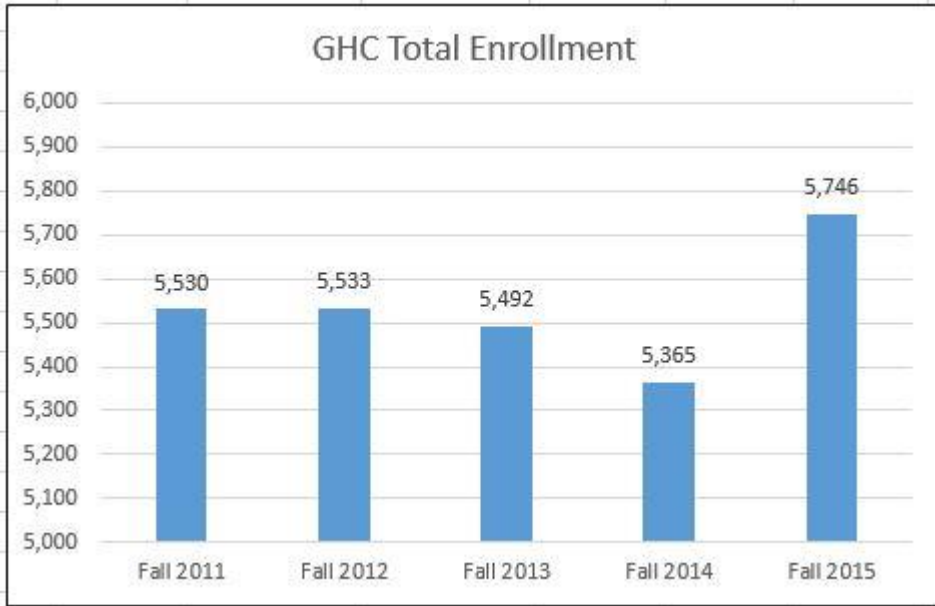


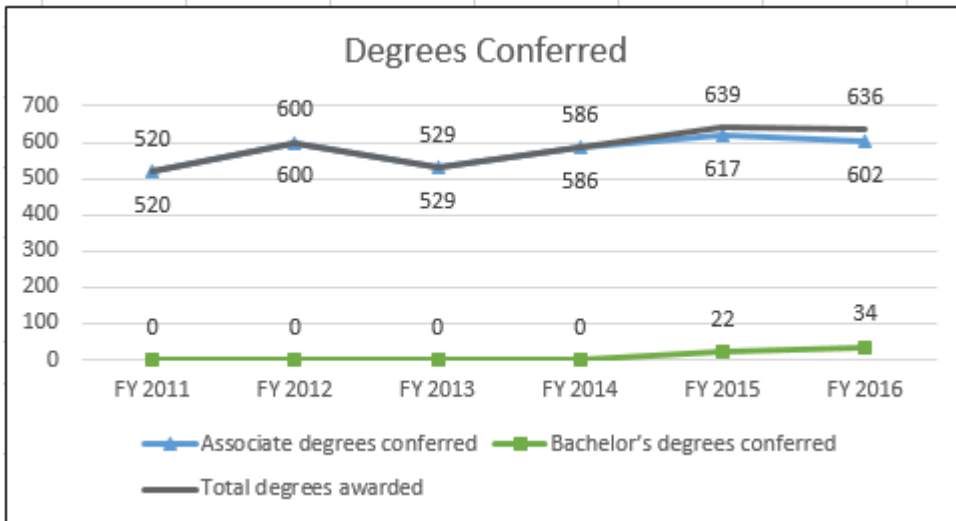
# Georgia Highlands College Appendix

## Institutional Characteristics



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

#### Degrees Conferred



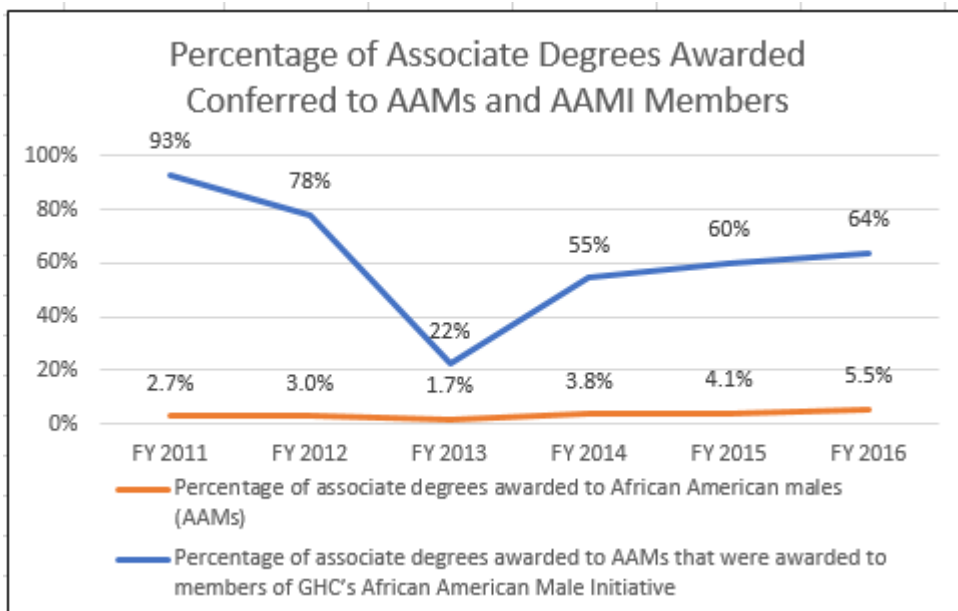
#### Degrees Conferred Data with Special Focus on African American Male Recipients

