Participating in Maximizing Major Orientation Sessions - Number of Student Meetings Expectations in Learning Outcomes
Measures of Success	- Number of Students Participating in Maximizing Major Orientation Sessions - Increase number of Students Participating in On-Time and On-Target Blended Academic Advising model - Increase Number of Students Progressing and Completing College
Lessons Learned	UNG has learned it is important to design an advising model that is based on the interests and abilities of each student that will permit success in their personal and professional goals. The blended advising model is a collaborative effort between students, professional advisors and faculty members. Students benefit from professional advisors who are specially trained to teach them about university policies, procedures, and program requirements, including developing short- and long-term educational plans. Furthermore, students also learn that changing majors can lead to delayed college completion. Faculty advisors provide expertise related to majors and experiential opportunities that students can pursue to support educational goals. The blended advising model aims to encourage students to take ownership of their academic plan and to foster critical thinking skills and decision making. The blended advising approach seeks to keep students "On Time and On Target" to maximize the educational experience and enhance successful academic program completion.

University of West Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 85 active programs of study, including 42 at the bachelor's level, 29 at the master's and specialist levels, four at the doctoral level, and 10 at the advanced certificate level. The university awarded 2,442 degrees and awards in fiscal year 2015. The number conferred has risen since fiscal year 2009 when the university awarded 1,895 degrees. This represents an increase of 29%.

There were 12,834 students enrolled in Fall 2015: 10,753 at the undergraduate level and 2,081 at the graduate level. Overall enrollment at UWG has grown 14% since the Fall 2008 semester. UWG has a diverse student population: 53.2% are Caucasian, 36.0% are African-American/Black American, 4.6% are Hispanic, 2.8% are of mixed race, 1.4% are Asian, 1.7% did not declare any race, 0.2% are American Indian/Alaskan Native, and 0.1% are Native Hawaiian/Pacific Islander.

Ninety-six percent of the student body was from Georgia and represented 42 different counties. Carroll, Cobb, Coweta, Douglas, and Cobb were the five counties with the largest numbers of students at UWG. There were 549 out-of-state students representing 45 of the 49 remaining states. Alabama, Florida, California, New York, North Carolina, South Carolina and Tennessee were the top states sending students to UWG. Additionally, there were 345 students from 71 countries. Canada, China, India, Jamaica, Nigeria, Germany, and Ghana were the top countries sending students to UWG.

The number of students eligible for the Pell grant has steadily increased in the past five years. In the Fall 2009 semester, 44.66% of the undergraduate population was Pell eligible. The fall semester of 2010 saw an increase when 52.16% of UWG students were Pell eligible. The percentage held at 52% in the 2011 and 2012 fall semesters. In Fall 2013, the percentage of students who were Pell eligible rose to 55.24%. Our percentage of Pell eligible students has decreased slightly in the past two years, to 53.6% in Fall 2014 and 51.9% in Fall 2015.

The University of West Georgia has been committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Given the makeup of our student population and demographic trends in our region and in response to the Complete College Georgia (CCG) imperatives, the university is taking a more directed approach to helping our students with course progression and degree attainment. This commitment to progression and attainment has helped the university identify and implement five high impact strategies to help our students successfully obtain a degree. These high impact strategies are discussed in Section 2 of this report.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, & ACTIVITIES

High-impact strategy	**Change institutional culture to emphasize taking full-time course-loads (15 or more credits per semester) to earn degrees on-time.**
Related Goal	Goal 2. Increase the number of degrees that are earned on time.
Demonstration of Priority and/or Impact	This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals: **Goal A**. Increase student persistence and timely progression to degree attainment. **Goal D, Action 1**: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency.
Primary Point of Contact	John Head, Associate Vice President for Enrollment Management jhead@westga.edu
Summary of Activities	Prior to AY 2015-2016, professional advisors in the Advising Center as well as those in the College of Education, Richards College of Business, and School of Nursing advised students in their first and second years to register for 15 or more hours each semester. In AY 15-16, we continued this strategy, and many of our advisors set performance evaluation goals connected to this initiative. Additionally, Academic Affairs and Student Affairs and Enrollment Management collaborated to increase core seat offerings to ensure students are able to take 15 or more hours each semester.
Measures of Progress and Success	
Measure, metric, or data element	• Percentage of students who enroll in 15+ credit hours each term • Percentage of students who meet 30-60 hour benchmarks • First and Second year retention rates • Four- and six-year graduation rates
Baseline measures	• In Fall 2014, 20.3% of students were enrolled in 15+ credit hours. This percentage has increased steadily since 2011. • At the end of Spring 2015, 18.5% of students earned fewer than 30 hours, 27.7% of students earned 30-59 hours, and 22.1% of students earned 60-89 hours. • Our first year retention rate for Fall 2013 entering students was 74.1% for full-time students. Second year retention for these students was 59.1% • Our 4-year graduation rate for students who entered in Fall 2008 was 15.7%. Their 6-year graduate rate was 40.6%.
Interim Measures of Progress	• Of the freshman who entered in Fall 2015, 37.3% enrolled in 15 or more hours. This is a huge increase from Fall 2014, when only 20.3% of students were enrolled in 15+ credit hours. • 27.2% met the 30-hour benchmark by the end of Spring 2016 and 22.2% met the 60-hour benchmark. There was a very slight decrease at the 30-hour benchmark and a very slight increase at the 60-hour benchmark.
Measures of Success	• Our 1st year retention rate dropped slightly, from 74.1% to 72.3%. Our second year retention rate rose from 59.1% to 66.3% • Our 4-year graduation rate was 15.6% (a very slight decrease), and our 6-year graduate rate was 39.0% (a slight decrease) **5-Year data on students successfully completing between 15 and 29 and 30+ credit hours in their first year are provided in Appendix Table 1.** **5-Year data on 4-year graduation rates are provided in Appendix Table 2.**
Lessons Learned	Once we began advising students in the 15-to-finish model, we noticed an uptick in the number of students and parents who were concerned that if a student enrolled in 14 hours in their first Fall term, they would not be on track to graduate on time. Advisors changed their

	strategy to stress the importance of students completing 30 hours during the first academic year rather than completing 15 each term. Also, a high number of UWG students work part- or full-time jobs, making it difficult for them to take a full academic load and be successful while working. Because a large number of our students must work while in school, advisors suggest they also take courses in the summer and work to complete 30 hours per year across the Fall, Spring, and Summer terms.
	Another lesson learned is that taking 15 hours per semester works for most, but not all, majors, and thus some majors (nursing, for example) require more individualized advising based on programmatic requirements.
	Finally, while we have been successful in advising a greater number of students to take 15 or more hours per semester, we have not been using this advising method long enough to determine its effect on retention or graduation rates.

High-impact strategy	**Offer block schedules for students in meta-majors or majors for the first semester or first year.**
Related Goal	Goal 2. Increase the number of degrees that are earned on time. Goal 3. Decrease excess credits earned on the path to getting a degree.
Demonstration of Priority and/or Impact	This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals: **Goal A**. Increase student persistence and timely progression to degree attainment. **Goal D, Action 1**: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency.
Primary Point of Contact	Elizabeth Kramer, Associate Dean of the College of Arts & Humanities ekramer@westga.edu
Summary of Activities	The ACCESS pilot project received funding for the 2014-2015 academic year as part of the USG CCG Innovation Grant program. That year we had two block programs: one for B.A. majors and one for B.F.A. majors. We intended for the program to increase the number of hours students earned each semester and create a cohort-based course schedule to ensure students had the courses they needed to progress through their majors. During the 2015-2016 year, we ran two ACCESS block, one for BA/BFA majors in Art, and another for students majoring in Theatre.
Measure of Progress and Success	
Measure, metric, or data element	• Percentage of first-time, first-semester students enrolled in block schedules • Credit hours earned at the end of the 1st and 2nd years • 1st and 2nd year retention rate • Cumulative GPA
Baseline measures	In the 2014-2015 Academic Year: • 14.6% of BA/BFA majors were enrolled in block schedules • Average credit hours earned at the end of the 1st year was 29.5 for BA and 32.0 for BFA students, compared to 27.1 for non-ACCESS BA/BFA students. • Cumulative GPAs were 2.88 for BA and 3.09 for BFA students, compared to 2.93 for non-ACCESS BA/BFA students.
Interim Measures of Progress	• 13.0% of BA/BFA majors in Art and Theatre were in an ACCESS block
Measures of Success	• For Fall 2014 ACCESS students, average credit hours was 56.0 for BA students and 56.8 for BFA students, compared to 53.3 for non-ACCESS BA/BFA students.

	- The 2nd year retention rate for students who started ACCESS in Fall 2014 was 58% for BA students and 75% for BFA students, compared to 57% for non-ACCESS BA/BFA students. - For Fall 2015 ACCESS students, average credit hours was 31.3 for BFA/BA-Art students and 28.6 for Theatre students, compared to 24.9 for non-ACCESS students in art and theatre. - The 1st year retention rate for students who started ACCESS in Fall 2015 was 95% for Art and 88% for Theatre, compared to 80% for non-ACCESS BA/BFA students. - Cumulative GPA was 3.21 for BA/BFA Art students and 2.75 for Theatre students, compared to 2.68 to non-ACCESS BA/BFA students. **5-Year history data on number of collegiate credits earned at degree conferral for students earning a bachelor's degree is provided in Appendix Table 3.**
Lessons Learned	Although our data clearly show that students in the ACCESS blocks earn more credits than their non-ACCESS peers in similar majors, we continue to struggle to find a sustainable approach to using block scheduling and taking it to scale. It requires a significant amount of planning from various offices on campus to ensure coherence in recruitment, identifying courses, creating schedules, and registering students. Further, the model is most successful when faculty who teach within the cohorts are able to plan together, which requires a significant amount of time and can be hampered when teaching assignments are changed at the last minute.

High-impact strategy	**Use SSC-Campus predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs.**
Related Goal	Goal 4. Provide intentional advising to keep students on track to graduate.
Demonstration of Priority and/or Impact	This high priority strategy is aligned with two of UWG's Student Success strategic imperative goals: Goal A. Increase student persistence and timely progression to degree attainment. Goal D, Action 1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency. We consider this to be a high priority strategy because of the significant investment we have made in the EAB-SSC system.
Primary Point of Contact	John Head, Associate Vice President for Enrollment Management jhead@westga.edu Myrna Gantner, Interim Provost mgantner@westga.edu
Summary of Activities	Prior to the 2015-2016 academic year, UWG piloted the EAB Student Success Collaborative with three groups of professional advisors: pre-nursing, business, and the Advising Center. The pilot was scaled up in September 2015, and all professional and faculty advisors were trained to use EAB-SSC. This resulted in full implementation beginning Spring 2016.
Measures of Progress and Success	
Measure, metric, or data element	- Number of students who meet 30-60-90 hour benchmarks. 1st, 2nd, and 3rd year retention rates - Number of hours attempted and earned at graduation - Four- and six-year graduation rates
Baseline measures	In the 2014-2015 Academic Year: 27.7% of students met the 30-hour benchmark, 22.1% met the 60-hour benchmark, and 17.6% met the 90-hour benchmark.

	• Our 1st, 2nd, and 3rd year retention rates were 71.1%, 56.0%, and 49.6%, respectively. • The number of credit hours attempted and earned at graduation was 134.4. • Our 4-year graduation rate for students who entered in Fall 2008 was 15.7%. Their 6-year graduate rate was 40.6%.
Interim Measures of Progress	• The percentage of students who met 60-hour benchmarks was up, but the percentage who met 30- and 90-hour benchmarks was down: • 30-hour benchmark was down very slightly from 27.7% to 27.2% • 60-hour benchmark was up from 22.1% to 22.8% • 90-hour benchmark was down from 17.6% to 16.8%
Measures of Success	• Our 1st, 2nd, and 3rd year retention rates were 71.8%, 57.0%, and 49.9%, respectively. These are increases from the previous year. • The number of credit hours attempted and earned at graduation was 132.8, down from 134.4 the previous year. • Our 4-year graduation rate was 15.6% (a very slight decrease), and our 6-year graduate rate was 39.0% (a slight decrease) **5-Year percentage of credits successfully completed versus attempted in each Fall semester is provided in Appendix Table 4.**
Lessons Learned	Our professional advisors are consistently and effectively using SSC-Campus to provide targeted advising to students to keep them on track to graduation. However, we need to ensure that all faculty advisors have received the training they need to successfully use SSC-Campus and that they are expected to use the system so that advising is consistent across all colleges that have their own advising centers. In our Advising Center, we discovered that there are specific campaigns all advisors need to run to retain students. For example, a target group for us is students who are at risk for losing their HOPE scholarship or other financial aid. We now ensure we use SSC-Campus to catch these students, and then we work with them to keep them eligible for financial aid. We are also putting greater effort into using SSC-Campus to work with our "murky middle" students, rather than focus significant time and energy working with students at the very bottom academically who have very little chance of being successful.

High-impact strategy	**Participate in dual enrollment or joint enrollment programs for high school students.**
Related Goal	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.
Demonstration of Priority and/or Impact	This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals: **Goal B**. Attract students with characteristics consistent with our vision and mission who will choose UWG as a top choice institution. **Goal B, Action 2**: Create a comprehensive recruitment plan that will serve as a pipeline for all student populations.
Primary Point of Contact	April Wood, Associate Director of Move On When Ready awood@westga.edu
Summary of Activities	Prior to AY 2015-2016, the Carrollton City and Carroll County Education Collaborative (CCEC) partnership was established by UWG, with dual enrollment (DE) as one of its top priorities for our region. A CCEC sub-committee on DE recommended: • DE courses be offered at the Newnan Center (which opened August 2015) • Implementing strategies to increase enrollment (e.g., convenient scheduling for high school students, early planning for course offerings, and hiring a Pre-College Program Coordinator), and • Providing eCore options for high school students. In AY 15-16, we added a new staff member for MOWR by reallocating resources from the Advanced Academy, allowing UWG to expand our reach and serve more high schools. Currently there are two full-time staff for MOWR (an Associate Director and coordinator) and a graduate assistant. We currently offer dual enrollment courses on our Carrollton and Newnan locations, and through eCore.
Measures of Progress and Success	
Measure, metric, or data element	• Number of students enrolled in dual enrollment each term at Carrollton, Newnan, and through eCore. • Number of credit hours earned through dual enrollment each term. • Success rates of students in dual enrollment each term (i.e., grades of A, B, and C).
Baseline measures	• In AY 2014-2015: • 189 students were enrolled in dual enrollment. • Students earned 2,224 credit hours. • 93.6% of dual enrollment students earned an A,B, C, or S in their coursework. Note: MOWR students are able to enroll in 26 out of the 27 eCore classes offered. We currently have 172 enrolled in eCore for the Fall.
Interim Measures of Progress	For 2015-2016, the unduplicated head count for number of students enrolled was 446, a 136% increase from the previous year.
Measures of Success	• Credit hours earned by MOWR students increased from 2,224 to 6,034 (a 171% increase). • 91.2% of students earned an A, B, C, or S in their coursework, a decrease from the previous year. The percentage of students who continued at UWG as full-time freshmen was 56%, up from 52% the previous year.
Lessons Learned	Our biggest challenge in increasing our MOWR numbers relates to the use of the GAfutures funding application. This process requires multiple steps and is tedious and time consuming for all parties. The deadlines can be unrealistic, especially for the Summer term, because high

	school counselors are on summer break. It is also challenging to get the student to check their email and follow the instructions. To deal with this issue at UWG, we have implemented a policy whereby students cannot be advised for the next semester until their funding application has been completed and turned in to UWG. We are also relying on other forms of communication—beyond email—to communicate with students.

High-impact strategies	**Award credit based on Advanced Placement scores/exams.** **Award credit based on International Baccalaureate scores/exams.** **Award credit based on assessment of prior learning via CLEP scores.** **Award credit based on departmental exams.**
Related Goal	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.
Demonstration of Priority and/or Impact	This high impact strategy is aligned with two of UWG's Student Success strategic imperative goals: **Goal B**. Attract students with characteristic consistent with our vision and mission who will choose UWG as a top choice institution. **Goal B, Action 2**: Create a comprehensive recruitment plan that will serve as a pipeline for all student populations. This strategy provides students, including adult learners and those with some college credit, to receive credit for prior learning.
Primary Point of Contact	Myrna Gantner, Interim Provost mgantner@westga.edu David Jenks, Interim Associate Vice President for Academic Affairs djenks@westga.edu
Summary of Activities	Prior to the 2015-2016 academic year, UWG had policies in place to award credit for AP, IB, and CLEP exams. In Spring 2016, 13 students enrolled in the PLA portfolio creation course as part of the portfolio assessment pilot project. Eight students submitted portfolios for assessment, and 3 were granted course credit. In Summer 2016, two students submitted portfolios and both were granted credit. In Summer 2016, we concluded the portfolio assessment pilot project, and AVP David Jenks was tasked with expanding portfolio assessment campus-wide. We've also begun our initial planning to be able to award credit based on ACE scores.
Measures of Progress and Success	
Measure, metric, or data element	Number of credits awarded based on AP, IB, CLEP, and UWG Departmental Exams scores/exams
Baseline measures	For the 2014-2015 academic year: AP credits: 1464; IB credits: 60; CLEP credits: 574; UWG Departmental Exam credits: 1592
Interim Measures of Progress	NA
Measures of Success	For the 2015-2016 academic year: AP credits: 1847 (26% increase from the previous year); IB credits: 75 (25% increase); CLEP credits: 514 (11% decrease); UWG Departmental Exam credits: 1843 (16% increase). Overall, there was a 16% increase from the previous year. **5-Year data are provided in Appendix Table 5.**
Lessons Learned	Departments are in the process of reviewing courses that are available for prior learning

assessment (PLA) credit through CLEP, challenge exams, and portfolio. Departmental representatives will provide a list of classes that can be offered under any of these three methods (due date is October 2016). One challenge will be to ensure that each department has multiple certified assessors for portfolio assessment, using options such as DePaul, CAEL, and Kennesaw. Departments will have to determine how best to pay for assessor training. We are also examining ways to create in-house certification rather than rely on outside assessors.

We have completed a sample review of veterans' transcripts to identify ACE credit that was awarded or requested but not awarded. We then developed procedural guidelines for all departments to use when they receive requests to review ACE courses for academic credit. Finally, the institution is developing an ACE credit course equivalency chart that will list every ACE course and equivalent UWG course based on review by faculty disciplinary experts.

OBSERVATIONS

The strategies that were most effective for us were (1) changing the institutional culture to emphasize taking full-time course-loads (15 or more credits per semester) to earn degrees on-time and (2) the use of predictive analytics through SSC-Campus to identify students who are off track and help them understand their likelihood of success in particular programs. We have a larger percentage of students taking full course loads, and we have been able to create targeted advising campaigns, using SSC-Campus, to keep our students on track to graduate, to get them the targeted help they need to be successful, and to help them find a major that is a good fit for them. Based on our lessons learned as described in this report, we have made small modifications to these strategies to better support our students, and we expect these to have a positive effect.

Offering block schedules for students in meta-majors or majors for the first semester or first year has been a successful strategy for us in terms of helping students earn more course credits as well as increasing their academic success in the first year, but the strategy remains challenging to take to scale due to how difficult it is to coordinate such blocks. At this time, we will continue to offer blocks for programs that are willing to invest the time needed to plan, coordinate, and implement the strategy.

This year's report does not include strategies we have reported on in the past, including the use of supplemental instruction (SI) and using alternative delivery models (online learning). We are continuing to grow our online delivery models, including adding new courses and programs. This year we added an online Bachelor of Science with a major in Organizational Leadership as part of the USG eMajor initiative. This affordable program includes flexible 8-week terms and offers a wide array of credit for prior learning as well as transfer credit. We are growing our SI program, which continues to be an effective method for supporting students academically. Our data indicate that students who participate in SI earn higher grades than non-participants, that there is a positive correlation between number of sessions attended and course grade, and that student retention is high for students who take part in SI. Our current challenge is finding space on campus for the number of SI sessions needed.

As we look ahead, one of our priorities is to provide program maps that plot a degree path, reduce choice, and include math pathways. This Fall, these program maps were completed all of our undergraduate programs, and they are available online at https://www.westga.edu/student-services/advising/program_maps.php. Another priority is to examine the ways alternative delivery models such as hybrid and flipped classes and emporium models can be used to support student success. Even more important than the delivery models themselves, however, is incorporating evidence-based teaching practices (regardless of delivery model) that best support active, engaged learning. As part of our campus-wide LEAP and Gateways to Completion (G2C) work, we will continue to focus our energies on course redesign that can best support student success.

We are also working to expand opportunities for students to be awarded credit through portfolio review and through ACE courses. We pilot tested our portfolio creation course last year and awarded credit to five students. We are currently examining ways to create in-house certification for faculty assessors rather than rely on outside assessors for portfolio review. In addition, UWG has developed procedures guidelines for all academic departments for reviewing ACE courses for credit. This year we expect to increase our number of credits earned through portfolio review and ACE courses.

Valdosta State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Valdosta State University (VSU) is a comprehensive University within the University System of Georgia, with a fall 2015 enrollment of over 11,000 students. VSU is a welcoming, and vibrant community founded on and dedicated to serving the communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. Our mission to students is to provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Headcount Enrollment	2,258	1,972	1,722	1,622	1,442
Full-time	2,218	1,935	1,688	1,585	1,410
Part-time	40	37	34	37	32
Adult (25 years or older at matriculation)	46	25	24	22	24
American Indian or Alaskan Native	2	2	2	1	2
Asian	26	28	19	38	29
Black	933	776	668	602	529
Native Hawaiian or Other Pacific Islander	5	3	0	3	2
Hispanic or Latino	104	106	96	98	93
More than one race	75	68	72	61	69
Unknown race	33	11	12	15	9
White	1,080	978	853	804	709
Female	1,376	1,161	1,005	945	851
Male	882	811	717	677	591
PELL Recipients	1,149	932	832	759	NA
Military				11	9
First Generation					151

See Appendix Tables 1-5 for additional metrics related to completion provide by the University System of Georgia (USG) Warehouse.

Valdosta State University is committed to educating our diverse student population which consists of students from our local, state, national, and international communities. Our commitment to student success over the past year has led to continued partnerships across campus and with the Valdosta City School System. These endeavors support student success by eliminating barriers and realigning approaches through increased communication between faculty and student services providers.

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES & ACTIVITIES

High-impact strategy	**Valdosta Early College Academy (6.5—Sponsor an Early College Academy)**
Related Goal	CCG 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. CCG Goal 9: Improve access for underserved and/or priority communities
Demonstration of Priority and/or Impact	The target population of our Early College is first generation, minority students who are at risk for not attending college. Students enter VECA in the 6th grade. The goal of the academy is to remediate any academic deficiencies, and then accelerate the curriculum, so that students are able to begin taking courses at VSU through the MOWR dual-enrollment process when they enter 10th grade. Most Early Colleges begin in High School, so the VECA 6-12 academy is unique. By getting minority, at risk students early (6th grade) there is more opportunity to remediate any academic deficiencies and accelerate their curriculum so that they have space in their high school schedule to take dual-enrollment classes. The purpose of the VECA program is to increase the likelihood that students will attend college, to increase their preparation to be successful in college, and to reduce time to graduation from college. VSU collaborated with the Valdosta City Schools so that local low income students would have access, ability and motivation to attend college. Many will stay in Valdosta and have a relationship with VSU, thus increasing likelihood that they will continue at VSU. This impact the student in a positive manner through access and the institution in terms of enrollment.
Primary Point of Contact	Dr. Karla Hull Professor/Liason with VECA khull@valdosta.edu
Summary of Activities	The Valdosta Early College Academy (VECA) started with a 6th grade class in 2009/2010, and added a grade every year until 2014/2015. The first group of VECA students graduated from high school in 2015. This first graduating class did not have an accelerated middle/high school curriculum which limited their ability to take dual-enrollment classes. Students in the first graduating class earned between 6-12 credits. » 2015-2016 Progress: As a result of accelerating the middle grade/high school curriculum, the second graduating class earned a minimum of 21 college credits with some students earning 28 credits. Specific actions taken to achieve the 2015-2016 goals: 1) Most college classes use an online learning management system (D2L). To ensure that all VECA students taking college courses, have access to internet, VECA allowed students to stay an hour after the regular school day, to use VECA computers/internet. Other creative solutions included locating free wi-fi spots in the area, so that students could go to Starbucks, McDonalds, etc. with the I-pads provided by VECA. 2) Designed and implemented a College Signing event, mirroring what high school athletes do when they sign with a college to play sports. Representatives from each of the colleges/universities (those institutions where VECA students had applied and made a decision to attend) attended the event , bringing their college/university goodie bags and a form of intent to attend. Parents and community members were invited to attend. As well as the VECA 6-11 grade students. 3)Adjustments to the high school schedule were made to open up more space for dual-enrollment courses.
Measures of Progress and Success	
Measure, metric, or data element	Number of college credits awarded to Early College or Early Learning Academy students in each of the past 5 academic years.

		VSU ongoing collaboration in the sponsorship of an Early Learning Academy, VECA.
		Percent of VECA graduating seniors who attend post-secondary institutions immediately after high school graduation.
		4 year graduation rate from post-secondary institution.
	Baseline measures	2015 » The first VECA graduates earned between 6-12 college credits.
		The Valdosta Early College Academy was implemented in 2009 with two 6th grade classrooms.
		2015 » 80% of the first VECA graduates attended a post-secondary institution immediately after high school graduation.
	Interim Measures of Progress	2016 » VECA graduates earned between 18-24 college credits.
		2016 » VECA currently has two classrooms for grade levels 6-12.
		2016 » 100% of the VECA graduates attended a post-secondary institution immediately after high school graduation.
	Measures of Success	The long term goal is to create an accelerated curriculum that would enable VECA juniors/seniors to enroll in 30 credits (Junior year) and 30 credits (senior year) for a total of 60 credits. They would earn a high school diploma and have 60 earned college hours which would be the equivalence of an associate's degree depending on the student's major.
		It is estimated that it will take 4 more years to accelerate the middle/high school curriculum to the point where students are able to go full-time to VSU, as a dual enrolled student for their junior and senior year.
		Each year, for the past two years, we have significantly increased the number of college credits earned.
		Information from our first VECA graduates indicates they are persisting in college/universities and being successful.
Lessons Learned		What barriers, needs or challenges to achieving these completion goals that have been identified?
		1) Because most of the VECA students are low-income, first generation students, we learned that many of them do not have access to internet in their homes. Most college courses use an online learning management system (D2L), so students who cannot get online over the weekend are at risk for low performance in the college classes. The first VECA students taking dual-enrollment courses, struggled with this and some earned lower grades because of their inability to access course information and assignments in a timely way.
		An adjustment of the curriculum was done by their senior year, to provide more time at school where they could access the internet for coursework. VSU and community donors bought computers and donated furniture to establish a computer lab specifically dedicated to the juniors and seniors taking dual-enrollment courses.
		2) The target population for VECA includes a majority of low-income, minority, first-generation students. Thus, applying for college, understanding and filling out FAFSA forms, and making decisions on which colleges/universitites to apply to can be challenging for the students and their families.
		Last year, VECA had a parent night to assist seniors in filling out their FAFSA forms. The school also dedicates a day for College applications, a time where the seniors go to a computer lab and apply for several colleges/universities. Assistance is provided to ensure forms are completed properly. Pictures of students who have been accepted to a college/university are displayed on a bulletin board as motivation for all of the VECA students from 6-12.

High-impact strategy	**Summer Bridge Academy**

Related Goal	Institutional Goal 1: Recruit, retain, and graduate a quality, diverse student population and prepare students for roles as leaders in a global society.
Demonstration of Priority and/or Impact	The Summer Bridge Academy (SBA) is an invitation-only program designed for a select group of students who wish to attend Valdosta State University but did not meet the requirements for regular admission. Over a 7-week period, students enroll in 8 hours of classes that prepare them for educational success in the future. SBA supports students in meeting the requirements necessary to become a regular student at VSU for the sequential Fall term and equips students with the tools to excel in their classes, have confidence in their academic ability, and be excited to get involved around campus, which will contribute to their personal success as well as to the institutional success of Valdosta State University. This program is also a strategy to address the decline in enrollments we have experienced as an institution.
Primary Point of Contact	Ashley Cooper, Coordinator of First Year Programs aamyers@valdosta.edu
Summary of Activities	SBA was fully implemented in summer 2013. The program allowed students who did not meet one of the academic requirements for admission to be conditionally admitted to the institution contingent upon earning a C in each course taken over the summer. Students were assigned to either an English or math cohort based on academic needs. Each cohort included Keys to College Success (VSU 1101), Human Communication (COMM 1100), and either MATH 1111 or ENGL 1101. All students are required to complete a minimum of 2 hours of tutoring each week. A supplemental instructor and peer mentor are assigned to each group. Students are also required to participate in additional student success workshops and social events. Students who are successful receive full admittance to VSU for fall semester. Students who are unsuccessful are referred to the South Georgia Entry Program run by South Georgia College on VSU's campus.
Measures of Progress and Success	
Measure, metric, or data element	Percentage of students who complete the requirements to be fully admitted for fall semester.
Baseline measures	In the first year of SBA, summer 2013, 82% of the 38 participants were fully admitted for fall 2013.
Interim Measures of Progress	In summer 2014 93% of the 28 participants were fully admitted for fall 2014 In summer 2015 89% of the 28 participants were fully admitted for fall 2015. See Appendix Table 6
Measures of Success	Percentage of students who complete the requirements to be fully admitted for fall semester.
Lessons Learned	In year one there were no students who had completed the program to serve as peer mentors. Each year since, we have recruited 3 successful former SBA students to serve as a paid peer mentor for each new cohort. We reduced the number of mandated social events and success workshops based on the feedback from students of feeling overscheduled. Housing has added an intern to work specifically in the halls to work with the students who live together in one residence hall. For the first two years, students were required to come in undecided. In year three students have been allowed to declare and meet with the academic advisor assigned to their desired major. In the first two years, students had a separate new student orientation. In year three, the students participated in the summer orientation with all summer students. This has streamlined the transition for students and staff associated with SBA.

High-impact strategy	**First Year Learning Communities**
Related Goal	Institutional Goal 1: Recruit, retain, and graduate a quality, diverse student population and prepare students for roles as leaders in a global society.

Demonstration of Priority and/or Impact	First Year Learning Communities (FLCs) provide students the opportunity to begin their college experience with other students who share similar interests and career goals. FLCs consist of small groups of 22-25 first-semester college students taking two to three linked courses as a group. Each learning community is designed to ease the transition from high school to college by allowing first-year students to acquire educational and social skills crucial to their long-term academic success, through an integrated learning environment.
Primary Point of Contact	Ashley Cooper, Coordinator of First Year Programs aamyers@valdosta.edu
Summary of Activities	In fall 2010, VSU decided to build upon the concept of FYE and develop learning communities for students with majors. Each year these communities have been adjusted based on changes in enrollment, curriculum, and policy. In general each learning community has three courses that will meet the core requirements for a given major. The courses include different delivery models and sizes with respect the seat capacity in each course. Additionally, each community has a "cornerstone course" that serves as the glue of the community. Only FLC students are in enrolled in that particular course, whereas the other two courses could be blended with other FLC or non FLC students. With the introduction of the Student Success Portal in 2012, communication among faculty within each cohort and communication between faculty and student support services staff was significantly strengthened. Additionally, in 2012 faculty teaching within a learning community were provided a small stipend to create a collaborative assignment across the courses helping students develop a multi-disciplinary lens. Faculty are required to complete a mid-term and final report based on their experience in the learning community each fall. Faculty who teach in the FLCs are also required to attend two FLC faculty meetings each fall term. Each year the courses that are selected to create each community are reevaluated by the Coordinator of First Year programs in conjunction with department heads and academic advisors.

Measures of Progress and Success	
Measure, metric, or data element	Retention rate of FLC participants compared to non-participants Average GPA of FLC participants compared to non-participants Pass rates of participants compared to non-participants
Baseline measures	Fall 2010 Overall retention for VSU was 68.6%. The overall retention rate for students participating in FLC had a retention rate of 72.2.
Interim Measures of Progress	Since fall 2010, the retention rate of FLC students has experienced a 0.035 point increase. Over the course of five cohorts, the overall initial fall grade point average is a 2.55; FLC students have a grade point average 0.20 higher than the Non-FLC students. The pass rates for the cohorts in an FLC have steadily increased from Fall 2010 to Fall 2014 (77.5% to 84.4%, respectively). See Appendix Graphs 1-5
Measures of Success	Retention rate of FLC participants compared to non-participants Average GPA of FLC participants compared to non-participants Pass rates of participants compared to non-participants
Lessons Learned	With the increase in dual enrollment credit transferred in by traditional freshmen, we must re-evaluate each year what courses work best for each cohort. For example, ENGL 1101 historically was used in the majority of the learning communities. Now, the number of ENGL 1101 sections used in the communities is less than five. When we expanded learning communities in 2010, faculty were assigned to learning communities. Not all faculty were excited about this new opportunity. Over the last four years, we have had faculty request to participate. We now have a foundation of faculty within the learning communities who have been teaching in the communities willingly and consistently. We believe this consistency and the commitment of these faculty members has a positive impact on the student experience and outcomes.

OBSERVATIONS

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The collaboration across departments for each of our high impact practices shows the strength in team work at VSU. We have leveraged the skills, abilities, and knowledge across divisions and disciplines to impact success. We have collaborated across educational sectors to the public school system to increase access, progression, and graduation for underserved populations.

It is important to note that while this report has focused on strategies not reported on in the past two reports, those strategies continue on our campus. Our Pathways Programs have continued to establish articulation agreements across the state of Georgia and into Florida. Academic Advising has been one of the key areas of focus related to student success including having consultants from the National Academic Advising Association complete a comprehensive review of advising. The results of this report and work completed by our 70/80 Taskforce on Retention have been taken into account with the goals and budgetary requests being considered by senior leadership. The 70/80 Taskforce also identified the use of the Faculty and Advisor Portal as a key strategy for student success. A subcommittee has been developed consisting primarily of faculty to identify ways to market and promote use of the portal. Math placement scores continue to determine the placement of students into the first college level math course.

Complete College Georgia

2016 Campus Completion Plan Updates

University System of Georgia

Appendices

Contents

Abraham Baldwin Agricultural College Appendix A

Appendix A

Table 1: Six-Year Trend in Enrollment
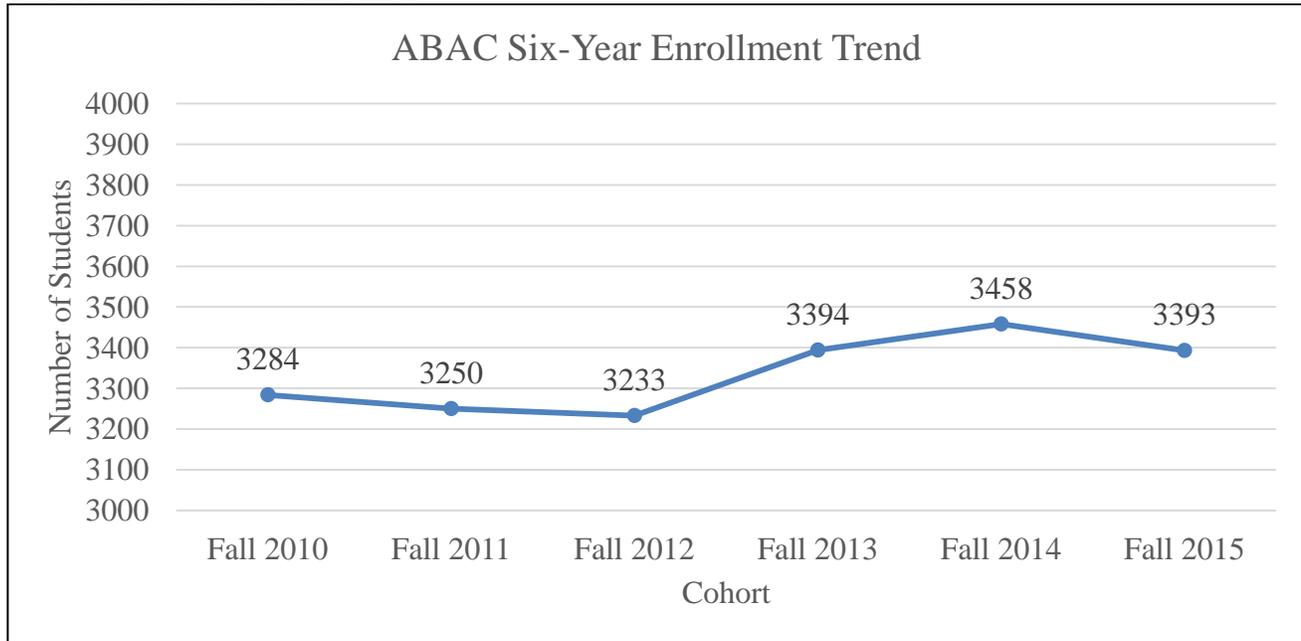
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 2a: Six-Year Trend in Associate Degree Graduation Rates
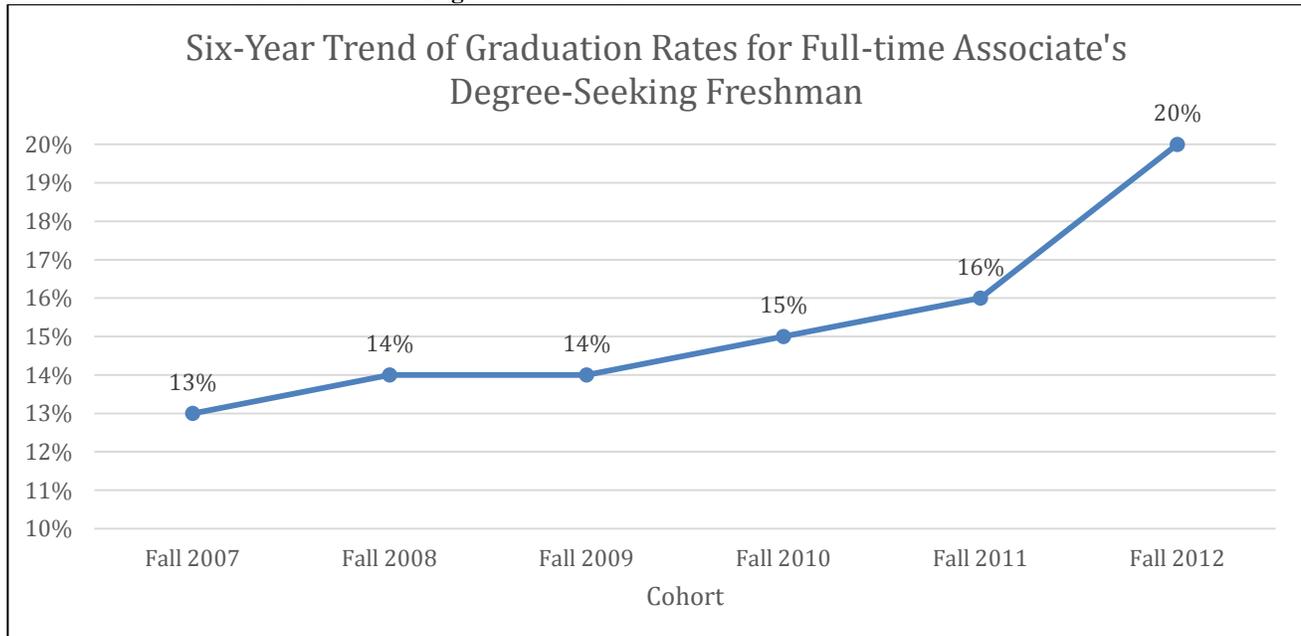
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 2b: Two-Year Trend in Bachelor Degree Graduation Rates

Two-Year Trend of Graduation Rates for Full-time Bachelor Degree-Seeking Freshman

16% (Fall 2008)
23% (Fall 2009)

Cohort
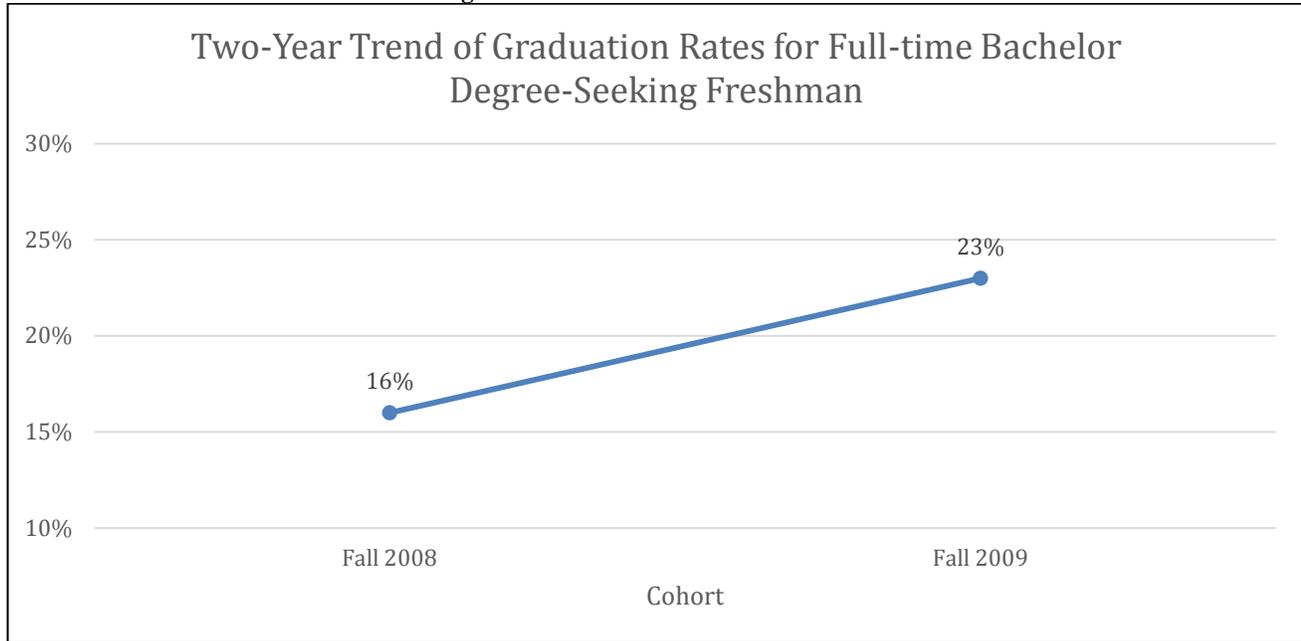
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 2c: Five-Year Trend in Degrees Conferred

ABAC Five-Year Degrees Conferred Trend

Number of Degrees Awarded

Fiscal Year	Degrees
2011	555
2012	506
2013	528
2014	575
2015	639

Fiscal Year
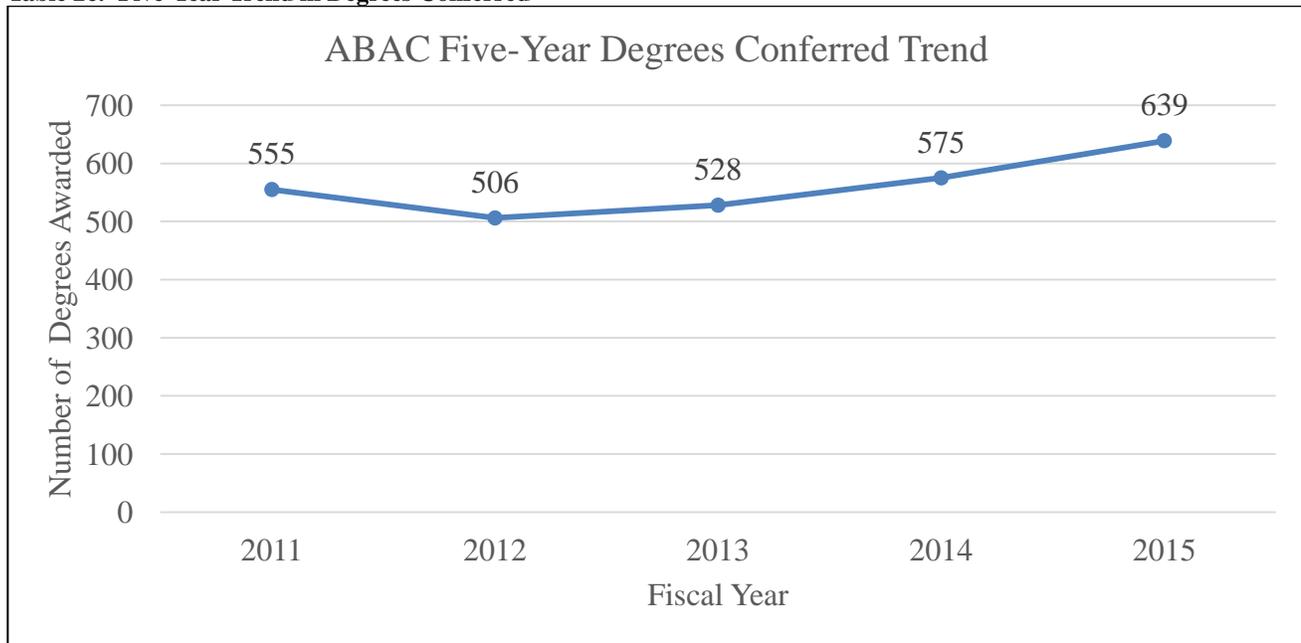
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 3: Six-Year Trend in Retention Rates

ABAC Six-Year Trend for First-time Full-time Associate's
Degree-Seeking Freshman
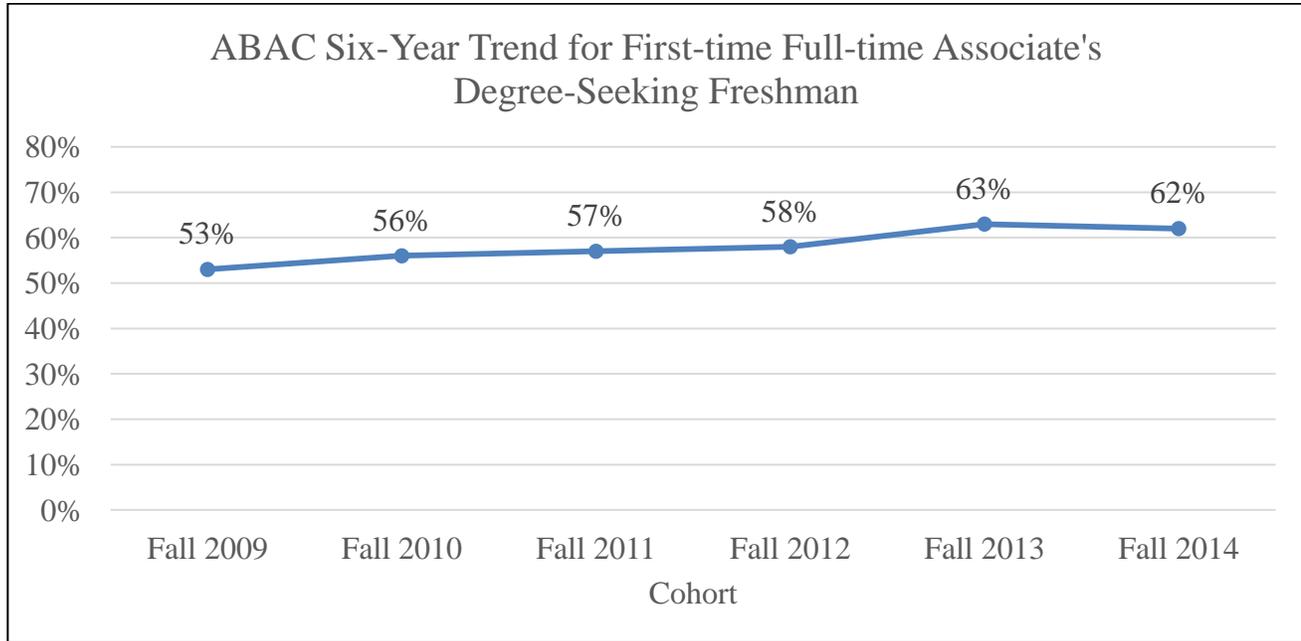
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 4: Six-Year Trend in Retention Rates

ABAC Six-Year Trend for Retention Rates for First-time Full-time
Bachelor's Degree-Seeking Freshman
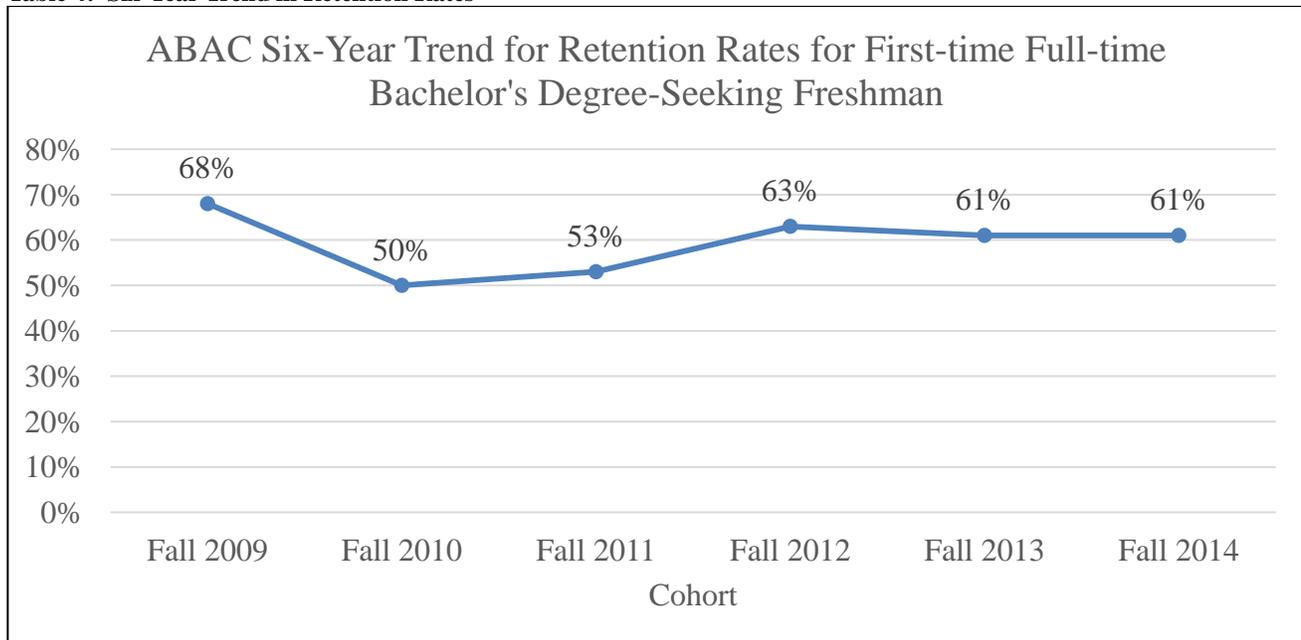
Data Source: University System of Georgia's Office of Research & Policy Analysis

Armstrong State University Appendix A

Table 1: Armstrong Demographics, Total Enrolled	Fall 2013			Fall 2014			Fall 2015	
	n	%		n	%		n	%
Total Undergraduates	6,377			6,346			6,331	
Full-Time	4,699	73.7%		4,702	74.1%		4,201	73.4%
Part-Time	1,678	26.3%		1,644	25.9%		1,681	26.6%
Male	2,133	33.4%		2,120	33.4%		2,130	33.6%
Female	4,244	66.6%		4,226	66.6%		4,201	66.4%
Black or African American	1,534	24.1%		1,577	24.9%		1,589	25.1%
Latino/Hispanic	460	7.2%		456	7.2%		485	7.7%
Multiracial	254	4.0%		270	4.3%		296	4.7%
Pell Recipient	2,732	42.8%		2,910	45.9%		2,840	44.9%
First-Time Full-Time Bachelor Seeking Freshman	864	13.5%		635	10.0%		578	9.1%
Adult Learners (Age 24 and Older)	2,172	34.1%		2,230	35.1%		2,165	34.2%
Veteran or Military Affiliated	634	9.9%		539	8.5%		623	9.8%
Learning Support	157	2.5%		166	2.6%		225	3.6%

Table 2: 5-Year history of number of entering students, by underserved population

	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	n	%	n	%	n	%	n	%	n	%
Total entering undergraduate students	2,220		1,789		1,597		1,602		1631	
Part-Time	584	26.3%	408	22.8%	360	22.5%	450	28.1%	496	30.4%
Adult Learners	474	21.4%	312	17.4%	269	16.8%	328	20.5%	294	18.0%
Military and affiliated	173	7.8%	146	8.2%	152	9.5%	245	15.3%	167	10.2%
First Generation	699	31.5%	562	31.4%	492	30.8%	486	30.3%	517	31.7%
Race/Ethnicity										
Asian	71	3.2%	68	3.8%	66	4.1%	48	3.0%	63	3.9%
Black or African American	534	24.1%	403	22.5%	366	22.9%	361	22.5%	451	27.7%
Hispanic	163	7.3%	125	7.0%	124	7.8%	117	7.3%	146	9.0%
American Indian or Alaska Native	7	0.3%	6	0.3%	3	0.2%	4	0.2%	6	0.4%
Native Hawaiian or other Pacific Islander	2	0.1%	2	0.1%	4	0.3%	3	0.2%	6	0.4%
White	1,327	59.8%	1,018	56.9%	966	60.5%	971	60.6%	1056	64.7%
2 or More Races	111	5.0%	70	3.9%	68	4.3%	80	5.0%	86	5.3%
Unknown	5	0.2%	97	5.4%	0	0.0%	18	1.1%	8	0.5%
Gender										
Female	1,408	63.4%	1,137	63.6%	1,087	68.1%	1,056	65.9%	1202	73.7%
Male	812	36.6%	652	36.4%	510	31.9%	546	34.1%	620	38.0%
Pell Recipient	931	41.9%	756	42.3%	651	40.8%	709	44.3%	696	42.7%

Table 3: Armstrong, 6-year Graduation Rates	% Graduated within 6 Years 2007 cohort	% Graduated within 6 Years 2008 cohort	% Graduated within 6 Years 2009 cohort
First-Time Full-Time Bachelor Seeking Cohort	33.6%	29.7%	32.6%
Male	24.2%	24.2%	23.1%
Female	40.7%	33.4%	39.1%
Black or African American	43.9%	25.3%	35.8%
Latino/Hispanic	35.7%	34.0%	37.7%
Multiracial	35.4%	30.4%	36.4%
Pell Recipient	31.3%	22.0%	34.1%
Adult Learners (Age 24 and Older)	27.6%	39.0%	35.7%
Veteran or Military Affiliated	38.5%	25.0%	28.2%
Learning Support	21.7%	18.0%	21.5%

Table 4: Degrees Conferred	FY 12	FY 13	FY 14	FY 15	FY 16 Preliminary
Associate's Degrees	55	64	49	69	68
Bachelor's Degrees	881	975	1024	1018	1053
Total	936	1039	1073	1087	1121

Table 5: Associate Degrees Conferred by Award Year

		2011	2012	2013	2014	2015
Asian		0	0	0	5	2
Black/ African American		15	19	17	18	17
Hispanic/ Latino		5	1	4	4	3
American Indian/ Alaskan Native		0	0	0	0	0
Native Hawaiian/ Pacific Islander		1	0	0	0	0
White		40	31	37	19	41
Multiracial		2	4	6	3	5
Unknown		0	0	0	0	1
Total		**63**	**55**	**64**	**49**	**69**

Table 6: Bachelor's Degrees Conferred by Award Year

	2010	2011	2012	2013	2014	2015
Asian	25	27	24	31	42	32
Black/ African American	162	199	189	206	222	235
Hispanic/ Latino	26	55	50	57	56	73
American Indian/ Alaskan Native	1	2	4	3	5	1
Native Hawaiian/ Pacific Islander	0	1	1	2	1	1
White	629	585	566	646	664	636
Multiracial	8	25	42	31	34	37
Unknown	17	15	5	1	2	3
Total	**868**	**909**	**881**	**977**	**1026**	**1018**

Table 7: STEM Degrees Conferred

		2011	2012	2013	2014	2015
Associate's	n	17	0	0	0	0
	%	27.0%	0%	0%	0%	0%
Bachelor's	n	452	447	523	543	583
	%	49.8%	50.7%	53.6%	52.9%	57.3%

Source: USG Data Warehouse Report

Table 8a:
Associate Degrees Conferred in 2 years or less

	2009	2010	2011	2012	2013
Cohort	47	27	14	3	15
n	3	1	0	2	0
%	*6.4%*	*3.7%*	*0.0%*	*66.7%*	*0.0%*

8b: Bachelor's Degrees Conferred in 4 years or less

	2007	2008	2009	2010	2011
Cohort	882	931	1115	1207	1176
n	82	94	122	146	125
%	*9.3%*	*10.1%*	*10.9%*	*12.1%*	*10.6%*

Table 9: 5-year history of 1-year Retention Rates by Student Type				
9a: Institutional	Cohort		1-Year	
	<u>n</u>		<u>n</u>	<u>%</u>
Fall 2010	1208		771	63.8%
Fall 2011	1176		779	66.2%
Fall 2012	1062		691	65.1%
Fall 2013	943		648	68.7%
Fall 2014	692		469	67.8%
Fall 2015*	631		459	72.7%
9b: Full-time			1-Year	
	<u>n</u>		<u>n</u>	<u>%</u>
Fall 2010	1088		711	65.3%
Fall 2011	1067		732	68.6%
Fall 2012	968		652	67.4%
Fall 2013	864		605	70.0%
Fall 2014	635		445	70.1%
Fall 2015*	579		530	74.1%
9c: Part-time			1-Year	
	<u>n</u>		<u>n</u>	<u>%</u>
Fall 2010	120		60	50.0%
Fall 2011	109		47	43.1%
Fall 2012	94		39	41.5%
Fall 2013	79		43	54.4%
Fall 2014	57		24	42.1%
Fall 2015*	52		30	57.7%
9d: Pell Recipients			1-Year	
	<u>n</u>		<u>n</u>	<u>%</u>
Fall 2010	494		325	65.8%
Fall 2011	485		324	66.8%
Fall 2012	448		299	66.7%
Fall 2013	395		260	65.8%
Fall 2014	309		197	63.8%
Fall 2015*	271		203	74.9%
9e: Learning Support			1-Year	
	<u>n</u>		<u>n</u>	<u>%</u>
Fall 2010	76		46	60.5%
Fall 2011	63		35	55.6%
Fall 2012	23		11	47.8%
Fall 2013	43		19	44.2%
Fall 2014	32		21	65.6%
Fall 2015*	73		48	65.8%

*Fall 2015 Retention Rates still preliminary

Table 10a: Students Enrolled in 15 Hours or More

		2010	2011	2012	2013	2014	2015
Freshmen	Cohort	2637	2383	2168	2048	1883	1949
	n	476	600	604	525	606	618
	%	18.1%	25.2%	27.9%	25.6%	32.2%	31.7%
Sophomore	Cohort	1470	1580	1542	1415	1471	1412
	n	331	373	412	414	382	344
	%	22.5%	23.6%	26.7%	29.3%	26.0%	24.4%
Junior	Cohort	1224	1267	1414	1243	1345	1333
	n	292	307	393	375	413	425
	%	23.9%	24.2%	27.8%	30.2%	30.7%	31.9%
Senior	Cohort	1587	1583	1607	1671	1647	1637
	n	410	405	470	557	516	527
	%	25.8%	25.6%	29.2%	33.3%	31.3%	32.2%
Total	Cohort	6918	6813	6731	6377	6346	6331
	n	1509	1685	1879	1871	1917	1953
	%	21.8%	24.7%	27.9%	29.3%	30.2%	30.8%

Table 10b : Students Completing in 30 Hours or More by Spring Semester

		2011	2012	2013	2014	2015	2016
Associate's		24	11	3	13	161	299
Completed 15 Hours	n	13	8	2	12	149	270
	%	54.2%	72.7%	66.7%	92.3%	92.5%	90.3%
Completed 30 Hours	n	0	2	2	3	72	137
	%	0.0%	18.2%	66.7%	23.1%	44.7%	45.8%
Bachelor's		1063	1015	929	819	611	568
Completed 15 Hours	n	894	854	809	732	530	508
	%	84.1%	84.1%	87.1%	89.4%	86.7%	89.4%
Completed 30 Hours	n	171	224	327	318	237	241
	%	16.1%	22.1%	35.2%	38.8%	38.8%	42.4%

Table 11: Number of credits at degree completion	FY 11	FY 12	FY 13	FY 14	FY 15
Number of collegiate credits earned at degree conferral for students earning associate degrees.	95.42	85.18	86.38	92.35	84.97
5-year history of the number of collegiate credits earned at degree conferral for students earning bachelor's degrees.	138.28	136.96	139.05	137.35	137.58

Table 12: 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.				
Fall 2011	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
83.0%	84.3%	86.0%	87.1%	84.8%

Table 13: Credit for Prior Learning	FY 11	FY 12	FY 13	FY 14	FY 15
Number of students enrolled in dual enrollment or joint enrollment programs	73	60	62	79	84
Number of college credits awarded to dual enrollment students or joint enrollment students	867	633	716	864	803
Number of credits awarded by institution awarded based on AP exams	3,776	4,193	4,241	4,238	4,651
Number of credits awarded by institution awarded based on International Baccalaureate exams/degree completion	25	37	51	25	13
Number of credits awarded by institution awarded based on CLEP scores	471	449	478	524	472
Number of DANTES credits	0	0	11	6	11

Table 14: Learning Support Enrollment and Completion

	System or Institution Required	Completed Within 2 Semesters		Completed Within 3 Semesters		Completed Within 4 Semesters		
	n	n	%	n	%	n	%	
English*	13	11	84.6%	11	84.6%	11	84.6%	
Math *	90	24	26.7%	43	47.8%	43	47.8%	
Reading**	3	2	66.7%	2	66.7%	2	66.7%	
Unduplicated	91	25	27.5%	44	48.4%	44	48.4%	

* all are stand-alone remediation. Armstrong moved to co-remediation in fall of 2015.
**Reading remediation eliminated, Fall 2015

Table 15: FTFTF Seeking Bachelor degree Retention

	Cohort	1-Year Retention	2-Year Retention
	n	%	%
Fall 2009	963	69.9%	51.8%
Fall 2010	1088	65.4%	46.7%
Fall 2011	1067	68.6%	46.6%
Fall 2012	968	67.4%	52.6%
Fall 2013	864	70.0%	54.4%
Fall 2014*	635	70.1%	52.1%
Fall 2015*	579	74.2%	

*Fall 2014 two year rates and Fall 2015 one year rates are preliminary

Bainbridge State College Appendix

APPENDIX A: ENROLLMENT, RETENTION, DEGREES CONFERRED, SAP

Complete College Georgia

Bainbridge State College Campus Plan Status Report 2015-16

Table 1: 5 Academic Year Institutional Retention Rates (1 Year and 2 Year)

Academic Year	1 year institutional retention rates	2 year institutional retention rates
2012	40.3%	25.5%
2013	49.2%	33.4%
2014	54.8%	33.5%
2015	54.0%	*in progress*
2016	*in progress*	*in progress*

Source: USG 123

Chart 1: Degrees Conferred and Enrollment Trends

DEGREES CONFERRED/ENROLLMENT

Legend: 201108, 201208, 201308, 201408, 201508

Graduation: 341, 348, 379, 365, 373
Headcount: 3710, 2886, 2665, 2334, 2304
FTE: 3096, 2399, 2121, 1805, 1714
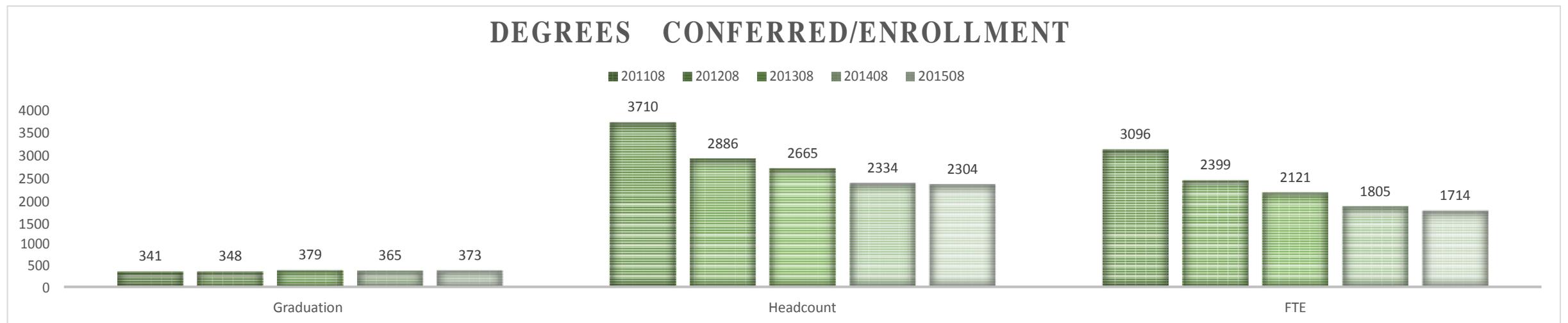
Source: BSC Office of the Registrar

Table 2: SAP Status Statistics per term AY 2012-2016

	201102	201108	201208	**201302**	201308	**201402**	201408	**201502**	201508	**201602**
Fin Aid Eligible (YES)	1782	1830	1823	1671	1796	1607	1651	1450	1720	1890
Total	**3777**	**3710**	**2886**	**2583**	**2665**	**2469**	**2334**	**2062**	**2305**	**2371**

Source: BSC Office of Financial Aid

Chart 2:

SAP FINANCIAL AID ELIGIBLE (YES) PERCENTAGE INCREASE AY 2012-2016

Legend: 201102, 201108, 201208, 201302, 201308, 201402, 201408, 201502, 201508, 201602

47.18%, 49.33%, 63.17%, 64.69%, 67.39%, 65.09%, 70.74%, 70.32%, 74.62%, 79.71%

YES
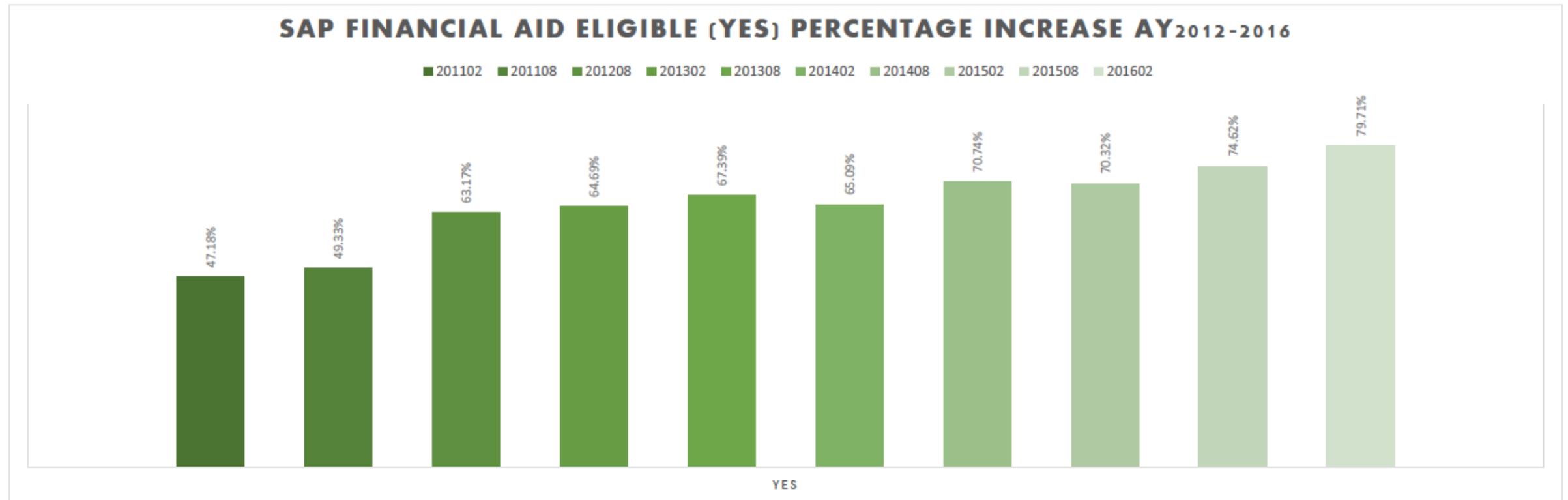
Source: BSC Office of Financial Aid

Chart 3: Overall Earned Hours as of 201602
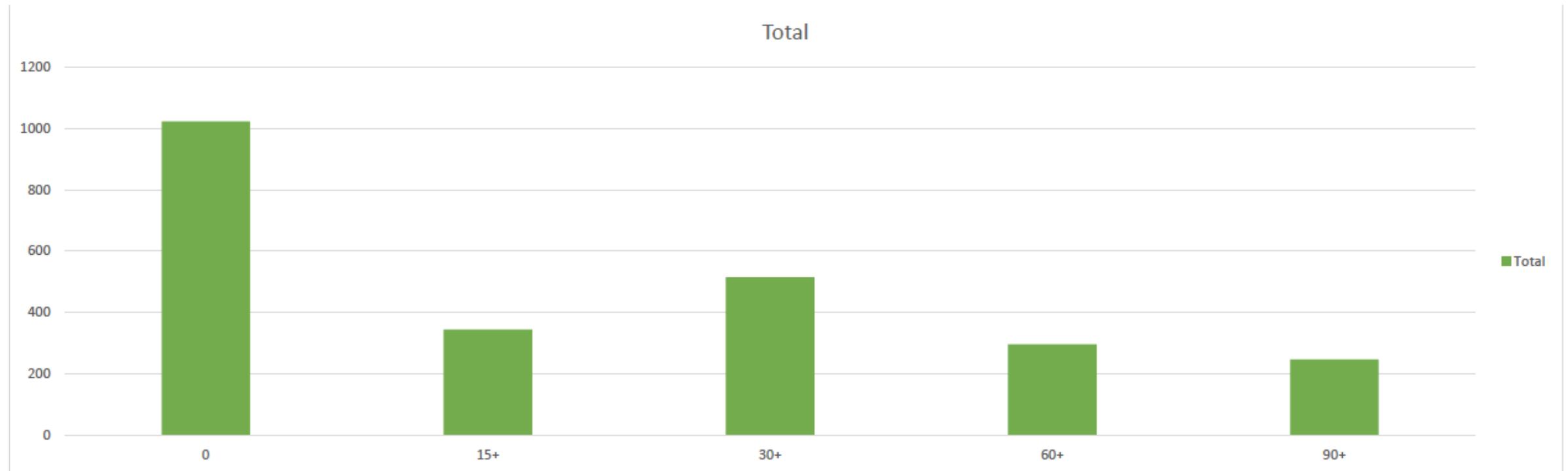
Source: BSC Office of Institutional Research