Recommended Outcome Metrics, Degrees Conferred	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Associate degrees conferred	600	529	586	617	602

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Associate degrees awarded to <b>African American males (AAMs)</b>	18	9	22	25	33
<b>Percentage</b> of associate degrees awarded to <b>African American males (AAMs)</b>	3.0%	1.7%	3.8%	4.1%	5.5%
Associate degrees awarded to members of <b>GHC's African American Male Initiative</b>	14	2	12	15	21
Percentage of associate degrees awarded to AAMs that were awarded to members of <b>GHC's African American Male initiative</b>	78%	22%	56%	60%	64%
<b>Number of bachelor's degrees conferred</b>	0	0	0	22	34
<b>Number of bachelor's degrees awarded to African American males (AAMs)</b>					1
<b>Number of bachelor's degrees awarded to members of GHC's African American Male Initiative</b>					0
<b>Total degrees conferred</b>	600	529	586	639	636

*AAMI Program Degrees Conferred*



*Retention data table*

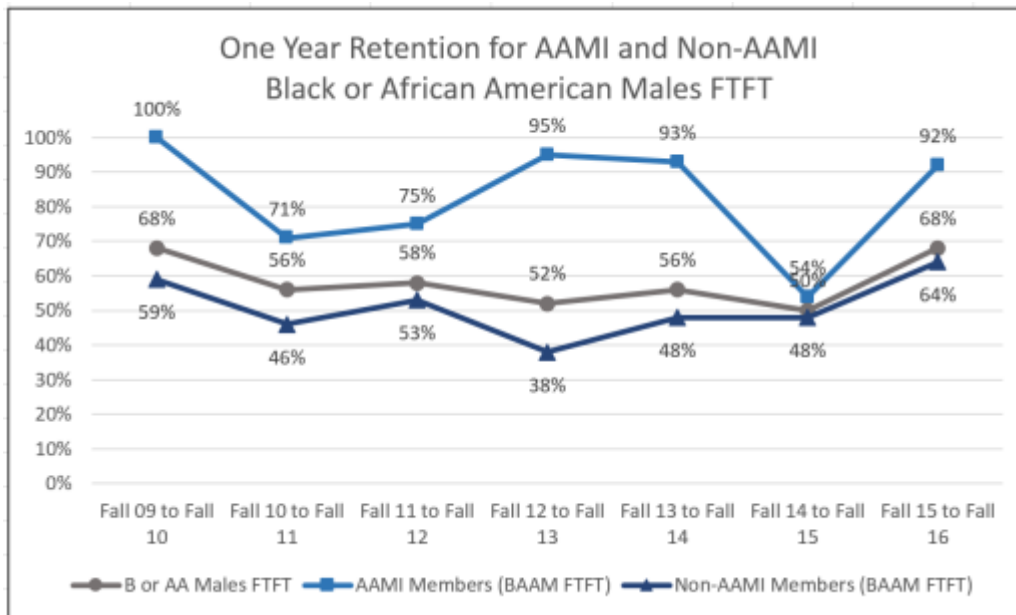
<b>Recommended Progress Metrics</b>	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
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	to Fall 11	to Fall 12	to Fall 13	to Fall 14	to Fall 15
One-year retention rates for the institution as a whole (all first time students) *	61%	59%	62%	62%	62%
One-year retention for students who <b>begin</b> as <b>full-time students (FTFT)</b> *	63%	61%	65%	63%	63%
One-year retention for students who <b>begin</b> as <b>part-time students (FTPT)</b> *	52%	50%	55%	55%	60%
One-year retention rates for students entering on federal financial aid ( <b>Pell-eligible</b> )	61%	58%	59%	60%	61%
One-year retention rates for students entering in <b>Learning Support</b>	60%	55%	59%	57%	63%
One-year retention for <b>African American male (AAM)</b> students (FTFT)	54%	58%	52%	56%	50%
One-year retention for <b>AAM members of African American Male Initiative (AAMI)</b> (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-	AY 12- 13 Fall-	AY 13- 14 Fall-	AY 14- 15 Fall-	AY 15- 16 Fall-
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	Spr	Spr	Spr	Spr	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
<b>Total</b>			<b>15,093</b>	<b>49,857</b>