Table 3: Percentages of Overall Earned Hours:

Total: 2422	Less than 15	15+	30+	60+	90+
Per category	1023	343	515	295	246
Percentage of Total	42%	14%	22%	12%	10%

Source: BSC Office of Institutional Research

Chart 4: Credit (K Grade) Awarded for Prior Learning
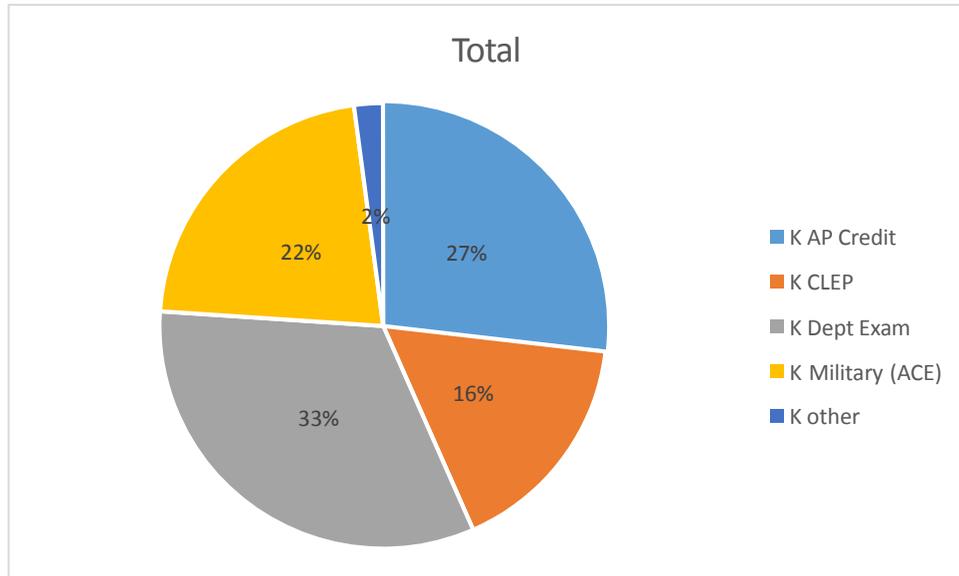
Source: BSC Office of Institutional Research

CHART 5: MOWR ENROLLMENT

ACCEL Fall 2014	MOWR Fall 2015	Percent Change
234	403	+72.2%
ACCEL Spring 2015	MOWR Spring 2016	Percent Change
236	460	+94%
ACCEL Summer 2015	MOWR Summer 2016	Percent Change
4	216	+5300%

Source: BSC Office of the Registrar

APPENDIX B: COURSE COMPLETION

Complete College Georgia

Bainbridge State College Campus Plan Status Report 2015-16

Chart 1: Overall Course Completion
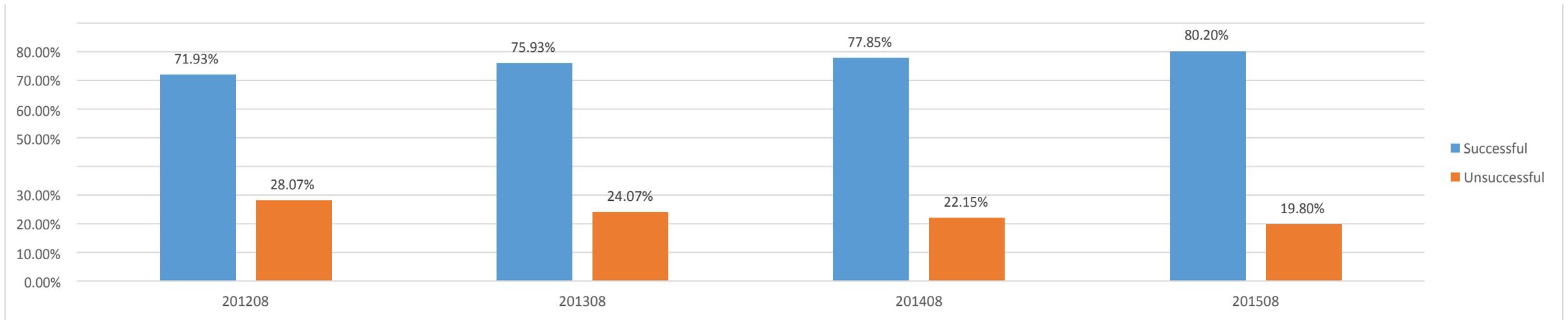
Source: BSC Office of Institutional Research

Chart 2: Withdrawal Trends
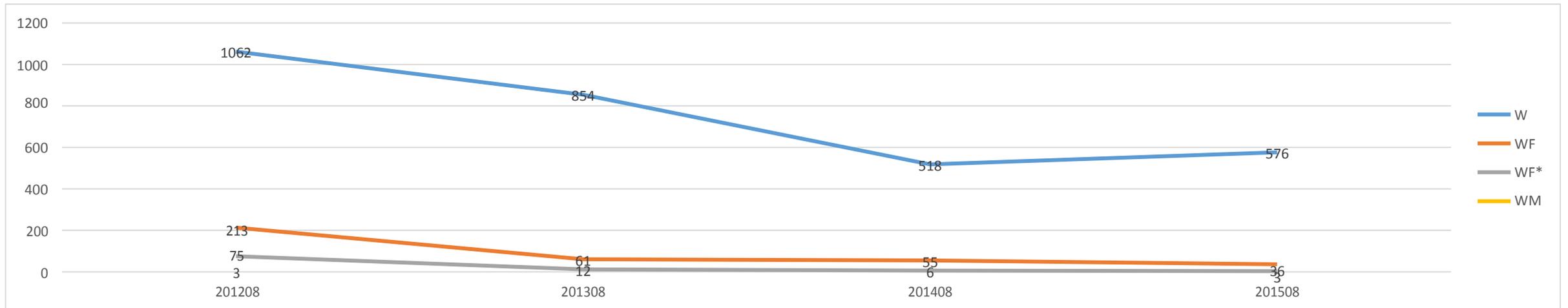
Chart 3: Completion of Lecture courses (All parts of term)
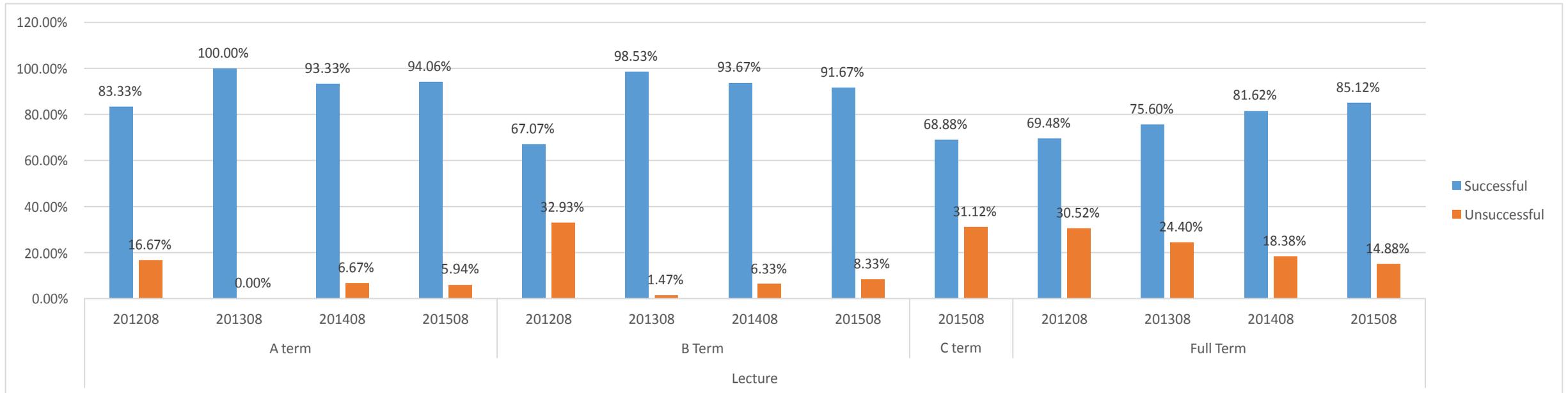
Source: BSC Office of Institutional Research

Chart 4: Completion of Lecture/Supervised Lab courses (All parts of term)
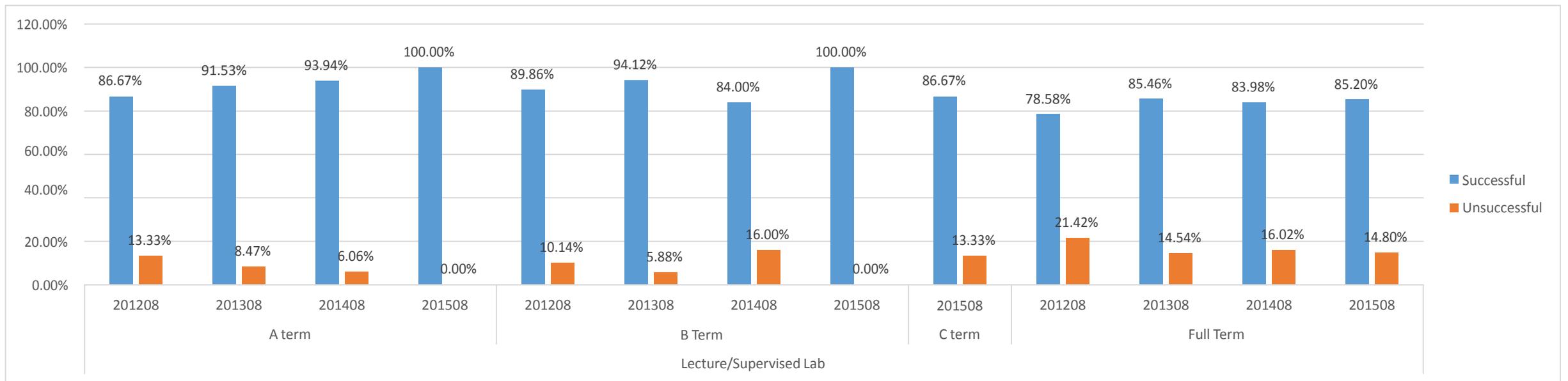
Source: BSC Office of Institutional Research

Chart 5: Completion of Hybrid courses (All parts of term)

Chart 5 data — Hybrid:

Term	Period	Successful	Unsuccessful
A term	201208	92.86%	7.14%
A term	201308	85.71%	14.29%
A term	201408	91.67%	8.33%
A term	201508	88.98%	11.02%
B Term	201208	76.47%	23.53%
B Term	201308	86.84%	13.16%
B Term	201508	88.57%	11.43%
C term	201508	54.22%	45.78%
Full Term	201208	71.75%	28.25%
Full Term	201308	71.39%	28.61%
Full Term	201408	71.89%	28.11%
Full Term	201508	78.07%	21.93%
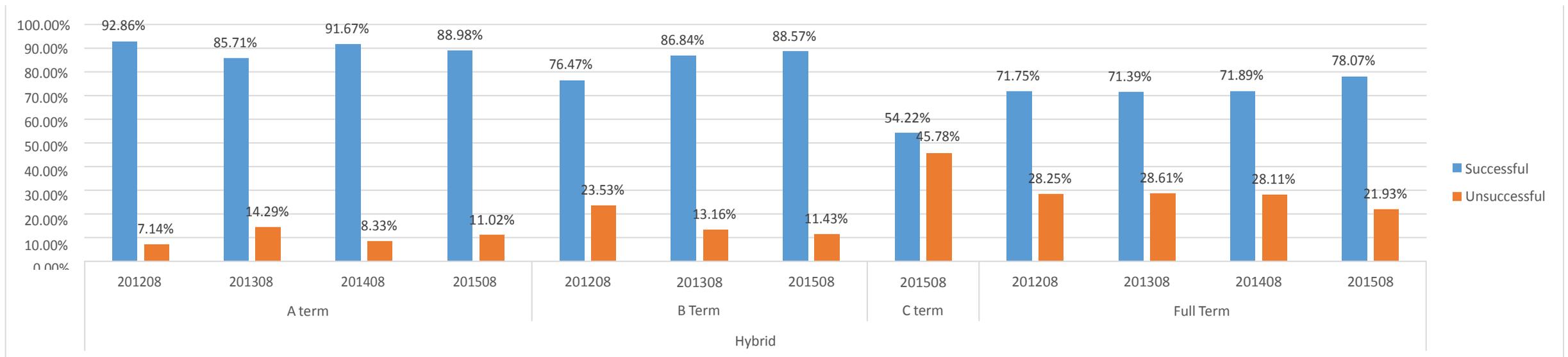
Source: BSC Office of Institutional Research

Chart 6: Completion of Online Only courses (All parts of term)

Chart 6 data — Fully at a Distance:

Term	Period	Successful	Unsuccessful
A term	201508	85.71%	14.29%
B Term	201208	68.97%	31.03%
B Term	201508	77.78%	22.22%
C term	201508	58.10%	41.90%
Full Term	201208	68.32%	31.68%
Full Term	201308	68.59%	31.41%
Full Term	201408	71.88%	28.12%
Full Term	201508	73.41%	26.59%
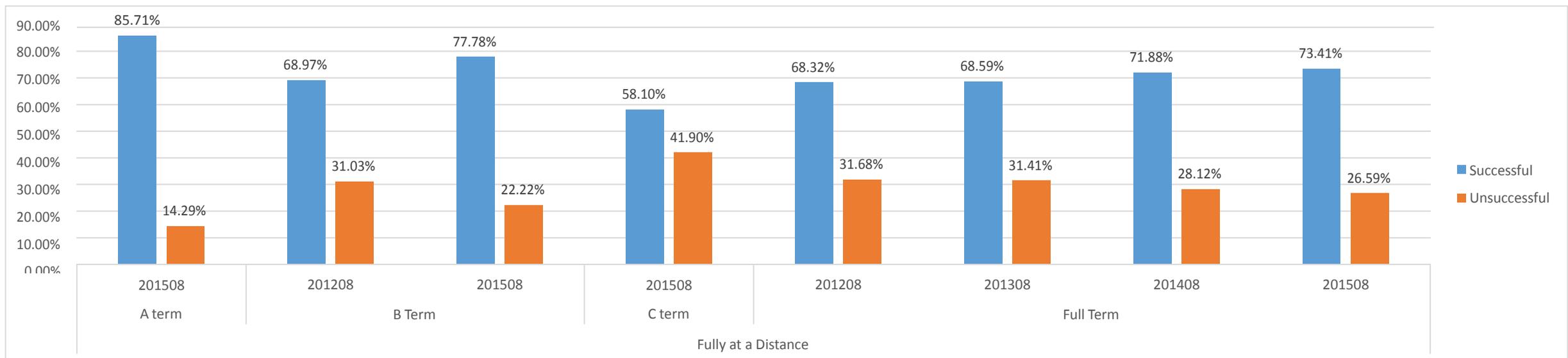
Chart 7: Completion Comparison of all Instructional Methods (Fall to Fall)

Source: BSC Office of Institutional Research

Legend: ■ Successful ■ Unsuccessful

FULLY AT A DISTANCE

Period	Successful	Unsuccessful
201208	68.32%	31.68%
201308	68.59%	31.41%
201408	71.92%	
201508	72.80%	

HYBRID

Period	Successful	Unsuccessful
201208	72.15%	
201308	72.34%	
201408	73.47%	
201508	77.83%	

LECTURE

Period	Successful	Unsuccessful
201208	69.86%	30.14%
201308	76.27%	
201408	80.69%	
201508	83.46%	

LECTURE/SUPERVISED LAB

Period	Successful	Unsuccessful
201208	79.86%	
201308	86.39%	
201408	82.27%	
201508	86.63%	

APPENDIX: COLUMBUS STATE UNIVERSITY

APPENDIX I: COHORT PROGRESSION

FT/FT Freshmen As Of Fall 2016

Earned credits by first-time, full-time freshmen by cohort as of Fall 2016

COHORT	0-14	15-29	30-44	45-59	60-74	75-89	> 90	TOTAL
2015	137	422	358	16	6	0	0	939
	15%	45%	38%	2%	1%	0%	0%	

COHORT							
2014	0-14	15-29	30-44	45-59	60-74	75-89	> 90
	109	155	133	237	176	15	2
	13%	19%	16%	29%	21%	2%	0%

COHORT	0-14	15-29	30-44	45-59	60-74	75-89	> 90	TOTAL
2013	138	135	95	120	134	167	168	957
	14%	14%	10%	13%	14%	17%	18%	

Dalton State College Appendix A

APPENDIX A – PROFESSIONAL ADVISORS' RESPONSE TO EAB

Would you like more training opportunities on EAB? (8 responses)

- ● Yes
- ● No

87.5%

12.5%
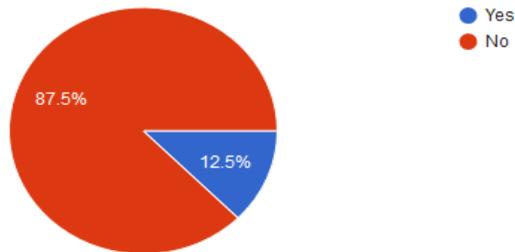
If you answered yes to the preceding question, what specifically would you like more training on?
(1 response)

Only when new features come out

Generally, I find EAB's features (8 responses)

- ● Integral to my work as an advisor at DSC
- ● Important to my work as an advisor at DSC
- ● Somewhat helpful to my work as an advisor at DSC
- ● Peripheral to my work as an advisor at DSC
- ● Of almost no value to my work as an advisor at DSC

37.5%

12.5%

25%

25%
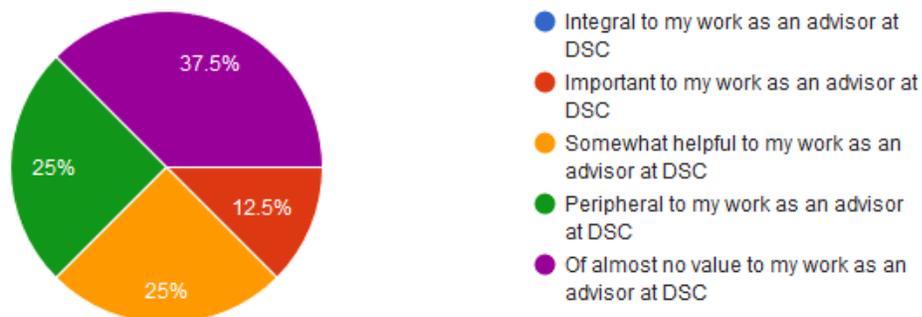
Please indicate the general amount of time you spend using EAB software on a daily basis.

(8 responses)

- none
- I log in but rarely refer to it
- I use it several times a day with different students, about half of my advisees
- I use it with almost all the students I advise.

25%
12.5%
12.5%
50%
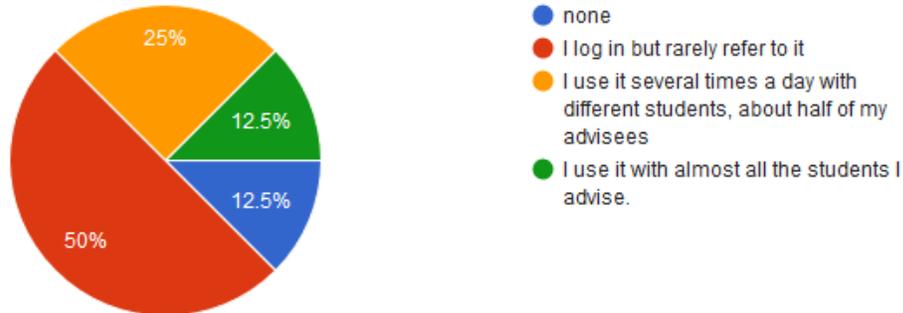
What do you use EAB for when you use it? Check all that apply. (8 responses)
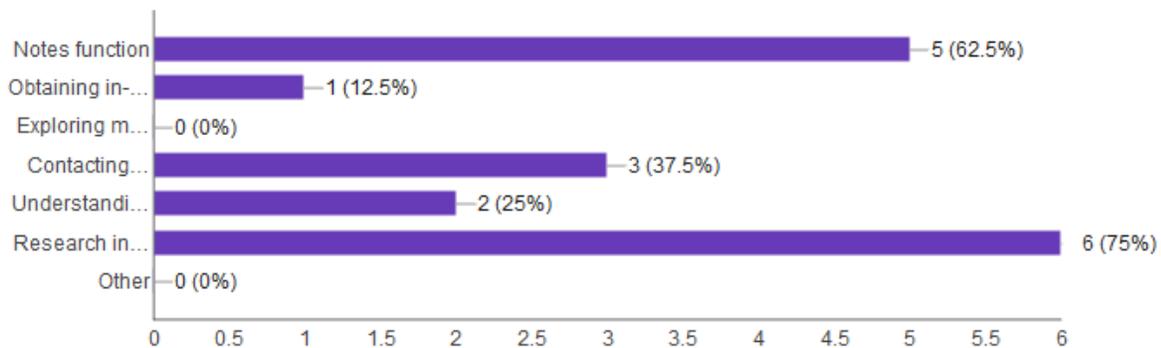
Notes function	5 (62.5%)
Obtaining in-...	1 (12.5%)
Exploring m...	0 (0%)
Contacting...	3 (37.5%)
Understandi...	2 (25%)
Research in...	6 (75%)
Other	0 (0%)

I believe EAB contributes to the advising process in a way that affects student learning, retention, and progression.

(8 responses)

- I agree completely
- I somewhat agree
- I am not sure
- I disagree somewhat
- I disagree completely.

12.5%
25%
50%
12.5%
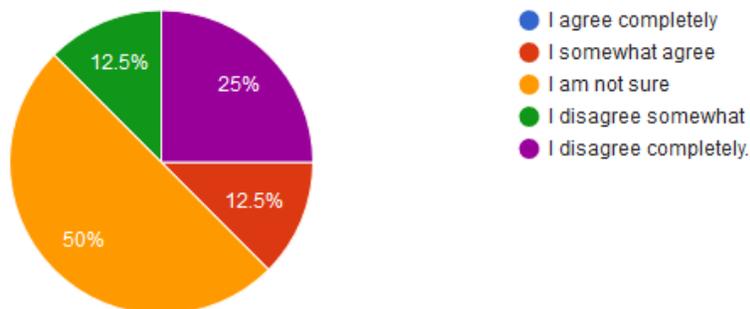
APPENDIX B – RESULTS FROM SMARTEVALS SURVEY ON ADVISING, 2016

SmartEvals!

DALTON STATE COLLEGE

type criteria, select action >>   Evaluation Periods   Edit   Reports   Survey Setup   Account   Help   Andrew Meyer

all types in all course levels in all course traits in the ADVISOR SURVEY department 2016 Spring

Custom Report | Percentile Rank | myFocus

2016 Spring	▾	Surveys	▾
See all eval periods	▾	ADVISOR SURVEY Advisor Survey	▾
All courses	▾	Group instructors together	▾
All sections of this course	▾	See all course levels / types / traits	▾
		See all course groups	▾

⚙ Customize

	Question Text	N	Top Two	Avg	SD	ADVISOR SURVEY Avg	ADVISOR SURVEY SD	Div Avg	Div SD	Sch Avg	Sch SD	0-29	30-59	60-89	90+				
1	How many credits have you completed	941	100% (511)	1.9	1	1.8	1.0	1.8	1.0	1.8	1.0	31% (292)	23% (219)	20% (187)	26% (243)				
												Yes	**No**						
2	Is major shown actual major	917	93% (857)	0.9	0.2	0.9	0.3	0.9	0.3	0.9	0.3	93% (857)	7% (60)						
												Same	**Different**	**Staff**	**None**	**Students**			
3	Primary academic advisor	935	87% (809)	4.7	0.7	4.7	0.7	4.7	0.7	4.7	0.7	80% (751)	6% (58)	8% (74)	4% (37)	2% (15)			
												Never	**Once**	**Twice**	**Monthly**	**1X Mo +**			
4	Advisor Contact	939	31% (289)	3.1	1.1	3.1	1.1	3.1	1.1	3.1	1.1	8% (78)	19% (179)	42% (393)	15% (144)	15% (145)			
												Unstand	**General**	**Smwhat**	**Unfamil**				
5	Grad requirements	933	20% (183)	2.1	1.1	2.1	1.1	2.1	1.1	2.1	1.1	56% (523)	24% (227)	14% (129)	6% (54)				
6	Familiar w/ req	921	13% (118)	1.9	1	1.9	1.0	1.9	1.0	1.9	1.0	62% (567)	26% (236)	10% (91)	3% (27)				
												Not Accurate	**Not Very**	**Neither**	**Somewhat**	**Very**			
7	Preview goals	915	85% (780)	4.3	1	4.3	1.1	4.3	1.1	4.3	1.1	5% (45)	2% (21)	8% (69)	27% (246)	58% (534)			
8	Monitor progress	913	71% (649)	3.9	1.2	3.9	1.2	3.9	1.2	3.9	1.2	7% (65)	8% (76)	13% (123)	28% (256)	43% (393)			
9	Preplan conference	909	79% (721)	4.2	1.2	4.2	1.2	4.2	1.2	4.2	1.2	7% (60)	4% (33)	10% (95)	26% (232)	54% (489)			

#	Item	N	Missing									A	B	C	D	E	F	G	H	I	J
10	Topics	898	0% (0)									72% (644)	83% (747)	28% (253)	50% (448)	16% (148)	11% (97)	14% (128)	18% (159)	8% (75)	7% (67)

												Advisor	**Mostly Advisor**	**Joint Effort**	**Mostly Student**	**Student**
11	Views on advising	898	0% (0)									3% (23)	9% (81)	70% (632)	16% (141)	2% (21)

												Advisor Contact	**Student Contact**	**No Interaction**
13	In general, which of the following is most accurate	895	0% (0)									22% (200)	71% (636)	7% (59)

												Face To Face	**Telephone**	**Email**	**Texting**	**Facebook**	**Twitter**	**Other**	**None**
14	Contact	900	0% (0)									52% (468)	7% (67)	85% (768)	5% (41)	1% (7)	0% (0)	1% (13)	7% (66)

												1+ Scheduled	**1+ Unscheduled**	**Phone**	**Email**	**Text Message**	**Grp Mtg**
15	Forms of Contact	847	0% (0)									50% (420)	40% (342)	6% (55)	77% (652)	5% (39)	3% (26)

												Str Disagree	**Disagree**	**Neither**	**Agree**	**Str Agree**
16	Easy to reach	891	81% (724)	4.2	1.1	4.2	1.1	4.2	1.1	4.2	1.1	6% (57)	2% (20)	10% (90)	31% (276)	50% (448)

												1-2 Work Days	**2+ Days**	**No Response**	**N/A**
17	Adv. Response	888	9% (76)	1.4	0.5	1.4	0.5	1.4	0.5	1.4	0.5	82% (731)	7% (58)	2% (18)	9% (81)

												Str Disagree	**Disagree**	**Neither**	**Agree**	**Str Agree**	**N/A**
18	Office Hours	896	86% (699)	4.3	1	4.3	1.0	4.3	1.0	4.3	1.0	4% (36)	1% (13)	7% (65)	27% (243)	51% (456)	9% (83)

												Yes	**No**	**No Appointments**
19	Scheduled Appts	895	34% (307)	2.8	1.6	2.8	1.6	2.8	1.6	2.8	1.6	66% (588)	2% (21)	32% (286)

												Str Disagree	**Disagree**	**Neither**	**Agree**	**Str Agree**
20	Helpful	893	81% (726)	4.2	1.1	4.2	1.1	4.2	1.1	4.2	1.1	5% (49)	3% (23)	11% (95)	27% (245)	54% (481)
21	Knowledgeable	889	84% (748)	4.3	1	4.3	1.0	4.3	1.0	4.3	1.0	4% (33)	1% (10)	11% (98)	27% (242)	57% (506)
22	Well informed	887	76% (677)	4.2	1	4.2	1.0	4.2	1.0	4.2	1.0	3% (31)	1% (13)	19% (166)	28% (245)	49% (432)
23	Answers	888	83% (735)	4.3	1	4.3	1.0	4.3	1.0	4.3	1.0	5% (42)	2% (16)	11% (95)	27% (241)	56% (494)
24	Challenged	889	66% (587)	3.9	1.1	3.9	1.1	3.9	1.1	3.9	1.1	5% (45)	5% (41)	24% (216)	24% (215)	42% (372)
25	Career Goals	890	75% (669)	4.1	1.1	4.1	1.1	4.1	1.1	4.1	1.1	4% (38)	3% (27)	18% (156)	26% (230)	49% (439)
26	Concerns	887	79% (705)	4.2	1.1	4.2	1.1	4.2	1.1	4.2	1.1	5% (41)	3% (23)	13% (118)	27% (243)	52% (462)
27	Communication	884	82% (729)	4.2	1.1	4.2	1.1	4.2	1.1	4.2	1.1	5% (47)	2% (21)	10% (87)	29% (258)	53% (471)
			75%													

#												Very Low	Low	Moderate	High	Very High				
28	Adequate Time	882	(665)	4.1	1.1	4.1	1.1	4.1	1.1	4.1	1.1	5% (44)	4% (38)	15% (135)	25% (221)	50% (444)				
29	Effective	884	78% (687)	4.2	1.1	4.2	1.1	4.2	1.1	4.2	1.1	5% (45)	3% (23)	15% (129)	26% (232)	51% (455)				
30	Success	867	72% (621)	4.1	1.1	4.0	1.1	4.0	1.1	4.0	1.1	5% (40)	3% (30)	20% (176)	25% (221)	46% (400)				

#												Very Low	Low	Moderate	High	Very High				
31	Satisfaction	891	73% (649)	4	1.1	4.1	1.1	4.1	1.1	4.1	1.1	4% (37)	4% (33)	19% (172)	29% (256)	44% (393)				

												Vry Discrim	Discrim	Avg	Not Discrim	Not at all D.				
	How discriminating the student was this semester	918	0% (0)									16% (143)	13% (115)	16% (151)	21% (194)	34% (315)				

												Very Easy	Easy Grader	Avg	Hard Grader	Very Hard				
	Rating tendency - this semester	917	0% (0)									34% (314)	22% (204)	16% (151)	16% (146)	11% (102)				

												Vry Discrim	Discrim	Avg	Not Discrim	Not at all D.				
	Discriminate overall	955	0% (0)									24% (230)	34% (325)	27% (260)	12% (119)	2% (21)				

												Very Easy	Easy Grader	Avg	Hard Grader	Very Hard				
	Rating tendency - overall	955	0% (0)									8% (77)	18% (171)	25% (238)	28% (271)	21% (198)				

												Midnight To 300 AM	301Am -600Am	601Am- 900Am	901Am- Noon	1201Pm- 300Pm	301Pm- 600Pm	601Pm- 900Pm	901Pm- 1159Pm	
	What Time Of Day Are You Completing Evaluation	3	0% (0)									33% (1)	0% (0)	0% (0)	67% (2)	0% (0)	0% (0)	0% (0)	0% (0)	

East Georgia State College Appendix

Table A1: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	AY 2012 Base Number	AY 2013		AY 2014		AY 2015		AY 2016	
	Base Number	Number	% Cum Change	Number	% Cum Increase	Number	% Cum Increase	Number	% Cum Increase
Female	**112**	**106**	**-4.5%**	**145**	**29.5%**	**157**	**40.2%**	**221**	**97.3%**
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%
White	75	60	-18.7%	88	17.3%	80	6.7%	126	68.0%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%
Male	**56**	**70**	**25.0%**	**68**	**21.4%**	**84**	**50.0%**	**133**	**137.5%**
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%
Total Awards	**168**	**176**	**5.4%**	**213**	**26.8%**	**241**	**43.5%**	**354**	**110.7%**

Table A2: Former EGSC Students Earning Bachelor Degrees
at Georgia Southern University Summer 2012 – Fall 2015

Bachelor Degrees	AY 2013	AY 2014	AY 2015	S/F 2015
Female	**161**	**149**	**163**	**103**
Black	33	47	53	32
White	116	88	98	62
Other	6	7	8	9
Male	**124**	**89**	**128**	**70**
Black	21	19	23	17
White	93	62	91	51
Other	8	9	10	2
Total	**285**	**238**	**291**	**173**

Table A3: Former EGSC Students Earning Bachelor Degrees
at Other USG Institutions Summer 2012 – Fall 2015

Bachelor Degrees	AY 2013	AY 2014	AY 2015	S/F 2015
Female	**37**	**53**	**65**	**29**
Black	6	13	21	9
White	30	34	41	16
Other	1	6	3	4
Male	**24**	**29**	**39**	**20**
Black	2	6	5	4
White	20	20	30	16
Other	2	3	4	0
Total	**61**	**82**	**104**	**49**

Table A4: Success Rates Fall 2011 through Spring 2016

Semester	Overall Success Rates	MATH 1111 Success Rates	ENGL 1101 Success Rates	HIST 2111/2112 Success Rates	Learning Support Success Rates	Online Success Rates
Fall 2011	57.1%	48.5%	56.0%	53.4%	34.6%	49.4%
Spring 2012	57.8%	46.9%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	55.8%	54.1%	55.9%	68.1%