*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
<b>Percentage of Total Enrollment participating in EBA</b>	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*

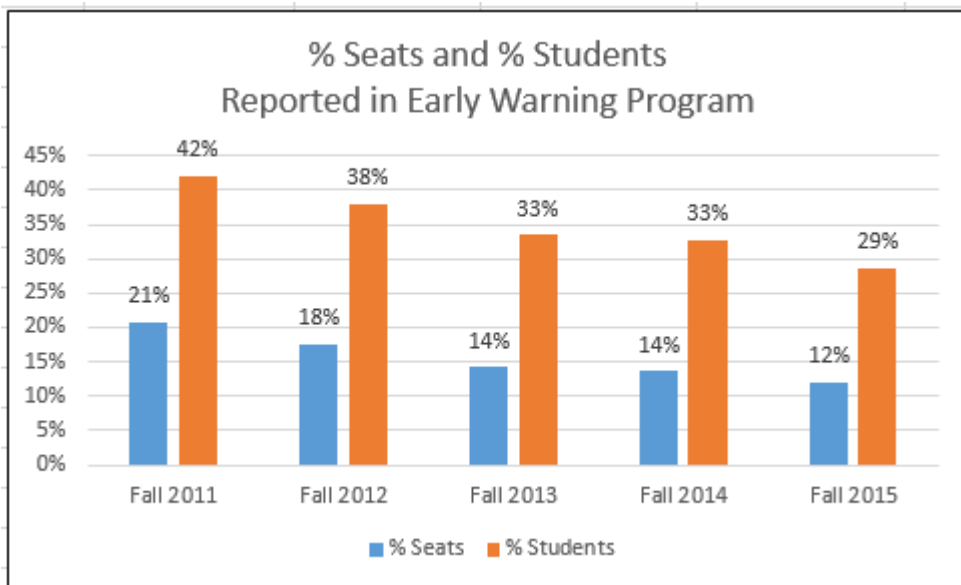
Total EWP Reports

	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%

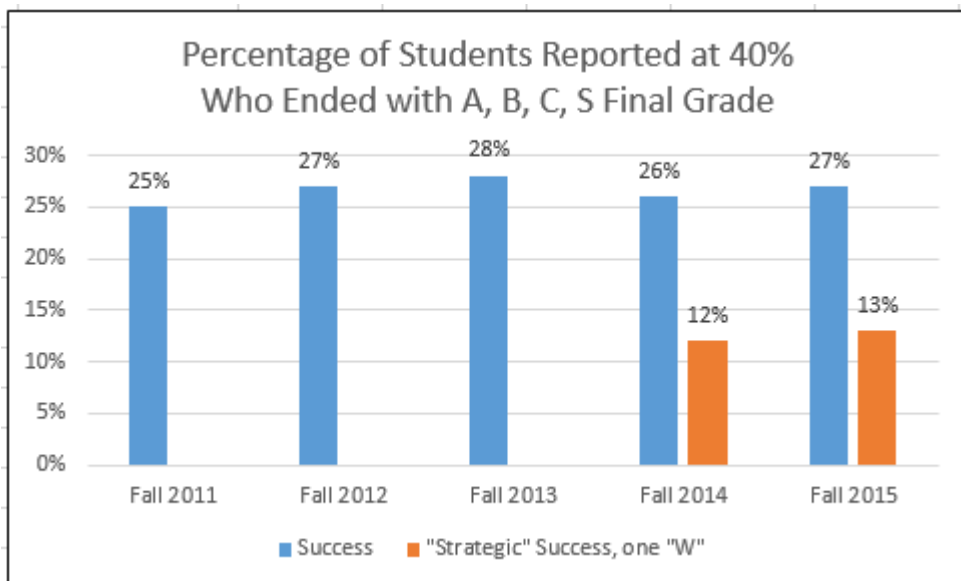
Total Students Reported

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%

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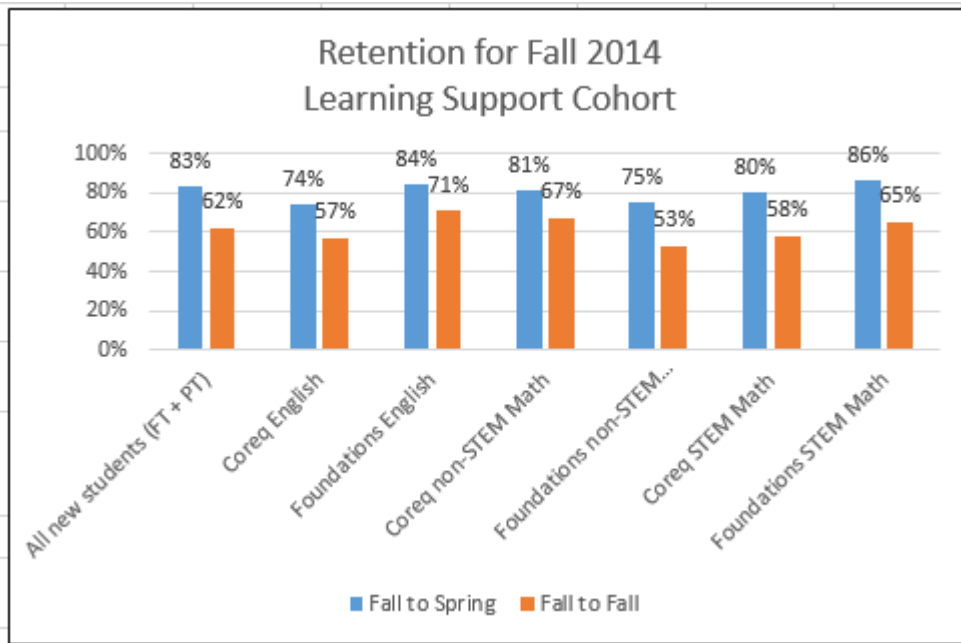
Percentage of non-LS students passing the gateway class in Fall 2014	80%	77%	70%
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Foundations placement and success

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	
<b>Foundations Success</b>	96	88%	125	76%	113	80%
<b>Gateway Success</b>	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