Table A5: Summary of Credits Hours Attempted Compared to Completed

Semester	Credits Earned	Credits Attempted	Percent Completion
Summer 2010	5,347	8,038	66.5%
Summer 2011	5,810	8,475	68.6%
Summer 2012	4,239	6,131	69.1%
Summer 2013	4,506	5,889	76.5%
Summer 2014	3,861	4,771	80.9%
Summer 2015	4,069	5,002	81.3%
Fall 2010	20,944	36,536	57.3%
Fall 2011	23,003	40,948	56.2%
Fall 2012	23,336	34,898	66.9%
Fall 2013	23,713	34,040	69.7%
Fall 2014	24,411	34,955	69.8%
Fall 2015	26,192	36,147	72.5%
Spring 2011	19,687	33,616	58.6%
Spring 2012	21,787	36,133	60.3%
Spring 2013	21,161	31,411	67.4%
Spring 2014	21,383	30,985	69.0%
Spring 2015	21,924	30,568	71.7%
Spring 2016	23,176	31,649	73.2%
Total Credit Hours	**298,534**	**450,177**	**66.3%**
Taking Face to Face Only Total	183,114	284,662	64.3%
Taking Online Only Total	16,239	25,354	64.0%
Taking Face to Face and Online Total	99,181	140,161	70.8%

Georgia Highlands College Appendix

Institutional Characteristics

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

Degrees Conferred
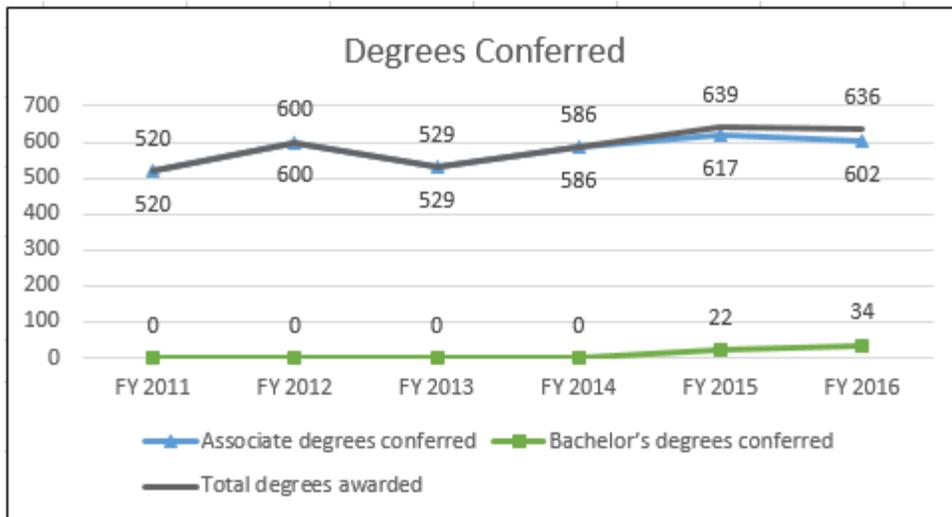
Degrees Conferred Data with Special Focus on African American Male Recipients

Recommended Outcome Metrics, Degrees Conferred	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Associate degrees conferred	600	529	586	617	602
Associate degrees awarded to **African American males (AAMs)**	18	9	22	25	33
Percentage of associate degrees awarded **to African American males (AAMs)**	3.0%	1.7%	3.8%	4.1%	5.5%
Associate degrees awarded to members of GHC's **African American Male Initiative**	14	2	12	15	21
Percentage of associate degrees awarded to AAMs that were awarded to members of GHC's **African American Male initiative**	78%	22%	56%	60%	64%
Number **of bachelor's degrees conferred**	0	0	0	22	34
Number of bachelor's degrees awarded to **African American males (AAMs)**					1
Number of bachelor's degrees awarded to members of GHC's **African American Male Initiative**					0
Total degrees conferred	600	529	586	639	636

AAMI Program Degrees Conferred
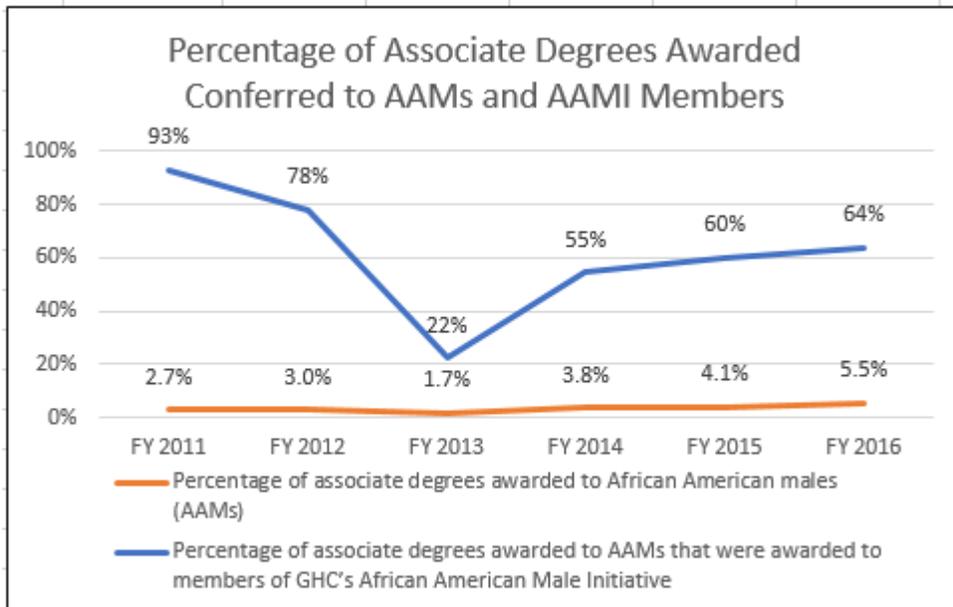
Retention data table

Recommended Progress Metrics	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14	Fall 14 to Fall 15
One-year retention rates for the institution as a whole (all first time students) *	61%	59%	62%	62%	62%
One-year retention for students who **begin** as **full-time students (FTFT)** *	63%	61%	65%	63%	63%
One-year retention for students who **begin** as **part-time students (FTPT)** *	52%	50%	55%	55%	60%
One-year retention rates for students entering on federal financial aid (**Pell-eligible**)	61%	58%	59%	60%	61%
One-year retention rates for students entering in **Learning Support**	60%	55%	59%	57%	63%
One-year retention for **African American male (AAM)** students **(FTFT)**	54%	58%	52%	56%	50%
One-year retention for **AAM members of African American Male Initiative (AAMI) (FTFT)**	71%	63%	95%	93%	54%

* These figures are institution-specific retention as published by USG's department of Research and Policy Analysis.

AAMI Program Retention
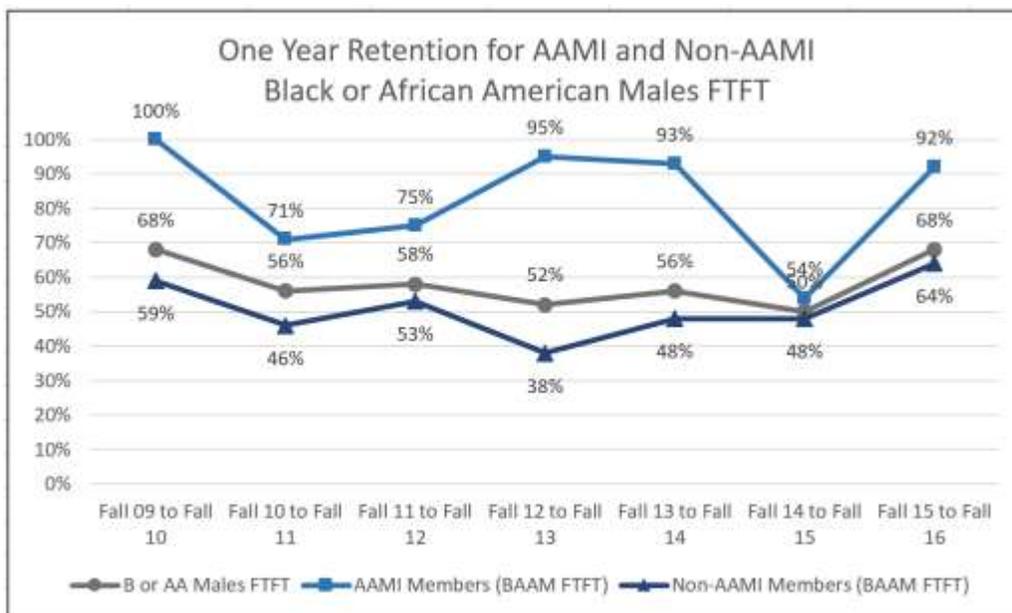
* Fall 2015 to Fall 2016 figures are locally generated.

Credit Awarded to Joint Enrolled Students

Recommended Progress Metrics	AY 11-12 Fall-Spr	AY 12-13 Fall-Spr	AY 13-14 Fall-Spr	AY 14-15 Fall-Spr	AY 15-16 Fall-Spr
Number of **college credits awarded to dual enrollment students or joint enrollment students** in each of the past 5 academic years	1340	1807	1566	2264	3326

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

Use of Degreeworks

Recommended Degreeworks Metrics		
Number of times Degreeworks is used by faculty, advisors, and students (track separately) in the academic year.	Fall 14-Spr 15	Fall 15-Spr 16
- Advisors (professional)	11,966	35,403
- Faculty members	3,127	14,454
Total	**15,093**	**49,857**

Early Bird Advising

Process Metric					
	2011-12	2012-13	2013-14	2014-15	2015-16
Student participation in Early Bird Advising	459	230 *	2521	2766	2251
Total Enrollment at the college (IPEDS 12-month enrollment figure)	7603	7285	7287	7122	7580
Percentage of Total Enrollment participating in EBA	6%	3%	35%	39%	30%

*The method of counting EBA sessions changed in 2012-13 from faculty reports to Notes made in Degreeworks. All faculty did not start using the notes until 2013-14. Also in 2013-14, a student incentive was added so that participants in EBA could register early for the following term.

Number and Percent of Early Warning (EWP) Reports of Unsatisfactory Performance (compared with Seats) and Students

Total EWP Reports

	Reports	Seats Occupied	% Seats
Fall 2011	3685	17754	21%
Fall 2012	3122	17689	18%
Fall 2013	2550	17921	14%
Fall 2014	2395	17547	14%
Fall 2015	2264	18702	12%

Total Students Reported

	SER		
	Reported	Total Students	% Students
Fall 2011	2329	5530	42%
Fall 2012	2105	5533	38%
Fall 2013	1836	5493	33%

Fall 2014	1751	5365	33%
Fall 2015	1648	5746	29%
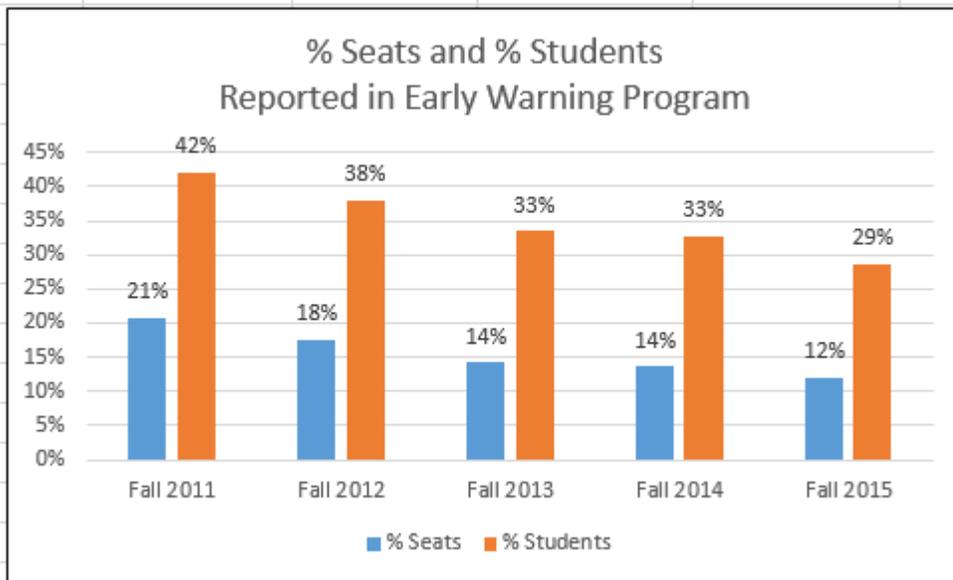
Unsatisfactory EWP reports leading to passing grades
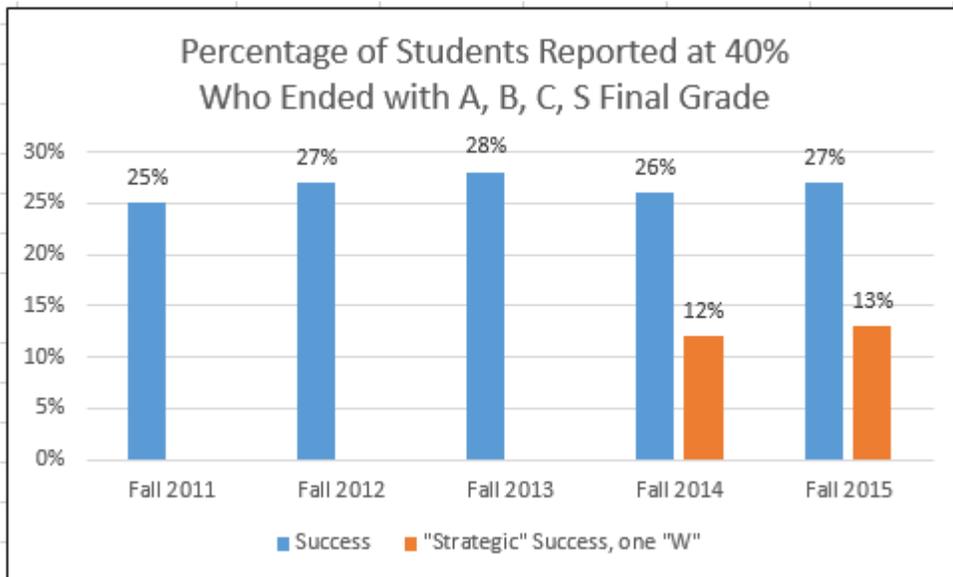
Students Who were Off-Track in Courses

Recommended Outcome Metrics		
	Fall 14	Fall 15
Number and (percentage) of students off-track in one or more of their courses	1751 (33%)	1648 (29%)
Of the students who were off-track in their semester course work, number and (percentage) who received interventions within one week of the off-track notification?	1751 (100%)	1648 (100%)

Goal 5. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions

Degrees awarded through auto-award or reverse transfer

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Associate degrees awarded through auto-award or reverse transfer of credit.	0	0	44 *	39 *	22 *
Total associate degrees awarded	600	529	586	617	602
Percentage of associate degrees conferred that were awarded via auto-award or reverse transfer			8%	6%	4%

*This figure is a combination of auto-award and reverse transfer.

Goal 7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished

Fall 2014 Cohort

Corequisite placements and success

IPEDS cohort who began classes in Fall 2014, full and part time	Combined English/Reading		Mathematics			
Number of New Freshmen requiring remediation in Fall 2014	165		491			
Number and percentage of New Freshmen receiving corequisite remediation in Fall 2014	53	32%	185	38%		
			STATS Path		STEM Path	
			78		107	
Gateway Success	ENGL 1101		MATH 1001		MATH 1111	
Number and percentage of corequisite students **passing** the gateway class in Fall 2014	40	75%	62	79%	64	60%
Percentage of non-LS students passing the gateway class in Fall 2014	80%		77%		70%	

Foundations placement and success

IPEDS cohort who started classes in Fall 2014, full and part time	Combined English/Reading		Mathematics			
Number of New Freshmen requiring remediation in Fall 2014	165		491			
Number of New Freshmen **receiving** foundations remediation in Fall 2014	112 (68%)		306 (62%)			
			STATS Path		STEM Path	
			165		141	
Foundations Success	96	88%	125	76%	113	80%
Gateway Success	ENGL 0989		MATH 0987		MATH 0989	
Foundations students passing the **gateway class** in Spring 2015	70	84%	75	68%	68	72%
Percentage of non-LS New Freshmen passing the **gateway class** in Spring 2015	68%		83%		54%	

Retention of Learning Support Students starting classes in Fall 2014

	English		STATS Path		STEM Path	
Fall to Spring						

Overall retention rate for all new students	83%					
Corequisite students retained to Spring 2015	39	74%	63	81%	86	80%
Non-LS students in gateway class retained to Spring 2015	85%		82%		85%	
Foundations students retained to Spring 2015	94	84%	123	75%	121	86%
Non-foundations students in gateway class retained to Spring 2015	85%		83%		85%	
Fall to Fall						
Overall retention rate for all new students	62%					
Corequisite students retained to Fall 2015	30	57%	52	67%	62	58%
Non-LS students in gateway class retained to Fall 2015	65%		64%		64%	
Foundations students retained to Fall 2015	79	71%	88	53%	92	65%
Non-foundations students in gateway class retained to Fall 2015	63%		65%		64%	
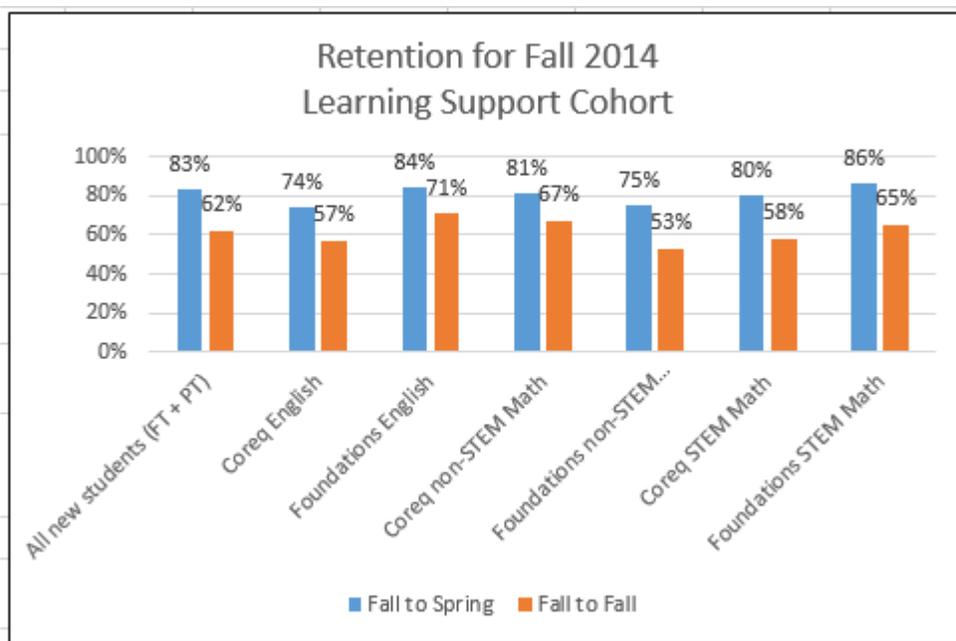
8. Restructure instructional delivery to support educational excellence and student success

Growth of GHC's online offerings fall-to-fall for the past five years

The following graph shows the total numbers of students taking at least one online class and then, from that total, how many are taking majority online loads and fully online loads. Below it, a graph compares the percentage of the total number of enrolled students in each of these categories.

Number of Students Taking Online Classes

Percentage of Total Students Enrolled Taking Online Classes
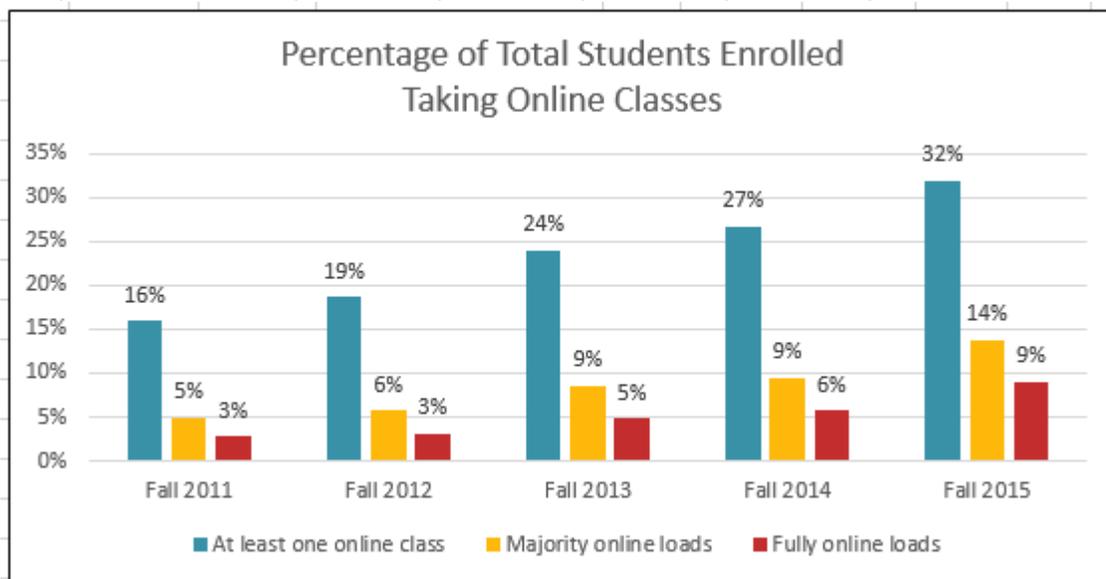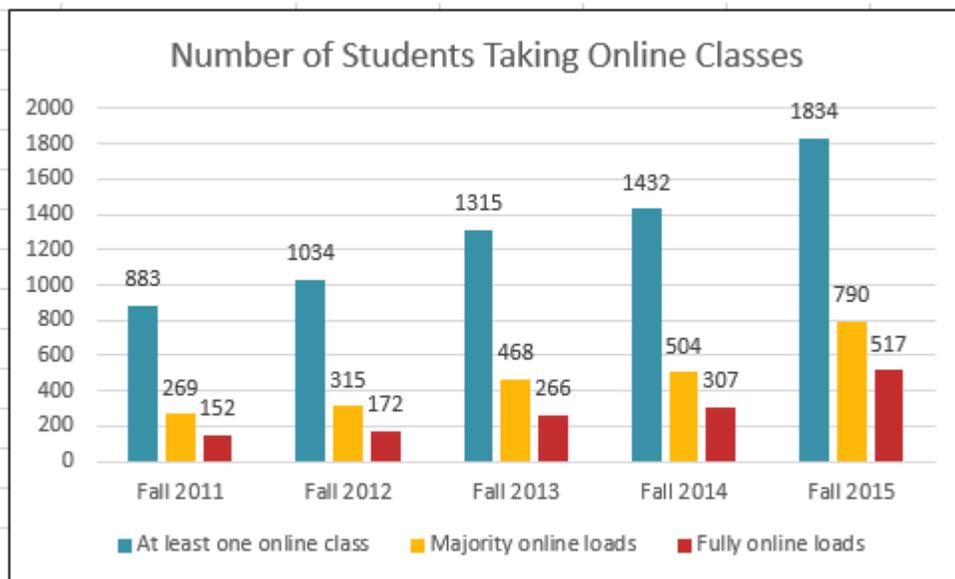
Credits Attempted and Passed in Online vs. Face to Face Classes

The following table shows the number of credits attempted and passed (ABC rate) in online classes and face-to-face classes for the past five fall terms. The pass rate gap is also shown.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
F2F	44600	46660	45871	44680	43841
ABC	33050	34506	33598	32941	33667
% ABC	74%	74%	73%	74%	77%
GHC Online	3055	4231	6000	6332	8035
ABC	1947	2759	4038	4174	5669
% ABC	64%	65%	67%	66%	71%
Pass Rate Gap	10%	9%	6%	8%	6%

Credit hours attempted and passed in online and face-to-face classes are graphed below with success rates in each. GHC's volume of credit hours contributed via online classes is growing steadily but growth is not eroding quality, which is increasing as measured by success rates along with volume. Success rates increased substantially in Fall 2015, corresponding to the beginning of our rollout of Quality Matters training at GHC.

Credit Hours Delivered and Passed (ABC) by Web-Based

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Web	3055	4231	6000	6332	8035

Credit Hours Delivered and Passed (ABC) by Face to Face

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
F2F	44600	46660	45871	44680	43841

% ABC Web Based

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% ABC	64%	65%	67%	66%	71%

% ABC Face to Face

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% ABC	74%	74%	73%	74%	77%
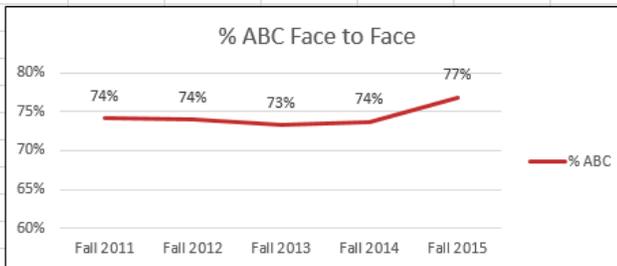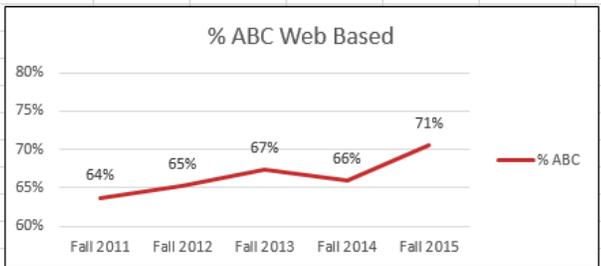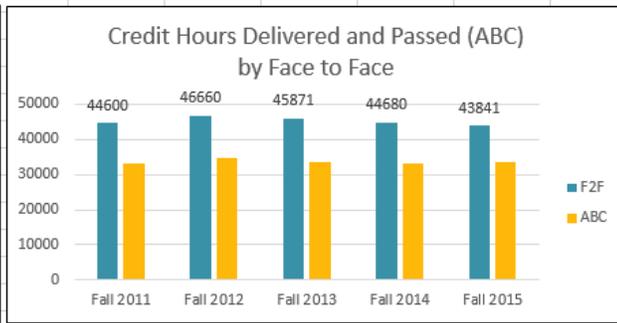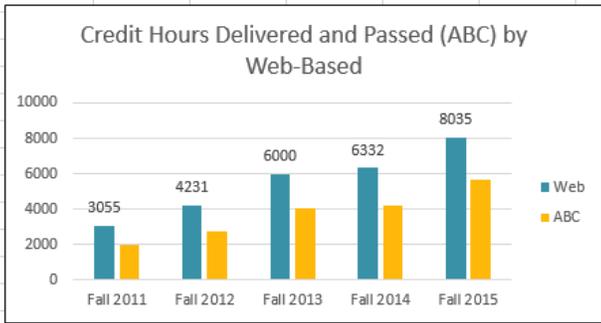
Georgia Institute of Technology Appendices

Appendices

Appendix A – Retention and Graduation Rates

First-Time, Full-Time Freshman Retention Rates							
COHORT	N	1st YR	2nd YR	3rd YR	4th YR	5th YR	6th YR
Fall 2004	2,575	92%	86%	84%	83%	82%	83%
Fall 2005	2,419	92%	87%	84%	83%	82%	82%
Fall 2006	2,838	92%	87%	84%	83%	82%	82%
Fall 2007	2,624	93%	88%	87%	85%	85%	85%
Fall 2008	2,633	93%	88%	86%	85%	84%	84%
Fall 2009	2,655	94%	90%	88%	88%	88%	88%
Fall 2010	2,706	95%	92%	90%	89%	89%	
Fall 2011	2,692	95%	91%	89%	89%		
Fall 2012	3,039	96%	92%	90%			
Fall 2013	2,669	96%	94%				
Fall 2014	2,805	97%					
Fall 2015	3,087						

Note: Retention is defined as enrollment in the subsequent fall term. "1st year" retention = first-to-second year retention.

First-Time, Full-Time Freshman Graduation Rates					
COHORT	N	4th YR	5th YR	6th YR	8th YR
Fall 2004	2,572	33%	72%	80%	82%
Fall 2005	2,416	31%	72%	79%	81%
Fall 2006	2,838	34%	72%	79%	82%
Fall 2007	2,622	41%	76%	82%	84%
Fall 2008	2,633	37%	75%	82%	
Fall 2009	2,654	40%	78%	85%	
Fall 2010	2,706	41%	80%		
Fall 2011	2,690	39%			
Fall 2012	3,038				
Fall 2013	2,669				
Fall 2014	2,804				
Fall 2015	3,087				

Note: Graduation is defined as the proportion of the revised cohort who completed their degree within the allocated time.
The cohort counts exclude students who died or were totally and permanently disabled, or those who left school to serve in the armed forces, with a foreign aid service, or with a religious mission.

Appendix B – Georgia Tech Undergraduate Enrollment and Degrees Conferred 2010-2015

Undergraduate Enrollment

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
13,750	13,948	14,527	14,558	14,682	15,142

Degrees

Undergraduate Enrollment 2010-2015
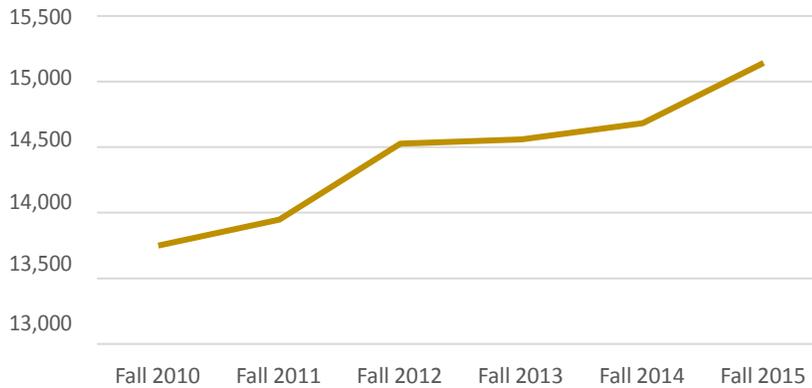
Undergraduate Conferred

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015
3,062	2,873	3,121	3,268	3,275	3,419

Degrees Conferred 2010-2015
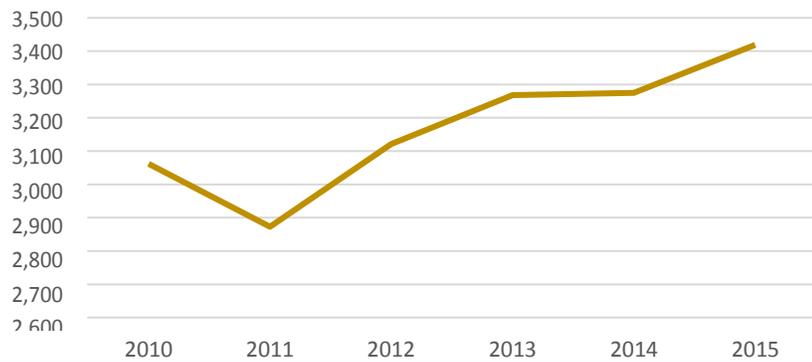
Appendix C – Six-Year Graduation Rates for Students in Academic Enrichment Programs

Academic Enrichment Programs 2015-16
GRADUATION RATES AND PARTICIPATION LEVELS*

Co-op – 96%
Through the co-op program (which involves at least three alternating work terms), 1,472 undergraduates completed 1,757 semester-long, full-time, major-related work experiences.

Internship – 97%
Internships require a minimum commitment of one work semester. In 2015-16, 899 undergraduates completed 981 internships.

Study Abroad – 98%
1,883 students studied abroad in 55 different countries. In addition, 135 students interned abroad in 34 different countries.

UROP – 94%
2,797 students participated in the Undergraduate Research Opportunities Program (UROP). Research—a catalyst for innovation—sparks critical thinking and creativity, builds on teamwork skills, fosters relationships between students and faculty, and solves real-world problems.

Honors Program – 88%
The Honors Program—a vibrant living learning community—promotes intellectual curiosity and creates an academic context in which students can work with professors and other students in a spirit of intellectual inquiry. 756 students participated in HP during 2015-16.

ThinkBig – 91%
With a menu of themed-based living learning options, ThinkBig involves monthly programming, outings, and professor engagement with students. 203 students participated in ThinkBig during 2015-16.

GT 1000 – 85%
1,901 students (64% of freshmen) participated in the first-year seminar, GT 1000, in fall 2015 and spring 2016. GT 1000 is a one-hour graded course offered in fall and spring semesters. This seminar is designed to support the successful transition and experience of new students.

Freshman Experience Program – 86%
Freshman Experience is a self-selected living learning option whose purpose is to help first-year students build a solid personal and academic foundation within a diverse and inclusive community. Over 2,600 students participated in FE during 2015-16.

GT 1000 + FE – 87%
Students who participate in both GT 1000 and Freshman Experience typically achieve graduation rates that exceed those of either group alone. This proved to be the case for the 2009 cohort, which had a six-year graduation rate of 87%.

Based on six-year graduation rates for the 2009 freshman cohort graduating by summer 2015 and program participation for summer 2015, fall 2015, and spring 2016.

Appendix D – Georgia Tech K-12 STEM Outreach Programs 2015-16

*Program specifically targets underrepresented populations

Event or Program	Organization or Sponsor	Population Targeted	URL
GoSTEM	Georgia Tech and Gwinnett County Schools	*Hispanic K-12 students	http://www.gostem.gatech.edu
Advanced Manufacturing & Prototyping Integrated to Unlock Potential (AMP-IT-UP)	National Science Foundation (involves partnership with GT and Griffin-Spalding County Schools)	Middle and high school students	https://www.ceismc.gatech.edu/amp-it-up
BreakThru	Georgia STEM Accessibility Alliance (involves partnership with UGA Performance Support Lab and GT Center for Assistive Technology and Environmental Access)	*Students with disabilities, middle school through matriculated students	http://georgiabreakthru.org/about
TEC Camp	Women in Engineering	*Rising 7th and 8th grade girls	http://wie.gatech.edu/tec-camp
Jr. TEC Camp	Women in Engineering	*Rising 5th and 6th grade girls	http://wie.gatech.edu/jr-tec-camp
Students Exploring Engineering	Women in Engineering	*Female freshman and sophomore high school students	http://wie.gatech.edu/students-exploring-engineering
Engineering Career Conference	Women in Engineering	*Female junior and senior high school students	http://wie.gatech.edu/k12-outreach/engineering-career-conference
CoE Champions	Georgia Tech College of Engineering	K-12 students	http://champions.coe.gatech.edu/k-12-opportunities
GT Engineering Design Challenge (GTEC)	Center for Engineering Education and Diversity (CEED)	Middle and high school students	http://ceed.gatech.edu/gt-engineering-design-challenge **site not updated
GT Engineering Explorations (GTEE)	CEED	Middle and high school students	http://ceed.gatech.edu/gt-engineering-explorations **site not updated
Summer Engineering Institute (SEI)	CEED	*Underrepresented minority rising 11th and 12th grade students	http://ceed.gatech.edu/summer-engineering-institute-sei
Retaining Inspirational Students in Engineering (RISE)	CEED	*Minority and nontraditional engineering students	http://ceed.gatech.edu/programs/undergrad/rise
National Action Council for Minorities in Engineering (NACME) Scholars Program	NACME and Georgia Tech	*Undergraduate minority engineering students	http://www.nacme.org/scholars

Event or Program	Organization or Sponsor	Population Targeted	URL
Louis Stokes Alliance for Minority Participation @ GA Tech (LSAMP)	Peach State LSAMP (involves a consortium of seven colleges and universities in Georgia)	*Minority undergraduate students	http://ceed.gatech.edu/about-lsamp
CEISMC Academic Mentoring	Center for Education Integrating Science, Mathematics, and Computing (CEISMC)	K-12 students	https://cmp-ceismc.gatech.edu
Annual Latino College and STEM Fair – GoSTEM	CEISMC (partnered with UGA LISSEL-B program)	*K-12 Hispanic/Latino students	https://www.ceismc.gatech.edu/calendar/4th-annual-latino-college-and-stem-fair-gt-gostem-uga-lisell-event
Bridge to Tech	CEISMC	Rising 9th grade students	http://drewsbridgeto.gatech.edu/
CEISMC @ GaTech Savannah	CEISMC	K-12 students	http://www.ceismc.gatech.edu/ceismc-savannah
Full STEAM Ahead	CEISMC @ GA Tech Savannah	K-8th grade students	https://pe.gatech.edu/savannah-campus/k-12/summer-camp
Artbotics I and Artbotics II	CEISMC Summer PEAKS	Elementary school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/elementary
Make Wonder: Learn to Code with Dash and Dot	CEISMC Summer PEAKS	Elementary and middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/elementary
Middle School App/Game Academy	CEISMC Summer PEAKS	Middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
BioIgnite	CEISMC Summer PEAKS	Middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
Lego Mindstorms I and Lego Mindstorms II	CEISMC Summer PEAKS	Middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
LearnToMod: Adventures in Minecraft Modding	CEISMC Summer PEAKS	Middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
iPlan: City and Regional Planning	CEISMC Summer PEAKS	Middle school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
Thrill-a-Minute Roller Coaster Physics	CEISMC Summer PEAKS	Middle and high school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle

Event or Program	Organization or Sponsor	Population Targeted	URL
High School App/Game Academy	CEISMC Summer PEAKS	High school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/middle
Environmental Leadership	CEISMC Summer Peaks	High school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/highschool
Mission Possible! (Industrial & Systems Engineering Focus)	CEISMC Summer PEAKS	High school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/highschool
PUSH- Pursuing Urban Sustainability at Home	CEISMC Summer PEAKS	High school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/highschool
Staying Focused: The Psychology of Attention	CEISMC Summer PEAKS	High school students	https://www.ceismc.gatech.edu/studentprograms/summer-peaks_programs/highschool
GE Girls @ GA Tech	CEISMC (partnered with GE)	*Female middle school students	https://apply.ceismc.gatech.edu/gegirls/
Georgia FIRST Lego League	CEISMC	Students ages 9-14	https://fll.gatech.edu/home
Georgia Tech's K-12 InVenture Challenge	CEISMC	K-12 students	http://inventurechallenge.gatech.edu/
Georgia Science Olympiad	CEISMC	High school students	http://www.ceismc.gatech.edu/gaso
GIFT	CEISMC	K-12 science, mathematics, and technology teachers	https://ceismc.gatech.edu/gift
K.I.D.S Club	CEISMC	K-12 students	https://kidsclub-ceismc.gatech.edu
STEM Mini-Conference for Educators	CEISMC	Science & math teachers	https://www.ceismc.gatech.edu/asf
Kids Family Fun	CEISMC	All ages	https://www.ceismc.gatech.edu/asf
College of Computing Summer Camps	Office of Outreach, Enrollment, and Community (OEC) at College of Computing	Rising 3rd graders - rising college freshman	http://gtcomputingoutreach.org/summerCamp.html
GT I3 – Imagine, Investigate, Innovate	OEC at College of Computing	High school students	http://robotics.gatech.edu/outreach/I3
Exploring Engineering Academy	Georgia Tech and Boy Scouts of America	High school students	http://www.atlantabsa.org/document/exploring-engineering-academy-brochure/160320
H.O.T. Days	ECE Outreach at College of Engineering	Rising 10th and 11th grade students	https://www.ece.gatech.edu/outreach/hot-days
STEP-UP Program	ECE Outreach at College of Engineering	Metro Atlanta physics/math high school teachers	https://www.ece.gatech.edu/outreach/step-up-program

Event or Program	Organization or Sponsor	Population Targeted	URL
The R.E.A.L. Program	CEISMC	*Underrepresented high school students in STEM education (chosen through GIFT program)	https://ceismc.gatech.edu/gift/real
Distance Math	Georgia Tech's School of Mathematics and Professional Education	Georgia high school students	http://admission.gatech.edu/dualenrollment/distance-math

Appendix E – STEM Graduation Rates – Overall and By Gender

STEM - Colleges of Computing, Engineering, and Sciences

	First-Time Freshmen Graduation Rates by STEM and Non-STEM				
COHORT	**STEM MAJOR AS A FRESHMAN**	**N**	**4th YR**	**5th YR**	**6th YR**
Fall 2005	Non-STEM	480	41%	76%	80%
	STEM	**1,936**	**29%**	**72%**	**79%**
Fall 2006	Non-STEM	528	44%	77%	82%
	STEM	**2,310**	**31%**	**71%**	**79%**
Fall 2007	Non-STEM	510	49%	77%	83%
	STEM	**2,112**	**39%**	**76%**	**82%**
Fall 2008	Non-STEM	497	46%	78%	83%
	STEM	**2,136**	**35%**	**74%**	**81%**
Fall 2009	Non-STEM	445	55%	84%	87%
	STEM	**2,209**	**37%**	**77%**	**84%**
Fall 2010	Non-STEM	419	53%	84%	
	STEM	**2,287**	**39%**	**80%**	
Fall 2011	Non-STEM	389	55%		
	STEM	**2,301**	**36%**		

Six-Year Graduation Rates for STEM Majors – Five-Year History

	Fall 2005	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
Women	84%	85%	86%	88%	88%
Men	77%	77%	79%	83%	83%

Six-Year Graduation Rates for STEM majors by Gender - Freshman Cohorts 2005-2009
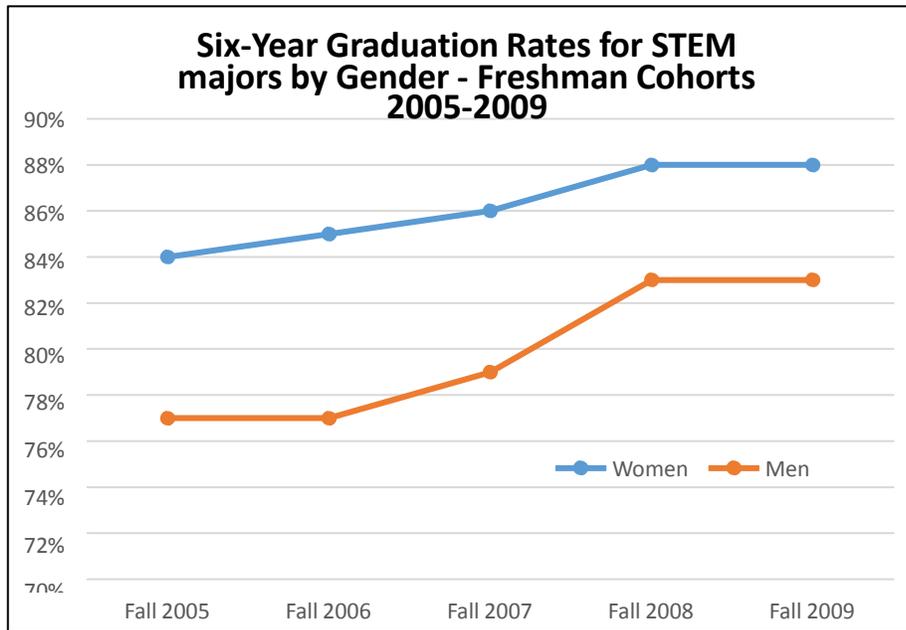
Appendix F – OMED: Educational Services Outcomes

Fall 2015 GPA Outcomes for Summer 2015 URM Challenge Participants

Challenge First-Year Black (52)	3.10	Non-Challenge First-Year Black (96)	3.00
Challenge First-Year Hispanic (15)	3.45	Non-Challenge First-Year Hispanic (191)	3.38
Challenge First-Year Multi (3)	2.95	Non-Challenge First-Year Multi (91)	3.32
Challenge Fall GPA Average (70)	3.17	Non-Challenge Fall GPA Average (378)	3.23
% Challenge students with GPA = 4.0 (13)	17%		
% Challenge students with GPA ≥ 3.0 (51)	67%		

Average Cumulative GPA for First-Year Students at the End of the Fall Term

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2015	3.24	2.95	3.47
2014	3.43	3.04	3.40
2013	3.36	2.77	3.32
2012	2.98	2.76	3.20

Undergraduate First-to-Second Year Retention Rates

Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2014	97%	94%	98%
2013	96%	97%	91%
2012	96%	95%	95%

Appendix G – URM Graduation Rates

Six-Year Graduation Rates

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Non-URM	80%	80%	83%	82%	85%
URM	69%	71%	74%	78%	80%

URM = American Indian or Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander

Six-Year Graduation Rates for URM and Non-URM Students
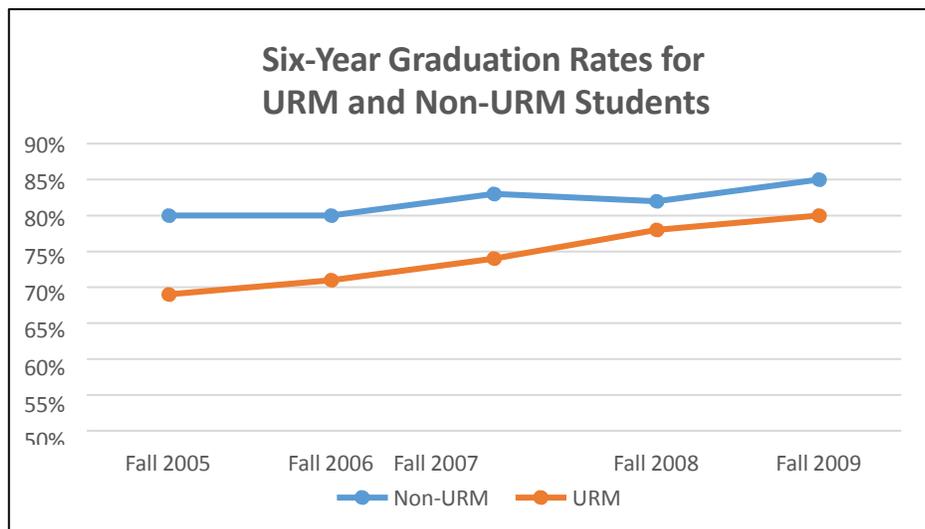
Graduation Rates for Black or African-American and Hispanic or Latino Students

Six-Year Graduation Rates

	Fall 2005 Cohort	Fall 2007 Cohort	Fall 2009 Cohort
Overall campus	80%	82%	85%
Black or African-American	60%	75%	78%
Hispanic or Latino	79%	75%	85%
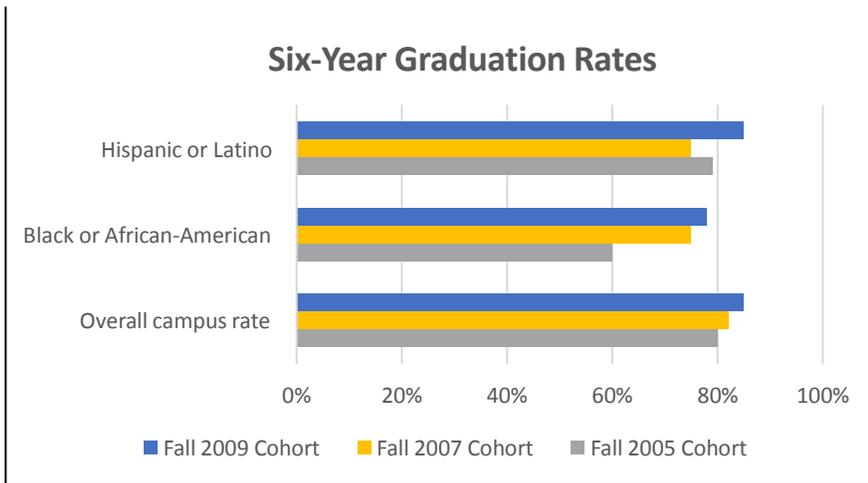
Appendix H – PLUS Outcomes

PLUS Grade Comparison for Fall 2015

Grade	Regulars*	%	Non-Regulars	%	Non-PLUS Group	%
A	126	45.16%	643	43.48%	1138	40.77%
B	95	34.05%	423	28.60%	740	26.51%
C	37	13.26%	231	15.62%	446	15.98%
D	12	4.30%	79	5.34%	143	5.12%
F	4	1.43%	36	2.43%	137	4.91%
W	5	1.79%	60	4.06%	176	6.31%
S	0	0.00%	0	0.00%	0	0.00%
U	0	0.00%	0	0.00%	0	0.00%
I	0	0.00%	5	0.43%	9	0.30%
Registrations	279	6.13%	1479	32.51%	2791	61.35%
ABCS	258	92.47%	1297	87.69%	2324	83.27%
DFWUI	21	7.53%	175	11.83%	456	16.34%
GPA	3.19		3.10		3.00	

*Regulars (>5 visits), Non-Regulars (1-5 visits)

PLUS GRADE COMPARISON FOR SPRING 2016

Grade	Regulars*	%	Non-Regulars	%	Non-PLUS Group	%
A	88	46.07%	445	38.20%	1301	42.66%
B	72	37.70%	394	33.82%	865	28.36%
C	20	10.47%	200	17.17%	441	14.46%
D	9	4.71%	54	4.64%	159	5.21%
F	2	1.05%	24	2.06%	115	3.77%
W	0	0.00%	43	3.69%	159	5.21%
S	0	0.00%	0	0.00%	1	0.03%
U	0	0.00%	0	0.00%	0	0.00%
I	0	0.00%	5	0.43%	9	0.30%
Registrations	191	4.33%	1165	26.44%	3050	69.22%
ABCS	180	94.24%	1039	89.18%	2608	85.51%
DFWUI	11	5.76%	121	10.39%	433	14.20%
GPA	3.23		3.06		3.07	

*Regulars (>5 visits), Non-Regulars (1-5 visits)

Appendix I – SOUP Outcomes

Summer Online Undergraduate Program (SOUP)

Term	Courses Offered	Unique participants by n	Enrollments*	A/B/C/S grades by n	A/B/C/S grades by %
Summer 2013	12	78	112	82	73%
Summer 2014	15	149	248	219	90%
Summer 2015	18	317	533	465	89%
Summer 2016	21	376	563	487	87%

Number of course enrollments; a unique student can have more than one enrollment

Retention/Graduation Rates Summer Online Undergraduate Program (SOUP)*

Term	Unique SOUP students by n	Unique SOUP students retained or graduated by n	% retained or graduated
Summer 2013	78	76	97%
Summer 2014	149	147	99%
Summer 2015	317	311	98%
Summer 2016	376	TBD	TBD

*Retention/graduation of *SOUP participants by the end of the following fall semester*

Appendix J – CCG-GT Steering Committee, 2016-17

Ms. Sandi Bramblett, Executive Director of Institutional Research and Planning/Decision Support Services* Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education*

Ms. Debbie Pearson, Retention and Graduation Manager (permanent ex-officio member)

Ms. Lynn Durham, Assistant Vice President and Chief of Staff, Office of the President

Ms. Fiona Brantley, Associate Director, Center for Academic Success

Ms. Lisa Grovenstein, Director of Media Relations, Institute Communications Ms. Sandra Kinney, Senior Director, Institutional Research and Planning

Dr. Paul Kohn, Vice Provost for Enrollment Services

Dr. Leo Mark, Associate Dean for Academic Programs and Student Affairs, Professional Education Ms. Cynthia Moore, Director, OMED: Educational Services

Dr. Donald Pearl, Director, Center for Academic Success

Dr. Joyce Weinsheimer, Director, Center for the Enhancement of Teaching and Learning Dr. Brenda Woods, Director of Research and Assessment, Student Life

Dr. Rebecca Burnett, Director of Writing and Communication & Professor, LMC, Ivan Allen College of Liberal Arts

Dr. Jonathan Clarke, Associate Professor and Associate Dean for Undergraduate Programs, Scheller College of Business

Dr. David Collard, Associate Dean, College of Sciences

Dr. Al Ferri, Associate Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering Dr. Michelle Rinehart, Associate Dean, College of Design

Mr. David White, Assistant Dean for Academic Programs, College of Computing

  Co-chair, CCG-GT Steering Committee

Georgia State University Appendix
Chart 1

GSU Bachelor Degree Graduation Rates by Year
2010 to Present

Chart showing GSU Bachelor Degree Graduation Rates by Year from 2003 (32%) to 2015 (54%). Annotations include: Panther Retention Grants (PRG), Supplemental Instruction (SI), Office of Student Success / Keep Hope Alive, Mathematics Interactive Learning Environment (MILE), University Advisement Center / GPS Advising / Meta Majors, Freshman Learning Communities (FLC).
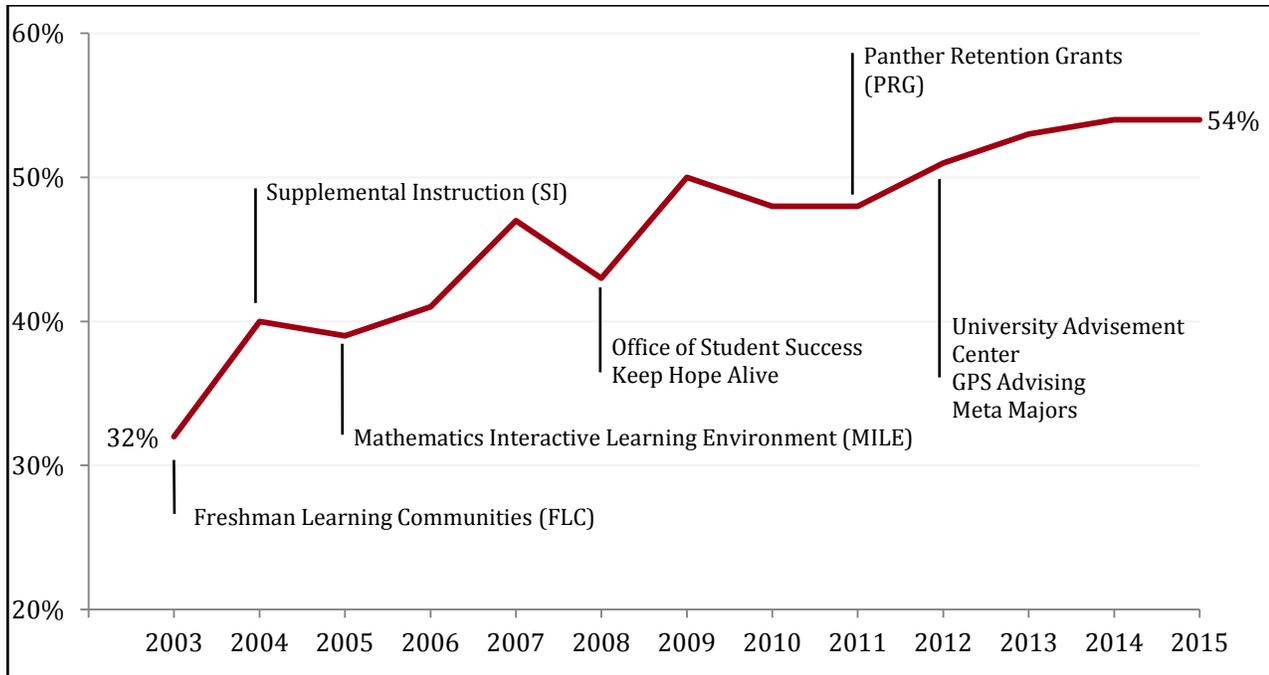
Chart 2

Georgia State University Bachelor Degree Conferrals
Since Launch of Strategic Plan

	Academic Year						5 Year Change
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	
Pell-eligible Students	2,218	2,551	2,872	2,808	2,912	2,944	33%
Black or African American	1,386	1,550	1,664	1,726	1,829	1,975	42%
Hispanic	292	339	394	409	435	443	52%

Chart 3

Georgia State University Undegraduate Degree Conferrals by Year
Since Launch of Strategic Plan

All Undergraduate Degrees

6,770

Bachelors Only

4,867

4,222

4,468

4,784

4,668

4,788

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
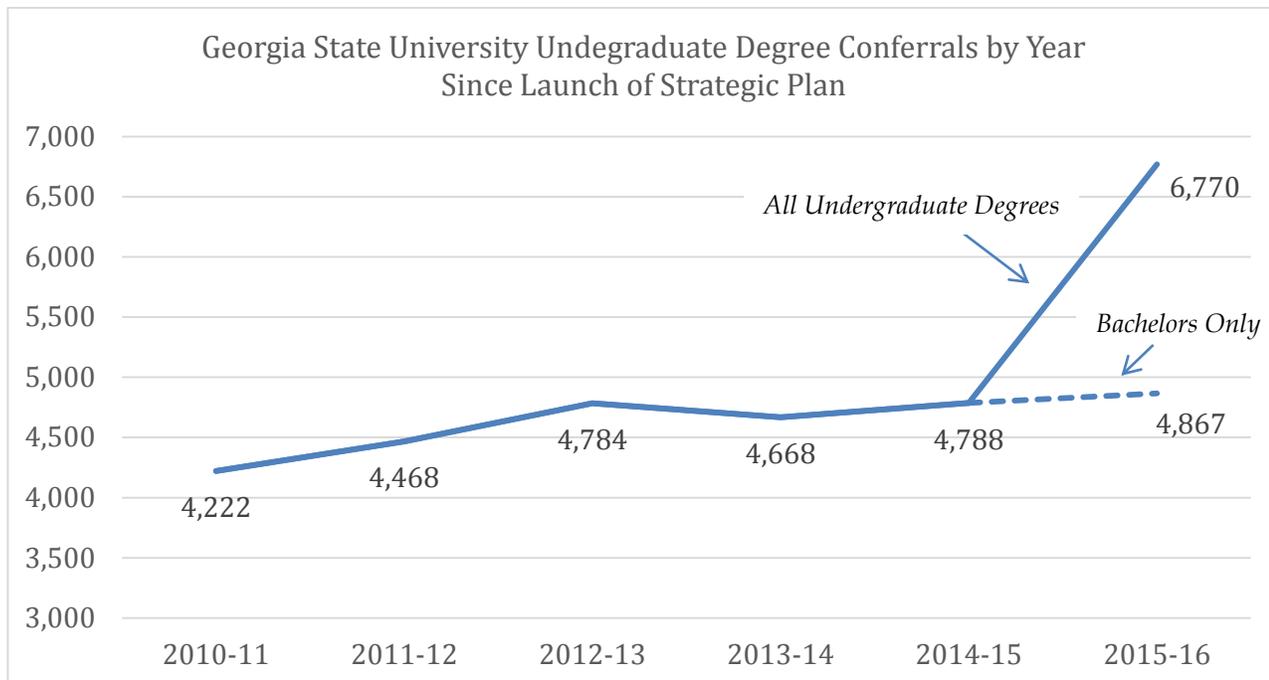
Chart 4

Top Ten National African American Baccalaureate Producers

Rank	Institution	State	2014 - 2015		% Change Compared to AY2014
			Total	% Grad	
1	Georgia State University	GA	1,735	36%	5%
2	Florida Agricultural and Mechanical University	FL	1,432	95%	-3%
3	University of Central Florida	FL	1,195	10%	9%
4	Howard University	DC	1,235	92%	28%
5	University of Maryland University College	MD	1,181	23%	10%
6	North Carolina A & T State University	NC	1,120	87%	-8%
7	The University of Texas at Arlington	TX	1,062	15%	12%
8	University of Memphis	TN	982	34%	-3%
9	Prairie View A & M University	TX	920	79%	9%
10	Florida International University	FL	915	11%	5%

Source: Diverse Issues in Higher Education [1]
* Does not including online universities (i.e. University of Phoenix – Online Campus, Ashford University, University of Maryland-University College)

Chart 5

At Risk Undergraduate Student Populations at GSU by Year
Fall 2008 - Fall 2015

—— Underrepresented Minority Students   —— Pell Eligible Students
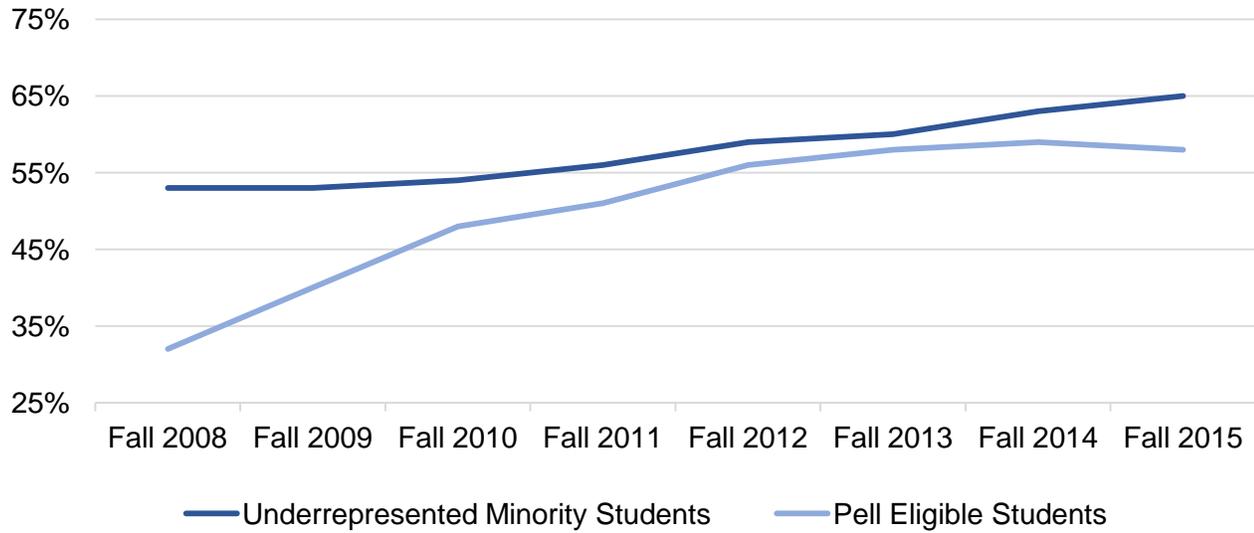
* Pell Data from U.S. New and World Report

Chart 6

GSU Bachelor Degrees Conferred by Academic Year
2010 to Present

		Academic Year					
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Status	Adult Learners	1,562	1,625	1,808	1,768	1,697	1,701
	Pell-eligible Students	2,218	2,551	2,872	2,808	2,912	2,944
	First Generation Students	927	1,113	1,149	1,146	1,171	1,210
Race	White	1,884	2,002	2,006	1,915	1,855	1,778
	Black or African American	1,386	1,550	1,664	1,726	1,829	1,975
	Asian	543	507	633	541	536	568
	More Than One Race	170	154	167	175	184	276
	American Indian or Alaska Native	13	9	18	12	19	11
	Native Hawaiian or Other Pacific Islander	19	14	9	10	8	0
	Not Reported	207	232	287	289	357	259
Ethnicity	Non-Hispanic	3,682	3,919	4,123	4,006	4,107	4,233
	Hispanic	292	339	394	409	435	443
	Not Reported	248	210	267	253	246	191
Total Bachelor's Degrees Conferred*		**4,222**	**4,468**	**4,784**	**4,668**	**4,788**	**4,867**

Chart 7

GSU Bachelor Graduation Rates by Population
2010 to Present

	2010	2011	2012	2013	2014	2015
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%
6-Year: African American	51%	52%	54%	57%	55%	58%
6-Year: White	46%	45%	49%	52%	53%	50%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%
6-Year: Pell	51%	49%	51%	53%	51%	55%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%

Chart 8

Credit Hours at Completion: Bachelor Students

140   140   141   141   138   135   133

2009-10   2010-11   2011-12   2012-13   2013-14   2014-15   2015-16
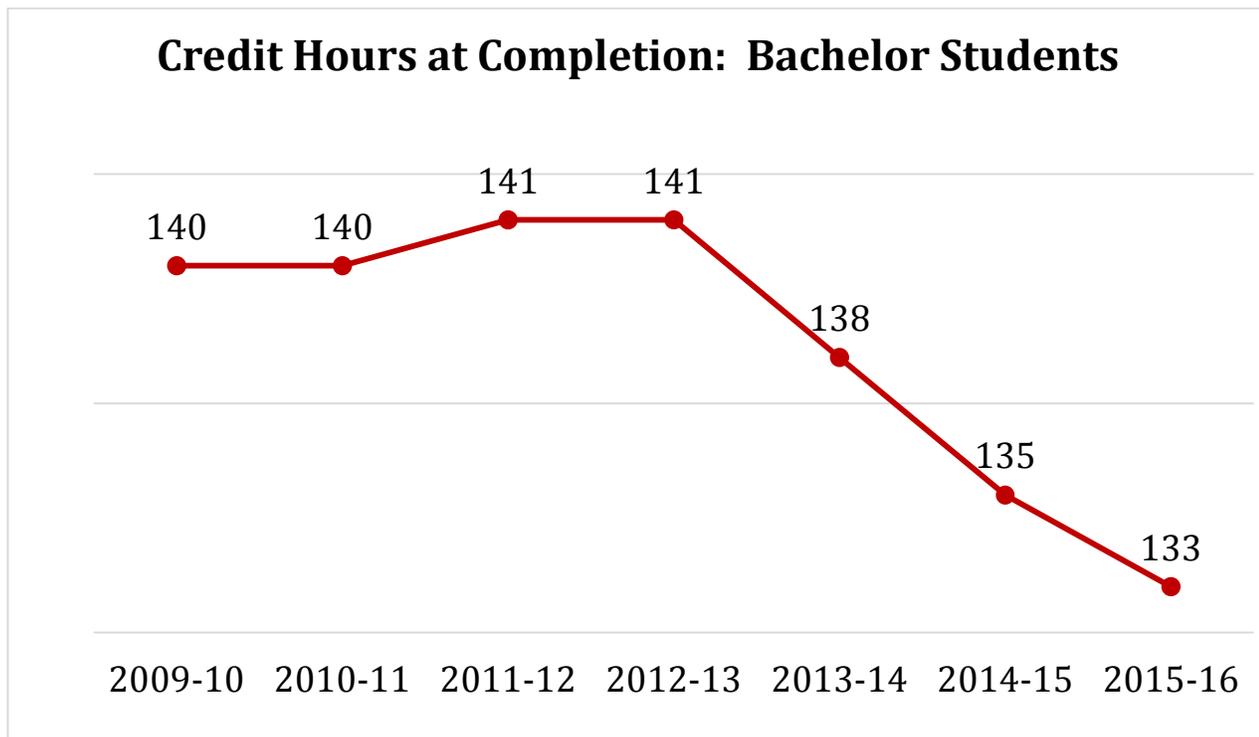
Chart 9

6 Year Bachelor Graduation Rates Among First Time First Year Freshman
who Started at Georgia State University

	White	African American	Hispanic
Ten Years Ago***	37.4%	39.2%	33.3%
Today (2015)	49.9%	58.2%	57.6%
Today (2015), with National Student Clearinghouse Added	75.9%	76.9%	79.7%

■ Ten Years Ago*** ■ Today (2015) ■ Today (2015), with National Student Clearinghouse Added
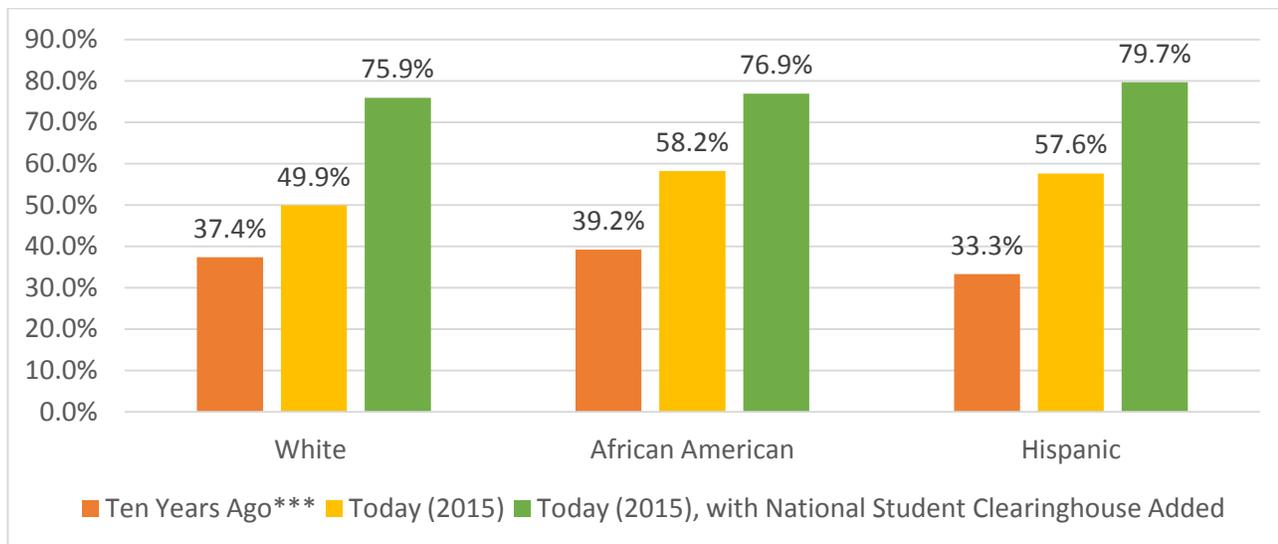
Chart 10

Timeline of Student Success Initiatives at Georgia State University

Initiative	Year Started	Summary	Scale
Freshman Learning Communities	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule.	95% of first-year students in 2013-14
Supplemental Instruction	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	9,700 students in 2013-14
Mathematics Interactive Learning Environment	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction.	7,500 students in 2013-14
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	377 students since 2009
Panther Retention Grants	2011	Small grants (combined with academic and financial counseling) to juniors and seniors who are on-track academically, but are required by a state of Georgia rule to be dropped from classes because they have small outstanding balances on tuition or fees.	4,200 students since 2011
Graduation and Progression System	2012	Sophisticated dashboard for advisers that displays real-time analyses of student academic progress and raises alerts calling for intervention; coupled with consolidating undergraduate advising and more than doubling the number of advisers.	Prompted 43,000 student-adviser meetings in 2013-14
Summer Success Academy	2012	Opportunity for the most academically at-risk 10 percent of incoming freshmen to take 7 credit hours and receive intensive academic advisement and financial literacy training during the summer before their first year.	320 students in Summer 2014

Source: Building A Pathway to Student Success at Georgia State University

Chart 11

Perimeter College Associate Degree Graduation Rates

	GPC	Plus other USG	System total
2006	9.7%	9.8%	13.7%
2007	9.6%	9.7%	12.9%
2008	9.3%	9.5%	11.3%
2009	8.8%	9.0%	10.7%
2010	9.6%	9.9%	10.6%
2011	7.7%	7.7%	9.8%
2012	8.3%	8.4%	9.5%
2013	8.9%	9.0%	9.0%
2014	6.5%	6.6%	8.6%
2015	9.3%	9.4%	10.3%

First-time full-time freshmen cohorts, beginning with Fall 2003 cohort
**Data retrieved from http://www.info.usg.edu/, Graduation Rates Report

Chart 12

Perimeter College Enrollment by Population

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White	3,301	2,856	2,383	2,233	1,918
Black/African American	12,043	9,919	8,520	8,808	8,930
Asian	2,342	2,274	2,292	2,363	2,235
American Indian or Alaska Native	82	59	66	50	55
Native Hawaiian or Other Pacific Islander	25	24	26	25	28
Two or more races	821	710	671	736	800
Hispanic/Latino	1,933	1,963	1,914	2,090	2,159
Race/Ethnicity Unknown	484	266	134	89	89

**Data retrieved from http://www.info.usg.edu/, Enrollment Report

Chart 13

Perimeter College Associate Retention Rates

	GPC	System-Wide
2005	65.6%	69.4%
2006	65.6%	69.4%
2007	64.2%	68.9%
2008	64.0%	68.4%
2009	62.7%	66.9%
2010	57.6%	62.2%
2011	60.3%	64.2%
2012	50.8%	54.2%
2013	58.5%	63.3%
2014	61.7%	66.6%
2015	64.5%	70.0%

Chart 14

Perimeter College Degrees conferred by FY

	2010	2011	2012	2013	2014	2015
Associate degree conferrals overall	1,452	1626	1919	1813	1685	1702

*Fiscal Year defined as Fall-Spring-Summer (e.g. FY 2014 Summer 2013, Fall 2013 and Spring 2014).

**Data retrieved from http://www.info.usg.edu/, Degrees Conferred Report

Chart 15

Perimeter College Degrees conferred by Population

	2010	2011	2012	2013	2014	2015
White	577	574	607	569	548	532
Black/African American	506	638	807	743	717	721
Asian	162	165	182	206	164	180
Two or More Races	70	81	81	52	42	67
American Indian or Alaska Native	5	2	5	4	5	6
Native Hawaiian or Other Pacific Islander	0	0	1	3	0	2
Hispanic/Latino	68	92	129	147	143	145
Race and Ethnicity Unknown	64	74	107	89	66	49
Associate degree conferrals overall	1,452	1,626	1,919	1,813	1,685	1,702

*Fiscal Year defined as Fall-Spring-Summer (e.g. FY 2014 Summer 2013, Fall 2013 and Spring 2014).

**Data retrieved from http://www.info.usg.edu/, Degrees Conferred Report

Georgia Southwestern State University Appendix

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total Undergraduate Enrollment	2222	2221	2420	2659	2847	2811	2749	2667	2527	2435
Number of Undergraduates with Record of Parents' College Level	1508	1520	1910	2250	2492	2469	2413	2376	2350	2208
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	898	945	1279	1439	1521	1439	1379	1345	1346	1243
% of All Undergraduates who are First Generation	40.4	42.5	52.9	54.1	53.4	51.2	50.2	50.4	53.3	51.0
Received Pell Grant Fall term	890	885	941	1134	1335	1377	1292	1254	1152	1072
Percent Undergraduates with Pell	40.1	39.8	38.9	42.6	46.9	49.0	47.0	47.0	45.6	44.0
Number of Non-traditional Undergraduates (25 or older at first matriculation)	444	454	512	612	650	643	620	633	556	524
Percent Non-traditional Undergraduates	20.0	20.4	21.2	23.0	22.8	22.9	22.6	23.7	22.0	21.5
Number of Non-traditional Undergraduates (age 25 or older)	647	648	705	808	848	855	837	837	749	666
Percent of Undergraduates Age 25 or Older	29.1	29.2	29.1	30.4	29.8	30.4	30.4	31.4	29.6	27.4

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total First-time Full-time (FTFT) Cohort	399	388	418	435	474	404	374	351	386	374
Number of FTFT Cohort with Record of Parents' College Level	354	275	411	409	445	364	338	328	381	372
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	233	184	268	222	217	181	172	176	194	198
% of All FTFT Cohort who are First Generation	58.4	47.4	64.1	51.0	45.8	44.8	46.0	50.1	50.3	52.9
Received Pell Grant Fall Term	159	160	162	204	230	195	182	160	183	173
Percent FTFT Cohort with Pell	39.8	41.2	38.8	46.9	48.5	48.3	48.7	45.6	47.4	46.3
Number of Non-traditional FTFT Cohort	22	18	10	22	20	18	2	4	4	2
Percent of Non-traditional FTFT Cohort	5.5	4.6	2.4	5.1	4.2	4.5	0.5	1.1	1.0	0.5

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	1 Year Change	10 Year Change
Females	Asian	0	1	4	3	2	6	4	4	4	5	3	-40.00	200.00
	Black or African American	56	73	73	80	68	93	92	88	99	100	82	-18.00	12.33
	Hispanic/Latino	1	3	3	0	3	6	5	4	6	17	8	-52.94	166.67
	American Indian or Alaska Native	2	1	0	2	3	2	0	0	0	0	1		0.00
	White	157	170	170	160	195	255	229	243	258	211	192	-9.00	12.94
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	1	0	0	0	0		
	Multiracial	0	0	4	2	2	6	4	6	4	7	3	-57.14	
	Non-resident Alien	6	6	3	2	2	5	10	9	2	5	2	-60.00	-66.67
	Race/Ethnicity Unknown	0	0	0	0	0	1	0	0	1	0	1		
	subtotal	222	254	257	249	275	374	345	354	374	345	292	-15.36	14.96
Males	Asian	0	1	0	2	3	3	2	1	5	2	1	-50.00	0.00
	Black or African American	20	21	14	32	29	25	24	33	26	32	26	-18.75	23.81
	Hispanic/Latino	1	0	0	0	3	3	4	4	1	8	9	12.50	
	American Indian or Alaska Native	0	1	0	0	1	0	1	0	1	0	0		-100.00
	White	79	92	85	101	91	111	137	102	123	122	98	-19.67	6.52
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	1	0	3	0	2	2	4	0	4	1	3	200.00	
	Non-resident Alien	5	1	3	1	2	5	8	17	6	7	1	-85.71	0.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	1	0	1	0	2		
	subtotal	106	116	105	136	131	149	181	157	167	172	140	-18.60	20.69
Total		328	370	362	385	406	523	526	511	541	517	432	-16.44	16.76
Number Received Pell Grant (at any time at GSW)		183	187	182	199	199	284	295	301	311	324	260	-19.75	39.04
%		55.79	50.54	50.28	51.69	49.0	54.3	56.08	58.9	57.49	62.67	60.19		
Number of First Generation		50	114	108	138	213	280	297	253	256	268	246	-8.21	
%		15.24	30.81	29.83	35.84	52.46	53.54	56.46	49.51	47.32	51.84	56.94		
# Graduates with First Generation Data		96	221	224	226	310	436	443	423	475	465	399		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	1 Year	10 Year

												Change	Change
Age 17-19 at graduation	0	0	0	0	0	0	1	0	0	0	0		
Age 20-22	91	105	100	103	98	155	114	124	132	118	94	-20.34	-10.48
Age 23-24	109	112	118	105	109	133	160	142	162	149	136	-8.72	21.43
Age 25-26	32	46	40	44	49	46	55	61	59	61	38	-37.70	-17.39
Age 27-28	26	23	28	26	28	38	38	33	32	34	33	-2.94	43.48
Age 29-30	11	16	14	18	15	26	38	22	22	38	20	-47.37	25.00
Age 31-34	20	24	21	23	33	45	39	42	48	29	26	-10.34	8.33
Age 35-39	16	28	18	28	30	32	29	40	35	43	30	-30.23	7.14
Age 40 +	23	16	23	38	44	48	52	47	51	45	55	22.22	243.75
Average	27	26.7	26.7	27.9	28.6	27.9	28.1	27.7	27.3	27.7	28.8		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	1 Year Change	10 Year Change
Biology	6	13	10	9	6	9	5	11	13	14	9	7	9	4	-55.6	-33.3
Chemistry	9	4	9	7	3	6	2	6	8	2	0	3	0	2		-33.3
English and Foreign Languages	6	7	2	5	4	4	9	6	16	5	7	7	12	9	-25.0	125.0
Art	10	7	9	5	6	3	8	5	7	9	6	4	3	4	33.3	-33.3
Dramatic Arts			2	2	2	4	3	2	2	7	3	4	8	9	12.5	350.0
Music			1	1	2	2	1	5	1	2	0	3	3	2	-33.3	0.0
Geology	1	0	4	3	0	1	2	2	3	2	1	4	3	1	-66.7	
History	9	10	12	11	19	18	13	15	12	10	13	15	13	7	-46.2	-63.2
Political Science	6	6	0	6	4	7	2	2	7	9	4	6	6	3	-50.0	-25.0
Mathematics	0	4	3	7	3	2	9	8	7	9	8	4	4	2	-50.0	-33.3
Psychology	27	46	27	34	41	33	39	32	33	34	41	49	32	43	34.4	4.9
Sociology	17	19	13	15	18	19	10	15	8	10	11	15	16	6	-62.5	-66.7
Business	89	97	88	109	107	125	148	141	197	208	201	208	197	171	-13.2	59.8
Computer and Information Science	21	7	13	16	17	8	10	9	13	10	11	20	22	13	-40.9	-23.5
Education	62	64	87	51	76	76	66	72	108	96	72	76	80	57	-28.8	-25.0
Health and Human Performance	19	14	35	23	31	15	28	22	29	34	36	30	39	26	-33.3	-16.1
Nursing	22	21	19	24	31	30	30	53	59	67	90	91	80	73	-8.8	135.5
Total	304	319	334	328	370	362	385	406	523	528	513	546	527	432	-18.0	16.8

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

Fall Cohort	First-time Full-time Freshmen	Institution-specific Retention Rates	
		1-Term	1-Year
		(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	73.80
2015	374	91.44	69.52

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year																
	2007		2008		2009		2010		2011		2012		2013		2014		2015	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3	74	19.7	77	19.6	78	20.5
3.00 to 3.49	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5	78	20.7	86	21.9	95	24.9
2.50 to 2.99	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3	70	18.6	68	17.3	81	21.3
2.00 to 2.49	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3	62	16.5	65	16.5	48	12.6
1.50 to 1.99	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5	33	8.8	36	9.2	30	7.9
0.00 to 1.49	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0	56	14.9	56	14.2	41	10.8
No GPA**	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3	3	0.8	5	1.3	8	2.1

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

	Percent of As, Bs, Cs																
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Course	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	34.9	43	59.4	37	28.0	26	46.1	39	30.8	25	43.3	30	50.0	20	37.9	29	42.9	21
Essentials of Biology I	71.4	42	64.0	61	69.4	72	70.2	67	56.7	67	74.4	90	60.2	88	56.3	80	33.8	80
Principles of Chemistry I	87.6	16	57.2	7	77.8	9	71.4	14	83.3	6	70.6	17	50.0	4	91.7	12	88.9	9
Earth, Mat., Processes, & Env.	-	-	71.5	21	53.6	28	81.0	21	65.5	29	38.9	18	53.8	26	--	--	55.6	18
College Algebra	68.0	103	57.6	111	52.7	112	63.8	102	59.5	121	75.0	160	52.6	114	67.8	146	71.8	181
Math Modeling	-	-	-	-	-	-	-	-	66.7	33	92.3	13	57.1	14	64.7	34	58.3	12
American Government	69.8	139	71.9	114	75.3	97	53.1	111	48.0	73	44.8	58	58.1	43	50.0	64	52.1	71
World Civilization I	71.2	52	93.4	61	65.2	66	38.8	67	66.7	84	76.5	17	44.4	9	80.8	78	91.6	71
World Civilization II	78.0	59	65.5	84	41.2	97	50.5	93	45.6	57	60.3	78	73.5	79	70.0	10	63.1	65
US History I	81.3	48	-	-	90.2	41	72.8	11	-	-	--	--	--	--	--	--	65.8	38
US History II	83.3	18	68.2	41	75.0	36	75.4	77	75.8	66	56.4	39	73.3	45	77.6	49	--	--
Introduction to Psychology	67.3	162	83.0	182	68.1	191	72.8	191	68.7	185	72.5	193	72.7	161	80.8	177	85.5	166
Human Growth & Development	-	-	79.4	34	85.2	27	77.1	48	69.6	46	91.8	49	78.5	51	85.9	61	93.8	32
Introduction to Sociology	76.5	68	57.3	75	53.0	66	57.2	103	64.0	75	46.3	54	78.0	86	61.4	88	78.4	139
English Composition I	77.7	228	77.3	230	78.4	218	81.2	181	62.2	164	73.3	202	72.6	226	80.2	243	70.7	225

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort							
	Cohort Year						
	2009	2010	2011	2012	2013	2014	2015
Number First-time Full-time Freshmen Cohort	435	474	404	374	351	386	374
Number Attempted 15 or more Hours in Fall Term	68	98	81	62	174	238	279
Percent Attempted 15 or more Hours in Fall Term	15.6	20.7	20.0	16.6	49.6	61.7	74.6
Number Earned 15 or more Hours at end of Fall term	34	45	29	31	80	140	154
Percent Earned 15 or more Hours at end of Fall Term	7.8	9.5	7.2	8.3	22.8	36.3	41.2
Number Earned 30 or more Hours in Fall/Spring Terms	22	28	23	39	49	98	105
Percent Earned 30 or more Hours in Fall/ Spring Term	5.1	5.9	5.7	10.4	14.0	25.4	28.1

Note: Hours = institutional hours only. Hours earned for Fall 2009-2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort								
Rate	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Institution-Specific	68.9 (n=418)	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)
Disaggregated Institution-Specific								
Traditional-aged	69.1 (n=408)	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)
White, Non-Hispanic	69.3 (n=241)	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)
African American or Black, Non-Hispanic	67.9 (n=140)	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)
Other	74.1 (n=27)	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)
Male	61.7 (n=175)	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)
Female	74.7 (n=233)	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)
White, Female	79.7 (n=128)	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)
Black, Female	68.5 (n=89)	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)
White, Male	57.5 (n=113)	59.7 (n=124)	63.7 (n=113)	68.4 (n=98)	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)
Black, Male	66.7 (n=51)	62.9 (n=35)	66.7 (n=48)	61.5 (n=39)	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)
Initially enrolled as Commuting Students	67.0 (n=112)	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)
Initially enrolled as On-campus Residents	69.9 (n=296)	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)
Initially enrolled in Learning-support classes[1]	45.8 (n=48)	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)
Non-traditional[2]	60.00 (n=10)	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)
Pell Recipients	59.9 (n=162)	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)

Rate	2004	2005	2006	2007	2008	2009	2010
Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort							
Institution-Specific	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)	35.8 (n=388)	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)
Disaggregated Institution-Specific							
Traditional-aged	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)	37.6 (n=370)	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)
White, Non-Hispanic	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)	37.5 (n=240)	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)
African American or Black, Non-Hispanic	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)	37.1 (n=105)	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)
Other	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)	40.0 (n=25)	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)
Male	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)	34.3 (n=134)	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)
Female	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)	39.4 (n=236)	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)
White, Female	39.8 (n=123)	44.4 (n=108)	41.0 (n=122)	40.4 (n=141)	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)
Black, Female	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)	38.5 (n=78)	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)
White, Male	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)	33.3 (n=99)	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)
Black, Male	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)	33.3 (n=27)	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)
Initially enrolled as Commuting Students	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)	30.9 (n=97)	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)
Initially enrolled as On-Campus Residents	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)	39.9 (n=273)	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)
Initially enrolled in Learning-support classes[1]	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)	27.3 (n=55)	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)
Non-traditional[2]	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)	0.0 (n=18)	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)
Pell Recipients	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)	28.8 (n=160)	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)

Noel-Levitz Assessment

During the 2015-2016 academic year, there were 1864 members of the parents' email list. This was an increase from the 1369 members during the 2014-15 academic year. All members of our Parents Association email list are sent the monthly edition of an electronic newsletter, "Student Health 101." Student Health 101 is a monthly health and wellness magazine just for GSW students and their families. Each issue contains valuable information that will help students make better decisions and can help parents/guardians gain a better understanding of the health and wellness challenges that face today's students. Each month, our Parents Association members receive an e-mail with the latest issue of the family-only Student Advocate, along with the Student Health 101 issue that their students will receive. The newsletter is provided by a national organization, College Health Services. Members of our Parents Association also receive a monthly e-edition of a Campus Link Newsletter, published by Paper Clip Communications, but customized for GSW, including its logo. It addresses a wide range of topics and issues faced by college students, including tips and advice for dealing with those issues. Finally, members of our Parents Association receive some of the emails that are sent to students via the student email system. The emails are monitored and ones with information deemed important or interesting for parents is forwarded to the parent email list.

We began using a Noel-Levitz Assessment to determine how well we are communicating with students' families in order to promote and increase family support for students' college success. Ninety-one parents completed the survey at the end of the Spring 2016 semester.

Table 12: Noel-Levitz Results
(Sent to 1864 Parents Association members; 91 participated, a 5% response rate.)

This year the individual items on the survey that were determined to reflect our STRENGTHS were:

49. If needed, my child can readily access medical care, either on campus or in the community.
47. I am confident my child will be successful academically at this institution.
41. Tuition paid is a worthwhile investment.
58. Campus item: My child is developing skills that will serve him/her well in life beyond school.
60. Campus item: My student is comfortable with the atmosphere of this campus.
48. The institution keeps me informed (i.e., newsletters, Websites, etc.).
59. Campus item: My child has developed a supportive circle of friends at the college.
31. Our family is made to feel welcome on this campus.

Noel Levitz's analysis shows the following items from the survey to be CHALLENGES:

16. Academic advisors are available when my child needs help.
21. Academic advisors are knowledgeable about requirements for majors within their area.
17. There are sufficient courses within my child's program of study available each term.
23. My child is able to register for classes he/she needs with few conflicts.
36. The quality of instruction my child receives in most of his/her classes is excellent.
14. Faculty are fair and unbiased in their treatment of my child.
10. Academic advisors help my child to set goals to work toward.
8. Financial aid awards are announced in time to be helpful in college and financial planning.
35. My child seldom gets the "run-around" when seeking information on this campus.
32. Faculty provide timely feedback about the progress of my child in their courses.
24. My child receives the help he/she needs to apply academic major to career goals.
38. My child receives ongoing feedback about his/her progress toward academic goals.
11. Financial aid counseling is available for my child as needed.
27. This institution helps our family to identify resources to finance our child's education.

For the purposes of benchmarking, the Noel Levitz analysis highlights that GSW received higher ranking of satisfaction than the national norm in the following items:

13. Living conditions in the residence halls are comfortable for my child.
41. Tuition paid is a worthwhile investment.
48. The institution keeps me informed (i.e., newsletters, Websites, etc.).

And lower than the national norm in these items:

21. Academic advisors are knowledgeable about requirements for majors within their area.
4. The content of the courses within my child's major is valuable.
17. There are sufficient courses within my child's program of study available each term.
36. The quality of instruction my child receives in most of his/her classes is excellent.

14. Faculty are fair and unbiased in their treatment of my child.
10. Academic advisors help my child to set goals to work toward.
8. Financial aid awards are announced in time to be helpful in college and financial planning.
40. Faculty are usually available to my child outside of class (during office hours, by phone or by e-mail).

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Collegiate Link

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Collegiate Link or Canes Connect as we call it at Georgia Southwestern is an online platform that allows student organizations and students to stay connected through campus engagement, student activities, and event promotion. This online platform allows for new students to assess their desires when it comes to student involvement and receive placement based on the desires/likes they checked off through their profile. Student organizations have the capability of registering their organization on a yearly basis, and promote student events, whether it is philanthropic, academic, or social in nature.

1124 individual unique users have signed in to the Canes Connect System. This would include faculty, staff and students. There are currently 70 registered student organizations/departments. These organizations/departments consist of 5 Academic Organizations, 17 Departmental Departments, 13 Fraternity and Sorority, 1 Club Sport, 3 Honor Societies, and 31 GSW Student Organizations. There are 1070 student organization members claiming to be part of an organization through Canes Connect. There were 743 events registered through the Canes Connect system for the Academic School Year, listed below are just some of the event planned throughout the year, in addition Canes Connect had 2032 active users. Our goal is to increase users to 2200 users with at least 800 registered events for the upcoming academic school year.

The Campus Activities Board conducts a student satisfaction and programming survey to all students during the Spring Semester at GSW. This survey helps CAB decide when to program, what to program, and how students think the organization is doing. This survey is given online through Survey Monkey and is given to every student attending GSW through their campus email account. 408 students completed the CAB satisfaction survey which is approximately 15% of the college student population. The survey denotes that 72% of all respondents agree that they are satisfied with the type of programming CAB puts on. 70% of respondents are satisfied with the amount of programming that is put on and 70% of respondents attend at least 1 CAB event per semester.

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Table 13: Planned Student Events

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The following organizations had the planned events advertised and attendance assessment through Canes Connect:

Event	Program	Attendance
Event Title	Organization	#
CAB's Alpha Art	Campus Activities Board	1
CAB & SGA's Welcome Back Cookout & Concert	Campus Activities Board	1
CAB/Campus Recreation Bubble Soccer	Campus Activities Board	1
CAB's Movie on the Lawn, Now Showing: Batman Vs. Superman	Campus Activities Board	1
First Friday	Community Connections	1
ELI Film Series-----"Sweet Land"	English Language Institute	1
ELI Film Series------"Ruby Sparks"	English Language Institute	1
ELI Film Series----"Martyrs"	English Language Institute	1
ELI Film Series----"Fort Bliss"	English Language Institute	1
Thanksgiving Dinner	English Language Institute	1
ELI Film Series--"The Patience Stone"	English Language Institute	1
Exercise Science/Wellness Meeting	Exercise Science and Wellness Club	1
Exercise Science and Wellness Club: Health Fair	Exercise Science and Wellness Club	1
ELI Fil Series------"Hipsters"	International Student Association	1
Puzzle Night	International Student Association	1
ISA Presents South Korea	International Student Association	1
Halloween Event	International Student Association	1
Game Show Night	International Student	1

	Association	
Movie Night Now Showing: SPY	Campus Activities Board	2
Counseling Session	Counseling Services	2
Raspberry Pi 2	Information & Instructional Technology	2
Bulgaria the Colorful with Dr. Iordanov	Windows to the World	3
Jamaica - Study Abroad Presentation	Windows to the World	3
March Madness	Campus Activities Board	4
Fall Semester 2016 Office Sign In	Office of Financial Aid	4
Global Lunch & Learn at GSW	Windows to the World	5
Knock-Out the Semester	Campus Activities Board	6
How many drinks	Campus Activities Board	7
Campus Pride Day	Campus Life	7
Organization Training including Canes Connect	Campus Life	8
Daddy's Home	Campus Activities Board	9
Greek President's Meeting	Greek Life	10
Sandra Bland	Sigma Gamma Rho Inc	10
SUAVE Stroke and Sip	SUAVE	10
The Hookup	Campus Activities Board	12
Exercise Science/Wellness Meeting	Exercise Science and Wellness Club	12
Exercise Science and Wellness Club Meeting	Exercise Science and Wellness Club	12
Comedian Adam Grabowski	Campus Activities Board	13
Mario Kart and Mortal Kombat X Tournament	Campus Activities Board	16
Stardust Skate Center	Campus Activities Board	16
Life in Dubai: from Deserts to Divas!	Windows to the World	16
DIY Pumpkin (Box) Decorating	Campus Activities Board	18
Don't Be Funny with Your Money!! BINGO Style	Delta Sigma Theta Sorority, Inc. Theta Sigma Chapter	18
Asian Holiday Night	International Student Association	18
Are You Smarter than Cabbie?	Campus Activities Board	20
Beauty and the Beast	Sigma Gamma Rho Inc	20
CAB's Customize Coffee Mugs	Campus Activities Board	21
Window Art	Campus Activities Board	22
Fear Factor	Campus Activities Board	22
Exercise Science/Wellness Meeting	Exercise Science and Wellness Club	24
Pool And Ping Pong Tournament	Campus Activities Board	26
April Fools Lunch	Campus Activities Board	27
MLK Convocation	Counseling Services	29
Dreams Do Come True!	Campus Activities Board	31
Game Night	International Student Association	31
10.12.16 Dr. Ian Brown's Class	Windows to the World	31
Chilling with the RHO's	Sigma Gamma Rho Inc	32
Dive In Movie Night	Fitness & Wellness	34
Find a Way to Win at College	Campus Activities Board	35
Fall Counseling Session	Counseling Services	35
SAND ART	Campus Activities Board	36
Tailgate Party	Campus Life	36
Greeks Sexual Assault and Title IX Awareness Course	Chi Phi Fraternity	36

Global Health and Cultural Experiences with the 2015-16 Humphrey Fellows	Windows to the World	36
CAB's Field Day	Campus Activities Board	37
Movie Night: The Visit	Campus Activities Board	37
Water for Flint	Campus Activities Board	37
Movie Night (Creed)	Campus Activities Board	39
Interest Meeting	Orientation Team	39
University 4000- Spring Break 2016 Peru Returnees	Windows to the World	39
Make Your Own Flip Flops	Campus Activities Board	40
Speed Friending	Campus Activities Board	41
Suave Bingo Night	SUAVE	41
Cupcakes and Condoms	Sigma Gamma Rho Inc	42
Musician Scott Porter	Campus Activities Board	44
SUAVE and Campus Activities Board Stroke and Sip	SUAVE	44
Sips and strokes	SUAVE	44
PEACE CORPS EXPERIENCES OF WOMEN AROUND THE WORLD	Windows to the World	45
CAB and SUAVE Bingo Night	SUAVE	46
Spoken Word: Lady Caress	Campus Activities Board	47
Grown Your Own Lucky Bamboo	Campus Activities Board	47
Informal Chapter Meeting	Kappa Delta Sorority	48
Through the LENS: A Photographic Narrative of the Hindu and Sikh Religions of India	Windows to the World	48
Digging for Gold	Campus Activities Board	49
Global Lunch and Learn Series	Windows to the World	49
DIY: Make you own Plant Garden	Campus Activities Board	50
Monogram Craze	Campus Activities Board	51
Escape Room	Campus Activities Board	52
Who Am I? A Look Into Cultural Identity	Windows to the World	54
CAB's Vision Boards	Campus Activities Board	56
Wildin' Out	Sigma Gamma Rho Inc	57
Hot Beverage and Donuts	Campus Activities Board	60
CAB's Bingo Night	Campus Activities Board	61
My Year in China - Tabias Pittman	Windows to the World	61
World Cafe	Windows to the World	61
Sand Art with CAB	Campus Activities Board	65
Panorama: Let's Talk about Race, From the Civil Rights Movement to Black Lives Matter	Campus Life	68
Bulgaria Study Abroad Returnees Program - Students Presentation	Windows to the World	71
Intro to Education-Session 2	School of Education: Office of Clinical Experiences	76
Intro to Education and Education Minors Field Experience Orientation	School of Education: Office of Clinical Experiences	77
CAB's Make Your Own Terrarium: Pokemon Go Style!	Campus Activities Board	79
Super bowl Party	Campus Activities Board	85
CAB'S First Responders Appreciation	Campus Activities Board	90
Pit Crew Membership Drive	Campus Activities Board	91
Upper Division Field Experience Orientation	School of Education: Office of Clinical Experiences	98
CAB's Photo Tech Creations	Campus Activities Board	100
FE Session 2	School of Education: Office of Clinical Experiences	100
Study Break	Campus Activities Board	101

Chief Day	Campus Activities Board	105
CAB's Membership Drive	Campus Activities Board	106
CAB's Wings & Karaoke	Campus Activities Board	107
Membership Drive	Campus Activities Board	109
Brazil: Contemporary Issues of a BRIC Nation	Windows to the World	115
Brazil: Contemporary Issues of a BRIC Nation	Windows to the World	116
Study Break	Campus Activities Board	129
Study Break	Campus Activities Board	129
Late Night Bingo	Campus Activities Board	136
CAB's Wings & Karaoke	Campus Activities Board	138
Build A Bear	Campus Activities Board	144
SUSTAINABILITY- Can we balance the needs of people, planet, and profit?	Windows to the World	149
Code of Ethics for Educators	School of Education: Office of Clinical Experiences	165
Study Break	Campus Activities Board	167
SUAVE Fall Carnival	SUAVE	175
Celebrating Our Cultural Identities: Stories from Malawi	Windows to the World	278
Welcome Back Cookout and Band Party with the Phillip Fox Band	Campus Activities Board	337
Organizations/Community Partnerships Fair	Campus Life	337
Organization Fair	Campus Life	355
Student Appreciation Day	Campus Life	546

SSC Game Room
The game room continues to draw a significant participation. Yearly upgrades to this area have been beneficial. Game Room Participation – 2013/14 had 10,307 swipes and 2014/15 had 12,444 swipes and 2015-2016 had 5,999 swipes. The goals for the upcoming year is to increase the amount of swipes into this facility to over 10,000.

Campus Recreation

Georgia Southwestern State University's Department of Campus Recreation and Intramurals for FYE 2015-2016 provided Intramural Leagues, Tournaments, Individual Play Sports, Group Exercise classes, Fitness Center, Personal Training, Small Group Training, Open Intramural Gym, Game Room, and Special Events.

Recreational Sports received a SGA allocation of $47,500. This enables Intramurals to offer tourneys and accommodate student needs for recreational sports.

Table 14: Campus Recreation and Intramurals

Fall 2015
- Men's and Women's Flag Football
    - 8 men's teams
    - 6 women's teams
- Men and Women Football All-Star game
    - 2 teams each

Spring 2016
- Men and Women Basketball
    - 8 Men's teams
    - 3 Women's
- Ultimate Frisbee
    - 4 Total teams (Men)
- Volleyball
    - 3 total teams (Women)

GSW Unique Participations	2013/2014	2014/2015	2015-2016
Male	115	195	181
Female	31	147	99
Co-ed	113	92	
Total teams	38	65	51

Totals:
- 161 games
- 628 participants
  - 428 – Male
  - 200 – Female

Fitness and Wellness
This program remains open minded and forward thinking in the concepts of Weight Room, Personal Training, Group Fitness, and Wellness Programming.
- The program received a grant from Sumter EMC for $5,000 for purchase of new UMAX dumbbells for facility.
- Purchased new Matrix strength equipment to update and rejuvenate existing equipment for students. It was well received by students.
- Purchased 3 new Precor (state of the art) treadmills that are connected to the internet/Wi-Fi.
- We began Small Group Training in summer 2016 in which 4 participants who successfully completed 4 weeks of training. More SGT will be added in spring 2017.
- In 2016-2017, the program will add Functional Training to its agenda with new equipment and flooring in spare rooms of Student Success Center.

Table 15: Group Fitness & Fitness Center
- Fitness Center Totals [Statistics from Fitness Center files]
  - Fall 2015
    - 7445 – totals
      - 4303 males and 3142 females
  - Spring 2016
    - 8721 – totals
      - 4755 males and 3966 females
  - Summer [till June 30]
    - 2126 – totals
      - 1159 males and 967 females

GROUP FITNESS STATISTICS COMPARISON			
Group Exercise	**2013/2015**	**2014/2015**	**2015/2016**
Males	273	644	821
Females	2718	3721	3720
Total	**5437**	**4365**	**4521**

- The Instructors have done a better job at keeping stats. We've increased our male participation by ~20% since FYE 14-15.
- Yoga is still our biggest class totaling 1500 participants for FYE 2015-2016.
- We had just as much participation fall 2015 as we did spring 2016, respectively.

Gordon College Appendix

Degrees and Transfers
Complete College Georgia 2016 - Gordon State College

	Academic Year				
Conferred Degrees	2011/12	2012/13	2013/14	2014/15	2015/16*
Associates	486	499	443	400	436
Bachelors	101	124	153	148	181
Total	**587**	**623**	**596**	**548**	**617**
Transfer Outs to other USG Institution					
Research University	83	100	92	77	82
Comprehensive University	118	118	98	120	98
State University	225	173	148	154	138
State College	362	301	246	158	146
Total	**788**	**692**	**584**	**509**	**464**
Total Conferred Degrees + Transfers	1,375	1,315	1,180	1,057	1,081
Unduplicated FY Enrollment	5,761	5,081	4,996	4,769	4,754
Percent	23.9%	25.9%	23.6%	22.2%	22.7%

* 2015/16 IPEDS data based on pre-submission IPEDS survey

Sources:
Conferred Degrees & Unduplicated FY Enrollment:
IPEDS
Transfer Outs: USG Transfer Report
(sprt 200)
Revised 09/21/2016

Kennesaw State University Appendices

APPENDIX A

First-time Freshman Enrollment for Fall 2011 - 2015 (Counts)					
	2011	**2012**	**2013**	**2014**	**2015**
Total Enrollment	**3592**	**3984**	**4034**	**4665**	**5032**
Full-time	3479	3859	3909	4520	4887
Part-time	113	125	125	145	145
Female	1828	1996	2030	2197	2443
Male	1764	1988	2004	2468	2589
American Indian	10	8	7	9	15
Asian	141	173	194	239	234
Black/African-American	470	522	607	796	932
Hawaiian/Pac. Islander	6	4	7	3	6
Hispanic	266	326	339	383	472
Multi-racial	120	173	165	204	215
White	2421	2596	2610	2931	3073
Unknown	158	182	105	100	85

First-time Freshman Enrollment for Fall 2011 - 2015 (Percentages)					
	2011	**2012**	**2013**	**2014**	**2015**
Total Enrollment	**3592**	**3984**	**4034**	**4665**	**5032**
Full-time	97%	97%	97%	97%	97%
Part-time	3%	3%	3%	3%	3%
Female	51%	50%	50%	47%	49%
Male	49%	50%	50%	53%	51%
American Indian	0%	0%	0%	0%	0%
Asian	4%	4%	5%	5%	5%
Black/African-American	13%	13%	15%	17%	19%
Hawaiian/Pac. Islander	0%	0%	0%	0%	0%
Hispanic	7%	8%	8%	8%	9%
Multi-racial	3%	4%	4%	4%	4%
White	67%	65%	65%	63%	61%
Unknown	4%	5%	3%	2%	2%

Source: IPEDS Enrollment Reports

APPENDIX B

Bachelor's Degrees Awarded 2011 - 2015					
	2011	**2012**	**2013**	**2014**	**2015**
Total	**4033**	**4261**	**4272**	**4345**	**4377**
Female	54%	56%	53%	53%	54%
Male	46%	44%	47%	47%	46%
American Indian	0.5%	0.5%	0.2%	0.2%	0.2%
Asian	4.0%	3.9%	3.8%	4.0%	4.4%
Black/African-American	12.5%	15.0%	13.5%	15.1%	14.7%
Hawaiian/Pac. Islander	0.1%	0.2%	0.2%	0.1%	0.1%
Hispanic	5.2%	5.1%	5.8%	6.7%	6.6%
Multi-racial	2.3%	1.9%	2.7%	3.0%	3.6%
Nonresident alien	4.3%	4.2%	3.0%	2.8%	3.2%
White	68.7%	65.8%	68.6%	65.7%	65.0%
Unknown	2.4%	3.4%	2.1%	2.5%	2.0%

Source: IPEDS Completion Reports

APPENDIX C

Graduation Rates					
Cohort Year	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**
Full-time	**2824**	**3166**	**3210**	**3443**	**3459**
4-year (100%)	14.9	15.7	15.3	13.7	12.8
6-year (150%)	43.6	42.5	41.7	42.0	
USG Comprehensive					
4-Year (100%)	18.9	19.2	18.2	18.7	18.0
6-year (150%)	44.9	44.1	42.7		
USG					
4-year (100%)	26.8	26.5	26.0	25.4	25.5
6-year (150%)	53.5	52.6	51.0		
Female					
4-year (100%)	17.6	18.2	18.5	17.1	15.7
6-year (150%)	47.3	45.3	45.1		
Male					
4-year (100%)	10.7	12.0	11.0	9.5	9.3
6-year (150%)	36.6	37.1			
Black					
4-year (100%)	11.5	17.3	13.1	12.6	11.3
6-year (150%)	38.7	40.1	37.0		
Hispanic					
4-year (100%)	14.9	17.1	14.5	13.0	12.4
6-year (150%)	42.5	41.9	39.0		
White					
4-year (100%)	14.5	15.3	15.0	13.9	13.0
6-year (150%)	42.4	42.5	41.1		

Source: USG, Academic Data Mart

APPENDIX D

Vision, Mission, and Goals for Academic Advising at Kennesaw State University

VISION: Kennesaw State University will be a world-class comprehensive institution recognized for excellence in academic advising.

MISSION: Academic Advising at Kennesaw State University is committed to **timely, effective, accurate**, and **meaningful** interactions with students that promote student success.

GOALS: Kennesaw State University's advising community is committed to a T.E.A.M. approach. Advising will be **t**imely, **e**ffective, **a**ccurate, and **m**eaningful. The TEAM approach requires advisors and students to be active partners in the advising process. Advisors are responsible for their professional development in an increasingly technology-enhanced environment. Students are responsible for seeking to understand, formulate, and work towards their academic and professional goals. This active partnership is reflected in the advisor learning outcomes and student learning outcomes for the four TEAM goals.

Goal 1: TIMELY – Provide timely information to students

AO: Advisors will identify key success markers/milestones that contribute to student success
AO: Advisors will monitor degree progress and reach out as appropriate
AO: Advisors will engage undeclared students and assist them in identifying an appropriate major
SO: Students will preregister
SO: Students will seek or keep advising appointments or respond to prompts.
SO: Students will use complex information from various sources to set goals, reach decisions, and achieve those goals

EFFECTIVE – Provide effective and proactive advising practices, especially for at-risk or underperforming students

AO: Advisors will be aware of both University-wide and College-wide academic advising policies
           for proactive advising for at-risk or underperforming students
AO: Advisors will communicate with students in meaningful and efficient ways, utilizing multiple modes of contact
SO: Student will be competent with advising resources

ACCURATE – Assist students in navigating an increasingly complex university

AO: Office of the SVP will develop and oversee an advisor professional development schedule
AO: Office of the SVP will develop and maintain advising resources that complement the catalog
AO: Advisors will participate in professional development opportunities on and off campus
AO: Advisors will identify specific learning outcomes and update regularly
SO: Students will be able to access and utilize degree maps for all undergraduate degree programs
SO: Students will access supplemental advising resources as appropriate for each college

MEANINGFUL – Meaningfully empower students to advocate for themselves and to become independent thinkers

AO: Advisors will utilize a holistic approach (e.g. appropriate referrals and recommendations)
AO: Advisors will teach students the value of academic advising

SO: Students will learn about advising and related resources on campus
SO: Students will know how to utilize available advising tools
SO: Students will understand the connections between a degree and a profession
SO: Students will understand the value of general education

APPENDIX E

Supplemental Instruction Fall 2010 - Fall 2014									
	SP12	**FA12**	**SP13**	**FA13**	**SP14**	**FA14**	**SP15**	**FA15**	**SP16**
Students	1305	1532	1448	1581	1225	1603	1441	1759	3432
Sections	54	63	57	57	45	48	41	69	88
Courses	12	18	18	20	15	18	16	22	24
SI Leaders	30	35	31	31	26	29	27	49	56
Faculty	28	32	29	31	25	30	27	39	54
Course Enrollment	2971	2696	3080	3332	2304	2402	2384	3585	5556
Percent Attended	44%	57%	47%	47%	53%	67%	60%	49%	62%
Number of Sessions	1136	1132	613	597	451	606	589	831	1085
Student Contact Hours	7567	8276	7109	7485	5312	8229	7308	9744	13077
Mean Grade SI	2.66	2.65	2.60	2.53		2.51	2.18	2.30	2.30
Mean Grade Non-SI	2.29	2.23	2.18	2.18		2.07	1.50	1.98	2.01
Non-SI DFW Rate	35%	36%	39%	37%		43%	47%	45%	45%
SI DFW rate	21%	21%	24%	23%		27%	29%	31%	29%
Difference in DFW	14%	15%	15%	14%		16%	18%	14%	17%

Data for Spring 2014 were lost to a computer problem.

Middle Georgia State University Appendices

Table 1 Comparative Institutional Student Body Characteristics Fall 2014-Fall 2016 Census Data

	Fall '16 **# and** **%** **7716**	**Fall '15** **# and** **%** **7672**	**Fall '14** **# and** **%** **7931**
Full-Time	4785 62%	4869 63.5%	4805 61%
Part-time	2931 38%	2803 36.5%	3126 39%
% New	2230 29%	2344 31%	2222 28%
Student Level			
MOWR	446 5.8%	336 4.3%	286 3.6%
Freshman	2685 34.8%	2815 36.7%	2761 34.8%
(FTFTF)	(NA)	(1435) 18.7% of student body	(1218) 15.4% of student body
Sophomore	1458 18.9%	1493 19.5%	1722 21.7%
Junior	1327 17.2%	1388 18.1%	1301 16.4%
Senior	1739 22.3%	1576 20.5%	1761 22%
Other*	61 <1%	400 5.2%	386 4.9%
Gender			
Male	3235 42%	3227 42%	3314 42%
Female	4481 58%	4445 58%	4617 58%
Age			
16-24	5549 72%	5445 71%	5444 68.6%
25-80+	2167 28%	2227 29%	2487 31.4%
Ave. Age	23.09	24.02	24.50

	Fall '16 # and % 7716	Fall '15 # and % 7672	Fall '14 # and % 7931
Ethnicity			
Hispanic or Latino	330 4.3%	297 3.9%	275 3.5%
Non-Hispanic			
Race			
American Indian/Alaskan Native	22 <1%	16 <1%	23 <1%
Asian	186		
Black Non-Hispanic	2658	2680	2653
Native Hawaiian/Other Pacific Islander	18 <1%	18 <1%	13 <1%
White Non-Hispanic	4419 57.3%	4401 57.4%	4678 59%
2 or more races	268 3.5%	244 3.2%	229 2.9%
Unknown	150 1.9%	128 1.7%	129 1.6%
Residency			
Georgia	7373 95.6%	7354 96%	7642 96.4%
Non-res GA	161 2%	143 2%	108 2.1%
Int. Non-Resident	29 <1%	12 <1%	15 <1%
Other Demographic Data			
Pell Recipient	Not Available	4058 53%	4414 56%
LS Students	391 5%	518 6.8%	715 16%

Data Sources: MGA Office of Institutional Research Banner Program Wrg011c and USG BOR Data Mart

Table 2 5-Year history of one-year retention rates for the institution as a whole

Group	Pre-consolidation			Post-consolidation	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
One-year retention (Institution as a whole*)	65.18%	64.71%	67.18%	65.06%	67.31%
One-year retention students who began FT*	68.06%	66.92%	68.94%	69.12%	71.07%
One-year retention students who began PT*	36.40%	39.94%	41.91%	45.65%	44.81%
One-year retention student who began w/ LS requirements*	54.70%	53.01%	63.62%	67.30%	62.12%

Data source: MGA Office of Institutional Research /BANNER
* Enrollment adjusted for Graduated Before Following Fall term and Dismissed Returning

Table 3 FTFTF Baccalaureate Degree Retention Rates

Entering Fall Cohort	Total beginning cohort		1-year retention rate	2- year retention rate (Fall)	3-year rate (Spring)	4-year retention rate
			Pre-consolidation data			
2011	308		65.9	44.1	37.0	33.7
2012	383		68.4	45.4	39.1	
			Post consolidation data			
2013	408		65.1	44.1		
2014	479		67.0			

Data Source: USG BOR Data Base: iPeds Report

Table 4   5-year history of credit hours enrolled all degree-seeking Undergraduate Students

Academic Year	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Total UG Enrollment	8693	8109	8363	7632	7577	7253	7491	6824	7227	6832
Enrolled in 15 or more CH	15.9%	15.7%	16.2%	16.4%	17.3%	18.3%	18.6%	17.9%	18.7%	20.6%
Enrolled in 12-14 CH	47.6%	45.4%	46.5%	44.3%	46.9%	45.1%	44.6%	44.4%	47.6%	43.5%
Enrolled in less than 12 CH	36.5%	38.8%	37.3%	39.4%	35.8%	36.6%	36.8%	37.7%	33.7%	35.8%

Note: The number of credit hours enrolled are taken from the credit hours attempted element in the Academic Data Collection (midterm collection); credit hours are **not** based on course data. Undergraduate students are defined as Student Level = 10, 20, 30, or 40.
Data source: USG BOR Data Base

Table 5 Five Year History of Credits Successfully Completed vs Attempted

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Completed	73,600	72,963	70,264	67,944	350,641
Attempted	100,094	96,757	89,750	86,712	457,916
Percent	75.53%	75.41%	78.29%	77.86%	76.57%

Data source: MGA Office of Institutional Research /BANNER
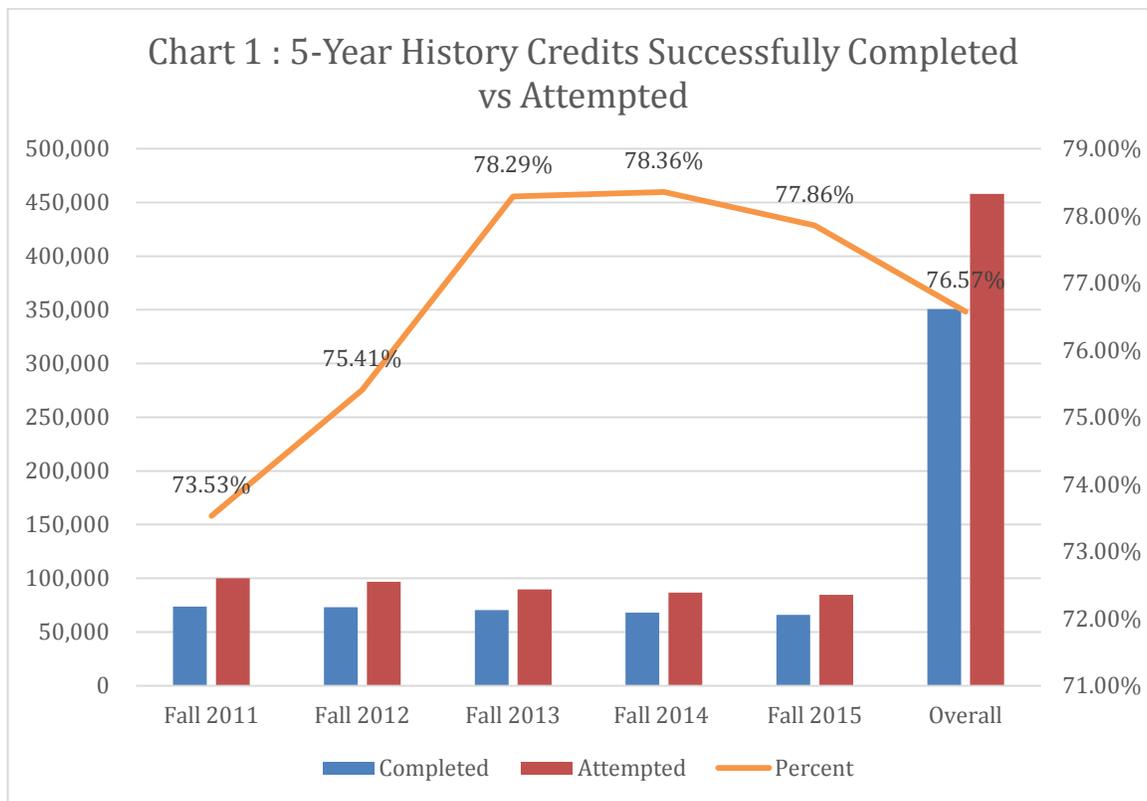
Data source: MGA Office of Institutional Research/BANNER

Table 6 Grade Ratio by All Courses and Campuses [Grades A,B, C

	Fall 2013		Fall 2014		Fall 2015	
	Freshmen	All	Freshmen	All	Freshmen	All
Cochran Campus	74.9	78.7	74.8	78.2	69.4	73.2
Dublin Campus	79.9	80.7	74.7	76	84.9	82.2
Eastman Campus	80.9	88.2	83.5	83.8	84.7	88.9
Macon Campus	70.2	78.9	72.5	79.5	70.2	79
Warner Robins Campus	79.4	82.1	78.9	82.7	80.9	83
MGA Online	58.5	70.8	64.9	74.8	63.6	78.2
eCore	69.7	64.7	61.5	62.5	68.5	63.6

Data source: MGA BlackBoard/BANNER

South Georgia State College Appendix

SGSC Enrollment Demographics

Table A South Georgia State College Enrollment and Demographic Trends										
	Fall 2012		**Fall 2013**		**Fall 2014**		**Fall 2015**		**Fall 2016**	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	3,059	100.00%	2,579	100.00%	2,611	100.00%	2,648	100.00%	2,542	100.00%
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	2,141	69.99%	1,877	72.78%	1,778	68.10%	1,828	69.03%	1,638	64.44%
Part-Time	918	30.01%	702	27.22%	833	31.90%	820	30.97%	904	35.56%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,916	62.63%	1,584	61.42%	1,686	64.57%	1,678	63.37%	1,616	63.57%
Male	1,143	37.37%	995	38.58%	925	35.43%	970	36.63%	926	36.43%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	103	3.37%	103	3.99%	123	4.71%	170	6.42%	161	6.33%
American Indian, Alaskan Native, Pacific Islander, or Asian	40	1.31%	33	1.28%	40	1.53%	36	1.36%	42	1.65%
Black or African American	1,088	35.57%	839	32.53%	834	31.94%	832	31.42%	769	30.25%
White	1,682	54.99%	1,585	61.46%	1,581	60.55%	1,556	58.76%	1,514	59.51%
Two or More Races	30	0.98%	19	0.74%	26	1.00%	31	1.17%	36	1.42%
Race Unknown	116	3.79%	0	0.00%	7	0.27%	23	0.87%	20	0.79%

Source: USG Semester Enrollment Reports (fall 2012-2016)/USG ADM Census
Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

Table B
South Georgia State College
Underserved Enrollment Trends

	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR	N	% of total body	% excluding MOWR
% Pell Recipient	1,942	63.48%	66.27%	1,642	63.67%	66.13%	1,547	59.25%	65.08%	1,457	55.02%	61.53%	1,365	53.70%	62.27%
% First Generation	1,012	33.08%	34.54%	885	34.32%	35.65%	778	29.80%	32.73%	706	26.66%	29.81%	589	23.17%	26.87%
% Adult Learner	613	20.04%	20.92%	480	18.61%	19.33%	449	17.20%	18.89%	394	14.88%	16.64%	364	14.36%	16.65%

Source: USG Semester Enrollment Reports (fall 2012-2016); USG ADM Census; SGSC Banner
Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

Strategy 1: Quantway

Table C
Course Success Rates for MLCS 0099 and MATH 0099
Fall 2012-Fall 2014

Term	MLCS 0099			MATH 0099		
	N Successful	N Unsuccessful	% Successful	N Successful	N Unsuccessful	% Successful
Fall 2012	18	43	29.51%	180	342	34.48%
Fall 2013	25	14	64.10%	119	205	36.73%
Fall 2014	21	9	70.00%	88	158	35.77%

Source: SGSC Banner, fall 2012-fall 2014
Note: (1) All data prior to fall 2013 has been combined due to institutional consolidation. (2) Successful is defined as earning a grade of S and unsuccessful is defined as earning a grade of F, W, I, IP, or U.

Table D
Course Success Rates for MATH 1001 for Students Who Passed MLCS 0099, Fall 2012-Fall 2014

Term	N Successful	N Take MATH 1001	N Pass MATH 1001	% Pass MATH 1001
Fall 2012	18	8	3	37.50%
Fall 2013	25	12	8	66.67%
Fall 2014	21	12	4	33.33%

Source: SGSC Banner, fall 2012-fall 2014
Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Table E
Course Success Rates for MATH 0987 (Formerly MLCS 0099, Quantway, Now Foundations for Quantitative Reasoning) and MATH 0989 (Foundations for College Algebra)
Fall 2015-Spring 2016

Term	MATH 0987			MATH 0989		
	N Successful	N Unsuccessful	% Successful	N Successful	N Unsuccessful	% Successful
Fall 2015	23	26	46.94%	74	54	57.81%
Spring 2016	20	12	62.50%	28	20	58.33%

Source: SGSC Banner, fall 2015-spring 2016
Note: (1) All data prior to fall 2013 has been combined due to institutional consolidation. (2) Successful is defined as earning a grade of S and unsuccessful is defined as earning a grade of F, W, I, IP, or U.

Table F
Course Success Rates for MATH 1001 or MATH 1111 for Students Who Passed MATH 0987 or MATH 0989,
Fall 2015-Spring 2016

	N Pass MATH 0987	N Take MATH 1001	N Pass MATH 1001	% Pass MATH 1001	N Pass MATH 0989	N Take MATH 1111	N Pass MATH 1111	% Pass MATH 1111
Fall 2015	23	17	15	88.24%	73	65	40	61.54%
Spring 2016	20	0	0	0.00%	28	1	1	100.00%

Source: SGSC Banner, fall 2015-spring 2016
Note: Passing MATH 0987 or MATH 0989 is defined as earning a grade of S. Passing MATH 1001 or MATH 1111 is defined as earning a grade of A, B, or C in the course.

Table G
Course Success Rates for MATH 1001: Students Required to Take MATH 0997 (Co-Requisite) Compared to Those in MATH 1001 (Stand Alone), Fall 2015-Spring 2016

	Students Required to Take MATH 0997				Students in Stand Alone MATH 1001		
	N Pass MATH 0997	N Take MATH 1001	N Pass MATH 1001	% Pass MATH 1001	N Take MATH 1001	N Pass MATH 1001	% Pass MATH 1001
Fall 2015	57	57	47	82.46%	143	97	67.83%
Spring 2016	23	23	20	86.96%	85	58	68.24%

Source: SGSC Banner, fall 2015-spring 2016
Note: Passing MATH 0997 is defined as earning a grade of S. Passing MATH 1001 is defined as earning a grade of A, B, or C in the course.

Table H
Course Success Rates for MATH 1111: Students Required to Take MATH 0999 (Co-requisite) Compared to Those in MATH 1111 (Stand Alone), Fall 2015-Spring 2016

	Students Required to Take MATH 0999				Students in Stand Alone MATH 1111		
	N Pass MATH 0999	N Take MATH 1111	N Pass MATH 1111	% Pass MATH 1111	N Take MATH 1111	N Pass MATH 1111	% Pass MATH 1111
Fall 2015	137	137	109	79.56%	357	294	82.35%
Spring 2016	92	92	74	80.43%	270	206	76.30%

Source: SGSC Banner, fall 2015-spring 2016
Note: Note: Passing MATH 0999 is defined as earning a grade of S. Passing MATH 1111 is defined as earning a grade of A, B, or C in the course.

<u>**Strategy 2: Move on When Ready (Formerly ACCEL)**</u>

Table I Number of Move on When Ready (MOWR) Students (formerly Dual Enrolled and/or Joint Enrolled)					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Dual Enrolled/Joint Enrolled	129	96	234	280	350

Source: USG Academic Data Collection, fall 2012-fall 2016
Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Table J Credits Awarded to Move on When Ready (MOWR) Students (formerly Dual Enrolled and/or Joint Enrolled)					
	FY2012	FY2013	FY2014	FY2015	FY2016
Number of Credits Awarded	1441	1706	2535	3808	4642

Source: SGSC Banner, FY2012-FY2016
Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Graph K
Credits Awarded to MOWR Students
FY2012 - FY2016
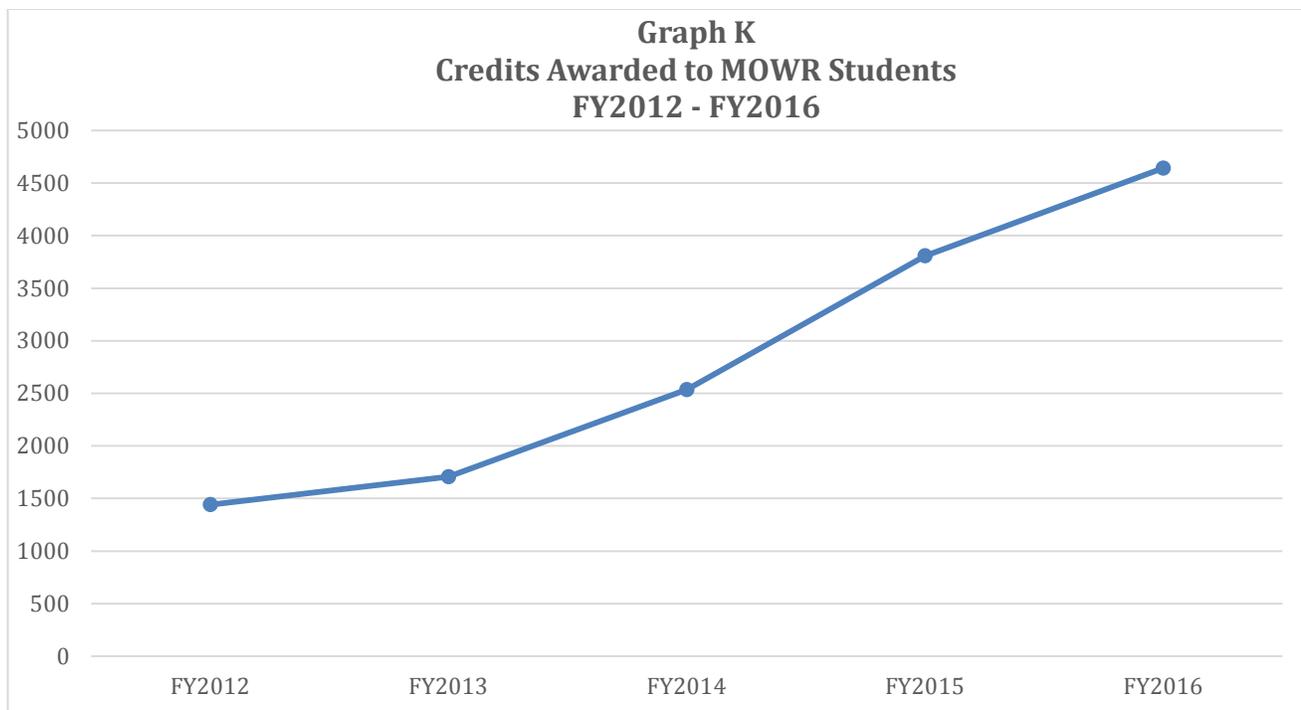
Source: SGSC Banner, FY2012-FY2016
Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Table L
Grade Distribution for Dual Enrolled and/or Joint Enrolled Students, Fall 2013-Spring 2016

TERM	A	B	C	D	F	W	WF	Grand Total	% Successful
Fall 2013	195	37	20	4	5	7		268	94.03%
Spring 2014	331	148	43	5	11	10		548	95.26%
Fall 2014	318	167	45	11	11	1		553	95.84%
Spring 2015	389	191	75	11	11	14	1	692	94.65%
Fall 2015	395	156	79	3	9	15	1	658	95.74%
Spring 2016	513	229	92	25	17	25	0	901	92.56%
Grand Total	2141	928	354	59	64	72	2	3620	94.56%

Source: SGSC Banner, fall 2013-spring 2016
Note: Percentage successful is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF.
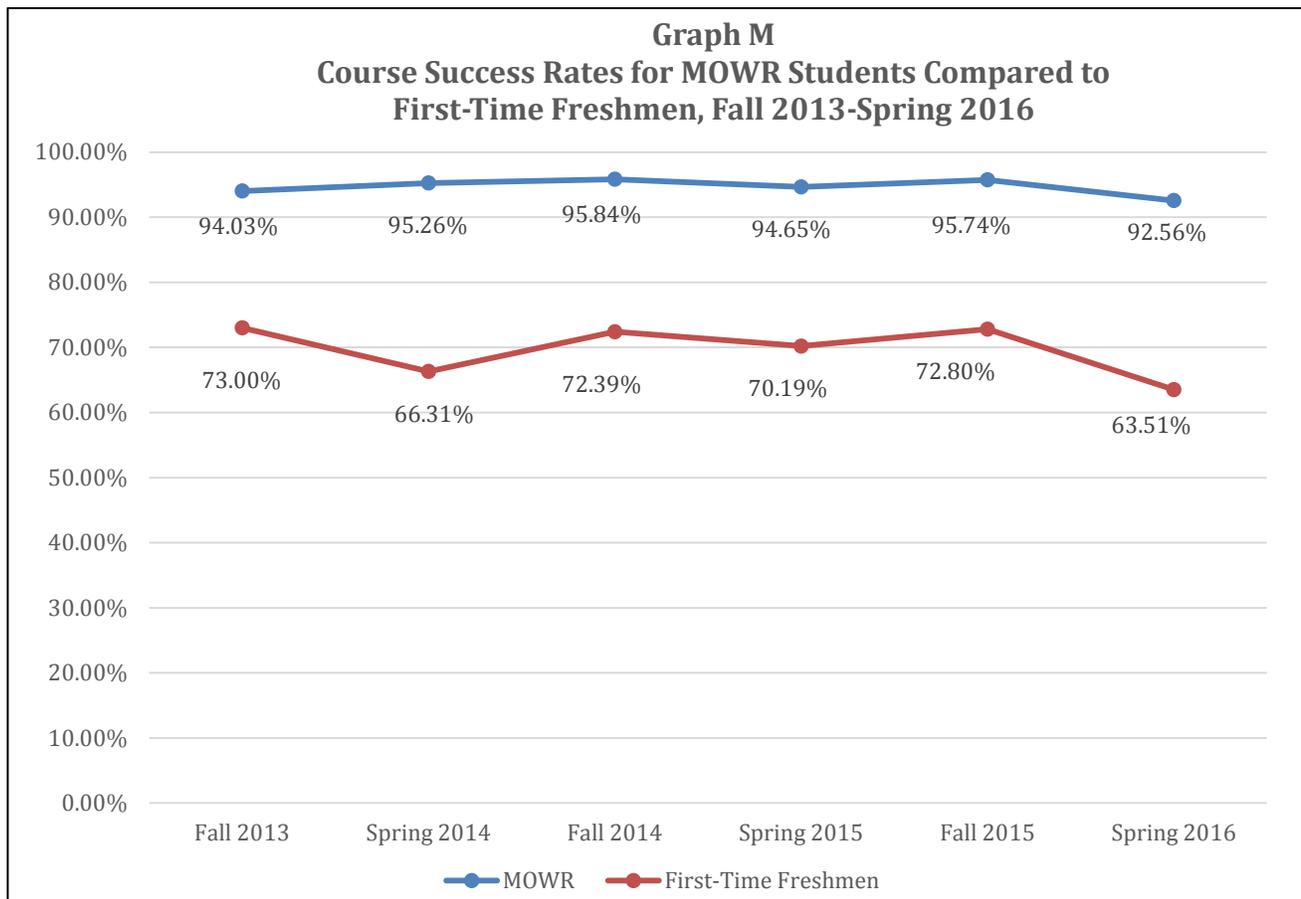
Graph M
Course Success Rates for MOWR Students Compared to First-Time Freshmen, Fall 2013-Spring 2016

Source: SGSC Banner, fall 2013-spring 2016
Note: (1) Course success rates is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF. (2) Courses used for comparison of MOWR students and first-time freshmen were pulled using the MOWR approved high school courses and college equivalents specific to South Georgia State College.

Table N Course Success Rates for Move on When Ready (MOWR) Students Compared to First-Time Freshmen in MOWR-Approved Courses, Fall 2013-Spring 2016				
	MOWR		First-Time Freshmen	
	N	Course Success Rate	N	Course Success Rate
Fall 2013	96	94.03%	956	73.00%
Spring 2014	218	95.26%	178	66.31%
Fall 2014	234	95.84%	859	72.39%
Spring 2015	346	94.65%	169	70.19%
Fall 2015	280	95.74%	955	72.80%
Spring 2016	387	92.56%	137	63.51%

Source: SGSC Banner, fall 2013-spring 2016

Note: (1) Course success rates is defined as the sum of A, B, C divided by the total sum of A, B, C, D, F, W, and WF. (2) Courses used for comparison of MOWR students and first-time freshmen were pulled using the MOWR approved high school courses and college equivalents specific to South Georgia State College.

Strategy 3: STEPS

Table O
First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts

	Fall 2013 Comparative First-Time Freshmen Residential Student Group (N = 96)	Fall 2014 STEPS Cohort (N = 45)	Fall 2015 STEPS Cohort (N = 32)
Fall to Spring Persistence Rate	87.50%	88.89%	87.50%
Fall to Fall Retention Rate	48.96%	63.04%	43.75%
First Term Comparison			
Average Fall Term GPA	1.85	2.12	1.99
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%
Course Success Rate for Fall Term	67.00%	67.74%	68.42%
Second Term Comparison			
Average Spring Term GPA	1.51	2.30	1.89
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%
Course Success Rate for Spring Term	50.13%	72.14%	60.93%

Source: SGSC Banner, fall 2013-fall 2015
Note: Course success rates are defined as the sum of A, B, C, and S divided by the total sum of A, B, C, D, F, S, U, W, WF.

Strategy 4: Academic Advising

Table P
South Georgia State College
First-Time Full-Time Degree-Seeking Freshmen
One Year Retention Rates

	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
Fall 2010	1088	509	46.78%	613	56.34%
Fall 2011	1131	582	51.46%	688	60.83%
Fall 2012	965	465	48.19%	590	61.14%
Fall 2013	878	427	48.63%	563	64.12%
Fall 2014	819	423	51.65%	538	65.69%

Source: USG ADC Census; USG Retention Rate Reports
Note: Data for the fall 2015 first-time full-time cohort is not currently available.

Table Q
Number and Percentage of Students Enrolling in 15 or More Credit Hours

	N Enrolled	% of Enrollment
Fall 2012	579	18.94%
Fall 2013	550	21.33%
Fall 2014	671	25.70%
Fall 2015	737	27.83%
Fall 2016	614	24.14%

Source: USG ADC Census

Table R
Number and Percentage of Students Successfully Completing 15 or More Credit Hours

	N Enrolled in 15 or More CH	N Successfully Completing 15 or More CH	% Successfully Completing 15 or More CH
Fall 2013	549	258	46.99%
Spring 2014	480	242	50.42%
Fall 2014	665	327	49.17%
Spring 2015	560	308	55.00%
Fall 2015	734	369	50.27%
Spring 2016	631	361	57.21%

Source: SGSC Banner

Table S
South Georgia State College
First-Time Full-Time Associates Degree-Seeking Freshmen
Three Year Graduation Rates

	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
Fall 2008 Cohort	808	117	14.48%	121	14.98%
Fall 2009 Cohort	1009	133	13.18%	146	14.47%
Fall 2010 Cohort	1086	121	11.14%	125	11.51%
Fall 2011 Cohort	1131	113	9.99%	114	10.08%
Fall 2012 Cohort	965	113	11.71%	117	12.12%

Source: USG ADC Census; USG Graduation Rate Reports
Note: Data for fall 2013 first-time full-time freshmen is not currently available.

Table T
South Georgia State College
Degrees Conferred by Degree Offered

	FY2012	FY2013	FY2014	FY2015	FY2016
Associate Degree	269	262	178	239	236
Career Associate	74	63	66	70	65
Bachelors	-	-	22	33	25
Total	**343**	**325**	**266**	**342**	**326**

Source: USG ADC Census; USG Degrees Conferred Reports

Table U **Average Credit Hours Earned at Graduation by Degree Conferred**					
	FY2012	FY2013	FY2014	FY2015	FY2016
Associate of Arts (64 hours required)					
Overall Credit Hours Earned	71.75	73.61	72.41	71.87	71.52
Institutional Hours Earned	65.87	65.66	64.45	66.65	65.25
Transfer Hours Earned	17.79	16.85	19.79	13.47	13.91
Associate of Science (64 hours required)					
Overall Credit Hours Earned	74.96	73.71	73.44	75.29	73.13
Institutional Hours Earned	68.87	68.07	69.78	69.18	67.05
Transfer Hours Earned	17.80	18.01	15.24	20.08	13.74
Associate of Science – Nursing (72 hours required)					
Overall Credit Hours Earned	91.18	96.01	95.99	97.98	100.33
Institutional Hours Earned	79.59	82.09	80.15	83.73	85.08
Transfer Hours Earned	29.57	32.46	40.22	32.19	26.8
Bachelor of Science – Nursing (122 hours required)					
Overall Credit Hours Earned	-	-	150.97	145.30	143.01
Institutional Hours Earned	-	-	135.12	131.83	124.40
Transfer Hours Earned	-	-	27.17	20.20	28.64
Bachelor of Science - Biological Sciences (124 hours required)					
Overall Credit Hours Earned	-	-	-	-	135.00
Institutional Hours Earned	-	-	-	-	134.2
Transfer Hours Earned	-	-	-	-	2.00

Source: SGSC Banner

Note: All data prior to fall 2013 has been combined due to consolidation.

Table V South Georgia State College Metrics of Success with Baseline Data and Actual Data											
	Baseline			Actual							
Metric	Term	Data	Goal	Term	Data	Difference	Goal Met or Not Met	Term	Data	Difference	Goal Met or Not Met
Enrolling in 15 Credit Hours	Fall 2013	21.33%	2%	Fall 2014	25.70%	4.37%	**Met**	Fall 2015	27.83%	2.13%	**Met**
Completing 15 Credit Hours	Fall 2013	46.99%	2%	Fall 2014	49.17%	2.18%	**Met**	Fall 2015	50.27%	1.10%	**Not Met**
One-Year Institutional-Specific Retention Rates for First-Time Full-Time Freshmen	Fall 2013	48.63%	2%	Fall 2014	51.65%	3.02%	**Met**	n/a	n/a	n/a	n/a
Three-Year Institutional-Specific Graduation Rates for First-Time Full-Time Freshmen	Fall 2011	9.99%	2%	Fall 2012	11.71%	1.72%	**Not Met**	n/a	n/a	n/a	n/a
Percentage of credit hours successfully completed	Fall 2013	73.94%	2%	Fall 2014	75.84%	1.90%	**Not Met**	Fall 2015	76.72%	0.88%	**Not Met**

Source: USG ADC Census; SGSC Banner

Note: Data for fall 2015 one-year retention rates and fall 2013 three-year graduation rates is not currently available.

University of Georgia Appendices

Appendix A

Table 1: Enrollment and Degrees Conferred by Student Subpopulations (2010-2015)

Fall Enrollment of First-Year Students						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-time	4,831	5587	5,083	5,165	5,115	5,207
Part-time	33	44	43	32	41	52
Race/Ethnicity						
American Indian	4	3	5	3	6	8
Asian	431	483	528	574	565	629
Black/African-American	412	533	410	445	444	463
Hawaiian/Pac. Islander	7	4	7	7	5	6
Hispanic	189	286	262	288	266	295
Multi-racial	149	190	165	199	176	216
White	3,501	4,096	3,744	3,680	3,639	3,587
Gender						
Male	1,851	2,194	2,042	2,031	1,978	2,102
Female	3,013	3,437	3,083	3,166	3,176	3,157
Total cohort	**4,864**	**5,631**	**5,126**	**5,197**	**5,156**	**5,259**

Undergraduate Degrees Conferred per Calendar Year						
	2010	2011	2012	2013	2014	2015
Race/Ethnicity						
American Indian	16	12	13	15	6	8
Asian	428	462	468	527	564	605
Black/African-American	405	431	413	474	436	544
Hispanic	181	200	249	282	316	383
Multi-racial	29	52	65	110	151	197
White	5,548	5,622	5,499	5,403	4,989	5,245
Gender						
Male	2,739	2,873	2,748	2,787	2,737	2,946
Female	3,872	3,908	3,959	4,030	3,776	4,091
Total cohort	**6,611**	**6,781**	**6,707**	**6,817**	**6,514**	**7,039**

Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2004-2015)

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	86.7
2010	4,667	94.5	90.0	87.4	85.9	85.8	85.7
2011	5,470	94.1	89.7	88.2	86.7	86.4	
2012	4,922	94.2	90.7	89.0	87.5		
2013	5,218	94.2	91.3	89.3			
2014	5,240	95.2	92.0				
2015	5,248	95.2					

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	85.3
2010	4,667		0.6	3.1	63.1	82.4	84.8
2011	5,470		0.6	3.0	62.7	82.6	
2012	4,922		0.7	3.6	66.1		
2013	5,218		0.2	3.7			
2014	5,240		0.3				
2015	5,248						

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 (2004-2015)
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
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	89.2
2010	343	92.7	89.2	85.4	81.9	81.6	80.8
2011	455	92.5	90.1	88.8	85.5	84.6	
2012	340	93.2	89.7	87.4	85.0		
2013	381	95.0	92.4	90.8			
2014	385	95.1	92.5				
2015	395	95.9					

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
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	87.0
2010	343		-	1.7	53.9	74.6	79.9
2011	455		-	2.0	57.4	79.6	
2012	340		1.2	2.6	59.1		
2013	381			3.7			
2014	385						
2015	395						

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
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	84.0
2010	199	97.0	94.0	91.5	87.4	87.9	87.9
2011	295	95.6	91.9	88.1	86.4	86.1	
2012	247	91.5	87.0	85.0	83.8		
2013	288	93.1	91.0	88.5			
2014	247	94.3	89.1				
2015	298	93.3					

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
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	80.9
2010	199			3.5	62.3	81.9	86.9
2011	295			3.1	60.7	80.3	
2012	247			4.0	59.1		
2013	288			2.4			
2014	247						
2015	298						

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
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	86.3
2010	1,319	94.5	90.3	86.5	83.2	83.8	83.5
2011	1,446	93.6	89.6	86.9	85.3	85.1	
2012	1,325	93.8	89.4	87.0	85.0		
2013	1,490	93.8	90.3	88.0			
2014	1,535	95.1	91.1				
2015	1,624	94.3					

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
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	84.2
2010	1,319		0.5	3.4	58.4	78.5	82.4
2011	1,446		0.6	3.0	57.1	79.4	
2012	1,325		1.0	4.4	60.1		
2013	1,490		0.4	4.0			
2014	1,535		0.3				
2015	1,624						

Source: UGA OIR/FACTS

Table 4: UGA Comparisons to BOR Comparator Peer Institutions

Average First-year Retention Rate
Comparator Peer Institutions

Institution	Rate
University of Florida	96
University of Maryland	95
University of Georgia	94
University of California-Davis	93
Ohio State University	93
North Carolina State University	93
Michigan State University	92
Comparator Peer Average	89
Iowa State University	87
University of Iowa	86
University of Missouri	85
Louisiana State University	84
University of Kentucky	82
University of Arizona	81

Note: First-time, Full-time Freshmen Retention Rate.
Source: *2017 Edition, US News and World Report, Fall 2015 data*

Four-year Graduation Rate
Comparator Peer Institutions

Institution	Rate
University of Maryland	69
University of Florida	66
University of Georgia	63
Ohio State University	59
University of California-Davis	59
Michigan State University	51
University of Iowa	51
Comparator Peer Average	51
University of Missouri	46
North Carolina State University	44
University of Arizona	43
Louisiana State University	41
Iowa State University	41
University of Kentucky	35

Note: This table reflects the graduation rates for the 2008 entering cohort of first-time, full-time freshmen. Source: *2017 Edition US News and World Report, 2015 data*
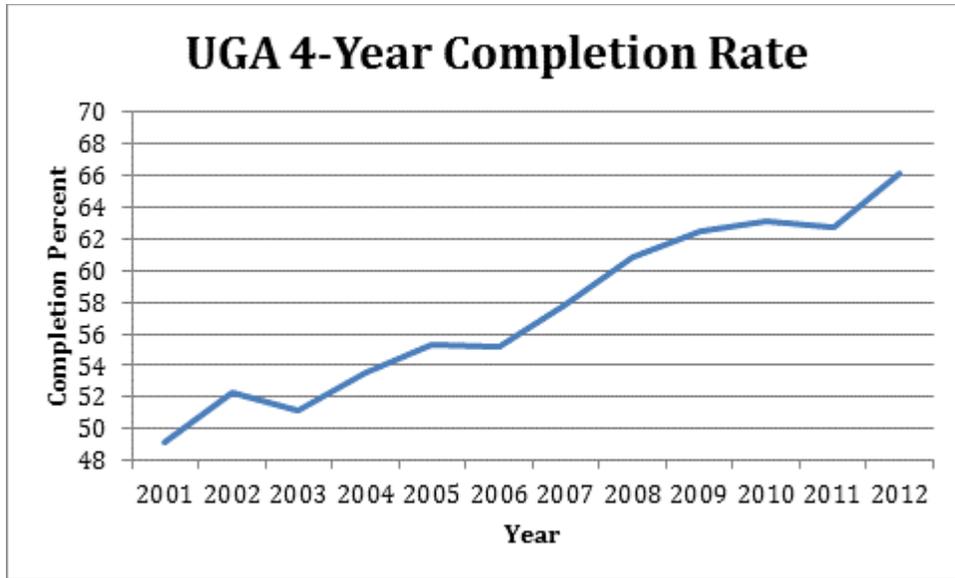
Source: UGA OIR/FACTS

Table 5: UGA Comparisons to BOR Aspirational Peer Institutions

Average First-year Retention Rate
Aspirational Peer Institutions

Institution	Rate
University of Virginia	97
University of California-Berkeley	97
University of North Carolina	97
Cornell University	97
University of Michigan	97
University of California-Los..	97
University of Wisconsin	95
Aspirational Peer Average	95
University of Georgia	94
University of Illinois at Urbana-..	94
University of Texas at Austin	94
University of Washington	93
Pennsylvania State University	92
University of Minnesota	91

Note: First-time, Full-time Freshmen Retention Rate. UGA's most recent first-year retention rate is 95.2%.
Source: *2016 Edition US News and World Report, Fall 2014 data*

Four-year Graduation Rate
Aspirational Peer Institutions

Institution	Rate
Cornell University	87
University of Virginia	87
University of North Carolina	81
University of Michigan	76
University of California-Los..	73
University of California-Berkeley	72
Aspirational Peer Average	69
University of Illinois at Urbana-..	69
Pennsylvania State University	66
University of Georgia	61
University of Washington	61
University of Minnesota	58
University of Wisconsin	56
University of Texas at Austin	52

Note: This table reflects the graduation rates for the 2008 entering cohort of first-time, full-time freshmen. However, UGA's four-year graduation rate for the 2011 cohort is 62.5%.

Source: *2016 Edition, US News and World Report , 2014 data*

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

|	summer courses taught for the first time in 2013	summer courses taught for the first time in 2014	summer courses taught for the first time in 2015	summer courses taught for the first time in 2016
General Education				
Area I	1		1	
Area II	2	1		4
Area III	1		1	2
Area IV	5	6	6	3
Area V	2	2	2	3
General Education				
Area VI	17	10	2	7
Other Requirements				
Entrance/High Demand	14	3		3
Major Required	26	10	13	16
Major Electives	20	6	2	1
General Electives	8	1		17
University Requirements				
Cultural Diversity	2	3	5	5
Environmental Literacy	1	1		12
US and Georgia Constitution		1	1	1
US and Georgia History				1
Physical Education	1			
Total Number of Courses Added	***100***	***44***	***33***	***75***

Total Number of Students Enrolled in Online Courses:

SEMESTER	UNDERGRADUATE	GRADUATE	TOTAL
FALL 2014	852	921	1773
SPRING 2015	834	1144	1978
SUMMER 2015	3421	1078	4499
FALL 2015	1649	1211	2860
SPRING 2016	2055	1350	3405
SUMMER 2016	6209	1437	7646
FALL 2016	2173	1362	3535

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	3	1.2	1.4	1.4
	Disagree	8	3.1	3.9	5.3
	Neutral	32	12.4	15.5	20.8
	Agree	68	26.3	32.9	53.6
	Strongly Agree	96	37.1	46.4	100.0
	Total	207	79.9	100.0	
Missing	System	52	20.1		
Total		259	100.0		

Table 8: Undergraduate Time-to-Degree by Student 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	4505	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	1797	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.
Graduating cohort is based on the fiscal year.
Fiscal Year 2015 degree and time-to-degree data are preliminary.

Source: Office of Institutional Research

Appendix B

Programs Sponsored by the University of Georgia's
Center for Teaching and Learning that Support Strategy 6

Strategy 6: 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 open educational resources to promote student success. (Goals 1, 2 and Other)

FLIPPED INSTRUCTION

- Workshops. CTL has offered a variety of faculty development workshops on the topic of flipped instruction including: "Flipping the Classroom: Best Practices for Engaged Learning," "Reacting to the Past: Flipping Your Course and Engaging Your Students," "Why Flipping Flops, Perfecting the Practice," "Designing Learning Activities for SCALE-UP Science Classes," "SCALE-ing UP Student Engagement and Learning in Science Classes," "The Nuts and Bolts of Teaching SCALE-UP: A Workshop," and "The Student-Centered Active Learning Environment with Upside-down Pedagogies (SCALE-UP) Project." The average participation rate to these seven workshops was 25.4 attendees.

- Continuation of CTL Innovative Teaching Fellows. The 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, changes 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 concluded in December 2015, focused on "Flipping the Classroom." A total of 24 faculty 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 the program are**
  o To provide faculty who teach challenging and/or high-demand courses with support and collaboration to institute robust "flipped" pedagogical approaches in their courses;
  o 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;
  o To provide funding for a "flipped" instructional project designed to strengthen courses and teaching methods in each participant's academic department;
  o To further integrate what research tells us about how people learn into key courses at the University; and
  o To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus.
  o 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).

As 2015 concluded, the CTL Fellows for Innovative Teaching program was continued into 2016. The topic was revised for 2016 to focus of SCALE-UP teaching, a specific variant of "Flipping the Classroom" that is found within the sciences. Twelve science faculty were selected to participate in this year long program, all of which are scheduled to teach in UGA's new Science Learning Center, which opened for instruction in August 2016. The goals for this second iteration of this fellows program include the following:

- o To provide faculty who will be teaching in the Science Learning Center's SCALE-UP classrooms with development, support, and collaboration to institute robust pedagogical approaches in this new learning space setting;
- o To provide faculty with opportunities for the sharing of ideas with other dedicated, highly-motivated, and innovative teachers from science-related disciplines who have similar interests and who face similar teaching challenges;
- o To provide funding ($2,000) to support SCALE-UP instructional innovation designed to strengthen courses and teaching methods;
- o To further integrate what research tells us about how people learn into key courses at the University; and
- o To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus
- o 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 SCALE-UP and flipped instruction: Dr. Jill Sible (VA Tech) and Dr. Bob Beichner (North Carolina State).

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**
  - o Provide opportunities for the Fellows to further develop skills associated with effective teaching;
  - o 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;
  - o Provide the Fellows information concerning the instructional policies, resources, and services at the University of Georgia;
  - o 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;
  - o Develop the instructional skills of the Fellows through exposure to and interaction with faculty mentors who are master teachers;
  - o Provide the Fellows an opportunity to complete an instructional project designed to strengthen courses and teaching methods in their academic department; and
  - o 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**
> - o To provide senior faculty with an opportunity to focus on undergraduate instruction;
> - o 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;
> - o To provide senior faculty with opportunities for professional and personal renewal;
> - o To provide funding for an instructional project designed to strengthen courses and teaching methods in each participant's academic department; and
> - o 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 145 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 2015-2016 saw the CTL securing and implementing two new Affordable Learning Georgia grants. One focused on the adoption of free OpenStax textbooks in Introductory Psychology in partnership with UGA Psychology faculty, Dr. Janet Frick and Dr. Kacy Welsh. The CTL also worked with a faculty team, led by Dr. DeLoris

Hesse, who teach Anatomy and Physiology. In addition to adopting a free OpenStax textbook in their courses, these A&P faculty also authored their own OER, a lab manual that they are freely sharing with their students and the larger OpenStax/OER community. July 1, 2015 also saw the launch of an additional grant received from the Gates Foundation in partnership with Rice University, the home of OpenStax. One of the Gates Foundation's Next Generation Courseware Challenge grants, this grant is enabling additional adoptions of OpenStax textbooks in Sociology (Dr. James Coverdill) and Biology (Dr. Norris Armstrong); however, it is also providing a testbed for the exploration of OpenStax' new adaptive learning tools (called Concept Coach / Concept Tutor). In addition to provide these tools for free to students to further their learning experience, we are performing research studies in collaboration with Rice University to determine the overall efficacy of such an OER approach within the UGA context. In addition to these grant activities, the CTL hosted an OER day on September 14, 2015, that brought David Harris, the editor-in-chief, from OpenStax to campus. This day included a "Lunch and Discussion with OpenStax College" as well as a workshop entitled "Institutional models to increase student success through the use of Open Educational Resources." In spring 2016, the following workshops on OER were offered to further encourage awareness and adoption of OER at UGA: "Introduction to OERs: What Open Access Course Materials Can Do for You," "What Can Open Educational Resources (OER) Do for You? Personal and Professional Advantages," and "Faculty Perspectives on OERs in Practice." Since, 2003, University of Georgia students have saved about $2 million in book purchases with our use of OERs.

University of North Georgia Appendix A
The Right Way to Go

The Right Way to Pay

- Apply for Scholarships: http://ung.edu/financial-aid/paying-for-college/scholarships.php
- Complete the Free Application For Federal Student Aid (https://fafsa.ed.gov/) by January 1, 2017
- Talk to your advisor **before** you drop a class. It may affect your ability to retain financial aid
- Only borrow what you need to pay for college expenses
- Visit the UNG Student Money Management Center for the best budgeting and borrowing tips

The Right Way to Get Advised

- Develop a relationship with your Academic Advisor in your first two months at UNG
- Ask questions to ensure goal achievement and on-time college completion
- Check UNG email account daily
- Utilize the UNG advising tools: http://ung.edu/academic-advising/Tools/index.php
- Familiarize yourself with UNG lingo: http://ung.edu/orientation-transition-programs/resources/terms-to-know.php

The Right Way to Engage

- Get to know three people in your class and participate in study groups
- Join a club or organization to connect with others who will support you
- Go to your professors office hours
- Conduct undergraduate research with your professors
- Participate in internships

The Right 15 Credit Hours

- Will help you graduate on time: Earn an associate degree within two years
- Will help you graduate on time: Earn a bachelor's degree within four years
- May result in a higher GPA
- Can save you money by reducing your college expenses
- May help increase your lifetime earnings in the workforce

The Right Way to a Promising Career

- Visit the Career Services Department in your first three months at UNG for help with career exploration and preparation
- Complete a self-assessment to learn about college majors and meaningful careers
- Get help with resume development and interviewing skills
- Seek out internships and job shadow experiences
- Learn about attributes employers expect from recent college graduates

University of West Georgia Appendices

Table 1. Credits Successfully Completed in the First Year, Fall 2011-Fall 2016

		ENTERING COHORT				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
All Entering Freshmen*		1,991	2,070	2,237	2,205	2,410
Between 15 and 29 credit hours	N	1,204	1,264	1,316	1,233	1,412
successfully completed**	%	60.5%	61.1%	58.8%	55.9%	58.6%
30 or more credit hours	N	171	237	339	430	439
successfully completed**	%	8.6%	11.4%	15.2%	19.5%	18.2%

* Entering freshman 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 includes grades of A, B, C, and S for the Fall and Spring terms of the student's entering cohort (example: Fall 2011 entering cohort includes courses taken in Fall 2011 and Spring 2012). NOTE: UWG does not use the grade of P (passing).

Table 2. Number and Percentage of Students Completing a Bachelor's Degree in 4 Years (5-Year Data)

		ENTERING COHORT				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number and percentage	N	298	316	298	309	293
of students	%	16.6%	15.7%	15.6%	16.8%	15.2%

Table 3. Number of Credits Earned at Degree Conferral and Number of Terms Enrolled at UWG Prior to Graduation (5-Year Data)

	Mean Overall Credit Hours Earned Upon Graduation					
Graduation Year		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UWG Entering Student Type	Non-Transfer In	131.1	131.7	131.1	130.6	129.2
	Transfer In	137.2	137.7	138.1	137.0	135.8
	Overall	134.5	135.1	135.2	134.3	132.8
	Mean Number of Terms Enrolled at UWG Prior to Graduation					
Graduation Year		FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
UWG Entering Student Type	Non-Transfer In	12.2	12.5	12.2	11.9	11.7
	Transfer In	8.7	8.7	9.0	8.7	8.5
	Overall	10.2	10.3	10.3	10.0	10.0

Table 4. Percentage of Undergraduate Credits Successfully Completed vs. Attempted (5-Year Data)

Semester	Total Credit Hours	Total Headcount	Headcount with A, B, C, S Grades	Percentage of Credits with A, B, C, S Grades
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	47,318	38,712	81.8%
Fall 2015	139,782	49,450	40,940	82.8%

Table 5. Number of Credits Earned by Exam (5-Year Data)

Credit-by-Exam Type	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
AP	1,166	1,370	1,746	1,464	1847
IB	12	36	18	60	75
CLEP	344	608	477	574	514
UWG Departmental Exam	3,056	2,337	2,041	1,592	1843
Portfolio Review	NA	NA	NA	NA	5
Total	4,578	4,351	4,282	3,690	4284

Valdosta State University Appendices

Table 1. Retention Rates Bachelor Degree

Group	Institution-specific Retention Rates					
	Entering Fall Cohort	**Total Beginning Cohort**	**1-year retention rate**	**2-year retention rate**	**3-year retention rate**	**4-year retention rate**
Total	2011	2,250	66.8	51.0	44.6	41.6
	2012	1,956	68.4	55.8	49.6	
	2013	1,708	70.0	54.5		
	2014	1,610	69.0			
Full-time	2011	2,210	67.3	51.4	45.0	42.0
	2012	1,920	68.9	56.3	50.0	
	2013	1,675	70.5	55.0		
	2014	1,574	69.8			
Part-time	2011	40	35.0	25.0	22.5	20.0
	2012	36	44.4	33.3	30.5	
	2013	33	45.4	30.3		
	2014	36	30.5			

Table 2. Credit Hours Enrolled

	All Degree-seeking Undergraduate Students													
	Fall 2011-Spring 2016													
	Students Enrolled in 15 or more Credit Hours				**Students Enrolled in 12-14 Credit Hours**				**Students Enrolled in Less than 12 Credit Hours**				**Total Undergraduate Students**	
	Fall		**Spring**		**Fall**		**Spring**		**Fall**		**Spring**		**Fall**	**Spring**
Academic Year	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**#**
2011-2012	3,429	32.8	3,474	35.7	5,728	54.8	4,892	50.3	1,293	12.4	1,356	13.9	10,450	9,722
2012-2013	3,256	32.4	3,292	35.4	5,493	54.7	4,669	50.2	1,293	12.9	1,337	14.4	10,042	9,298
2013-2014	2,935	31.0	3,105	34.9	5,236	55.3	4,419	49.6	1,297	13.7	1,380	15.5	9,468	8,904
2014-2015	2,869	31.6	2,974	35.2	4,855	53.5	4,101	48.5	1,355	14.9	1,377	16.3	9,079	8,452
2015-2016	2,916	34.2	2,992	37.7	4,238	49.7	3,621	45.6	1,370	16.1	1,325	16.7	8,524	7,938

Note: the number of credit hours enrolled are taken from the credit hours attempted element in the Academic Data Collection (midterm collection); credit hours are **not** based on course data. Undergraduate students are defined as Student Level = 10, 20, 30, or 40.

Table 3. Progression Metrics

Fiscal Year 2008-2015								
Credit Hour Threshold	2008	2009	2010	2011	2012	2013	2014	2015
15-29	1,841	1,927	2,150	2,207	1,926	1,755	1,515	1,414
30-59	1988	2,081	2,185	2,437	2,361	2,179	2,016	1,933
60-89	2,010	2,047	2,075	2,167	2,302	2,197	2,137	1,985
90+	1,711	1,780	1,793	2,102	1,917	2,031	1,957	1,939

Note: Table includes the number of students whose total credit hours earned (institution hours and transfer hours) falls within the given credit hour thresholds in a fiscal year. Students are counted in a given threshold only in the fiscal year in which they first achieved that threshold (e.g., the 15 credit hour threshold includes students who had 15 or more hours, but less than 30 hours, and had never earned 15 or more hours at your institution in a previous fiscal year). Students passing multiple thresholds in one fiscal year are counted for each threshold achieved (e.g. students who reached the 15 credit hour threshold in the Fall and reached the 30 credit hour threshold in the Spring of the same fiscal year will be counted in both credit hour thresholds). This metric was previously used in funding formula calculations. Undergraduate students are defined as Student Level is less than 60.

Table 4. Bachelor Degree Four-year and Six Year Graduation Rates

	Institution-specific Graduation Rates			
Group	Entering Fall Cohort	Total Beginning Cohort	4-year Graduation Rate	6-year Graduation Rate
Total	2005	1,798	16.9	42.2
	2006	2,043	15.0	40.1
	2007	2,055	15.7	39.6
	2008	2,136	16.4	38.8
	2009	2,451	15.1	35.9
	2010	2,553	15.9	
	2011	2,250	15.5	
Full-time	2005	1,763	17.2	43.0
	2006	2,001	15.3	40.7
	2007	2,016	16.0	40.2
	2008	2,100	16.6	39.1
	2009	2,403	15.3	36.3
	2010	2,517	16.0	
	2011	2,210	15.8	
Part-time	2005	35	0.0	2.9
	2006	42	2.4	14.3
	2007	39	0.0	7.7
	2008	36	8.3	19.4
	2009	48	6.3	14.6
	2010	36	5.6	
	2011	40	0.0	

Table 5. Average Credit Hours Earned at Graduation

Fiscal Year	Associate's	Bachelor's
2011	90	137
2012	100	138
2013	99	138
2014	104	137
2015	96	136

Table 6. Summer Bridge Academy Data

| Term	Category	Year 1			Year 2			Year 3		
		Sem 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8	Sem 9
Summer 2013	Number of Students	38	28	26	7	25	24	7	20	21
	VSU Earned Hrs Ratio	0.97	0.897	0.881	0.925	0.866	0.845	0.874	0.862	0.868
	Pure Term GPA	2.67	2.62	2.66	2.83	2.37	2.51	2.51	2.42	2.69
Summer 2014	Number of Students	28	25	22	3	16	13	7	7	
	VSU Earned Hrs Ratio	0.987	0.845	0.842	0.862	0.789	0.836	0.911	0.897	
	Pure Term GPA	2.95	2.28	2.29	2.44	2.27	2.28			
Summer 2015	Number of Students	28	25	23	4	17				
	VSU Earned Hrs Ratio	0.96	0.837	0.807	0.674	0.841				
	Pure Term GPA	3.01	1.96	2.28						

## Graph 1. Retention Rates for FLCs
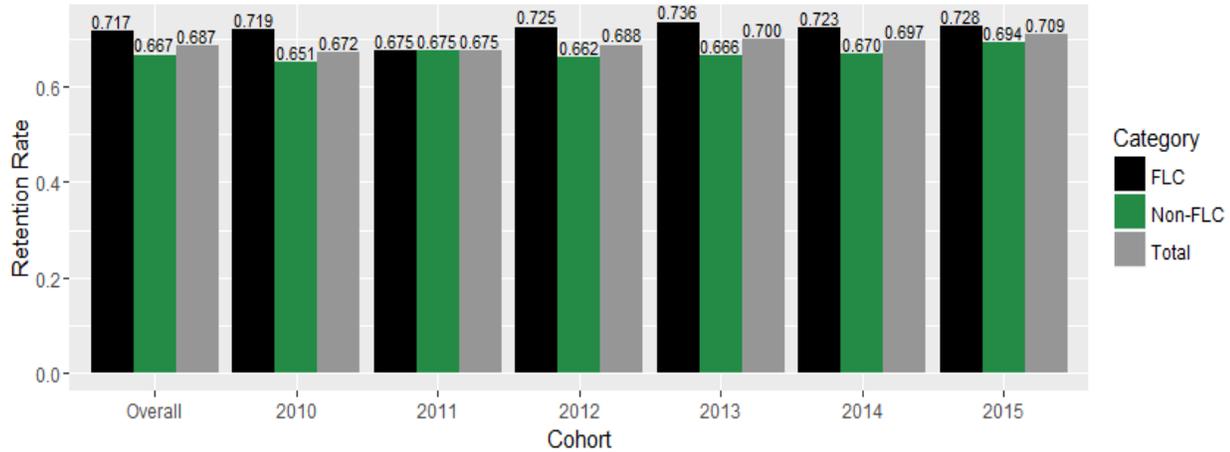
Graph 2. Average Initial Fall Grade Point Average for FLCs
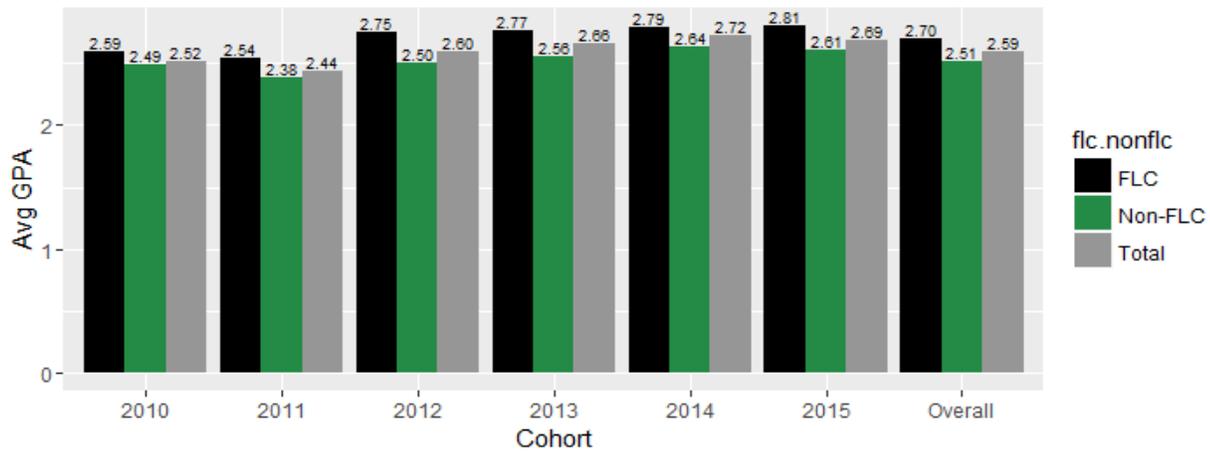
Graph 3. Initial Fall Semester Cohort Grade Point Average by FLC Participation
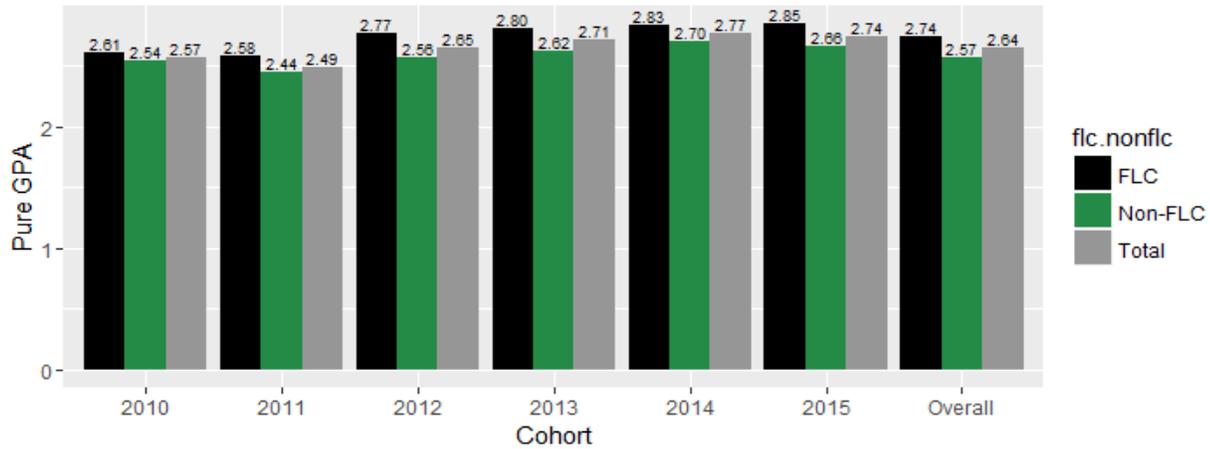
Graph 4. Initial Fall Semester Pass Rate by FLC Participation
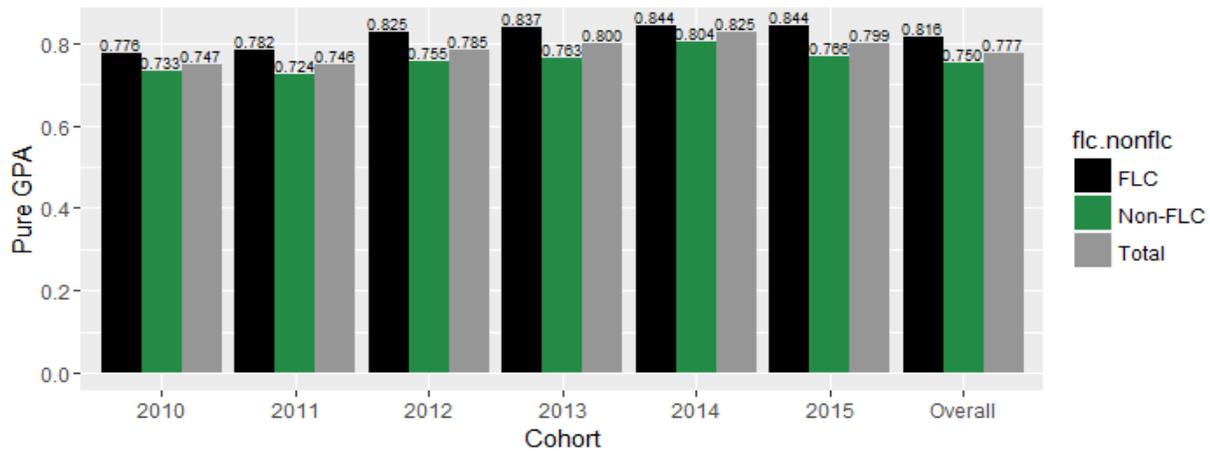
Graph 5. Four-year Graduation Rate by FLC Participation