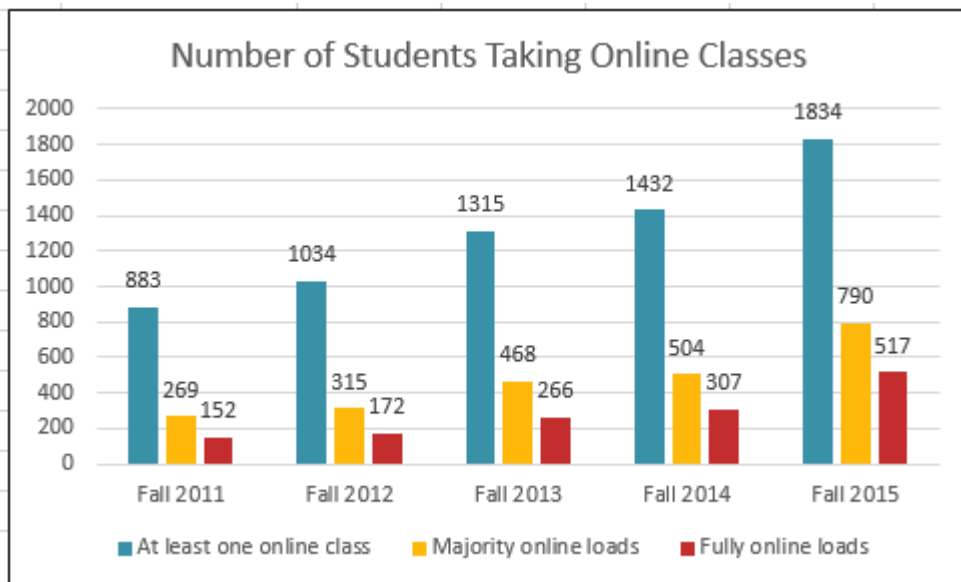
	English		STATS Path		STEM Path	
<b>Fall to Spring</b>						
Overall retention rate for all new students	83%					
<b>Corequisite students retained to Spring 2015</b>	39	74%	63	81%	86	80%
Non-LS students in gateway class retained to Spring 2015	85%		82%		85%	
<b>Foundations students retained to Spring 2015</b>	94	84%	123	75%	121	86%
Non-foundations students in gateway class retained to Spring 2015	85%		83%		85%	
<b>Fall to Fall</b>						
Overall retention rate for all new students	62%					
<b>Corequisite students retained to Fall 2015</b>	30	57%	52	67%	62	58%
Non-LS students in gateway class retained to Fall 2015	65%		64%		64%	
<b>Foundations students retained to Fall 2015</b>	79	71%	88	53%	92	65%
Non-foundations students in gateway class retained to Fall 2015	63%		65%		64%	



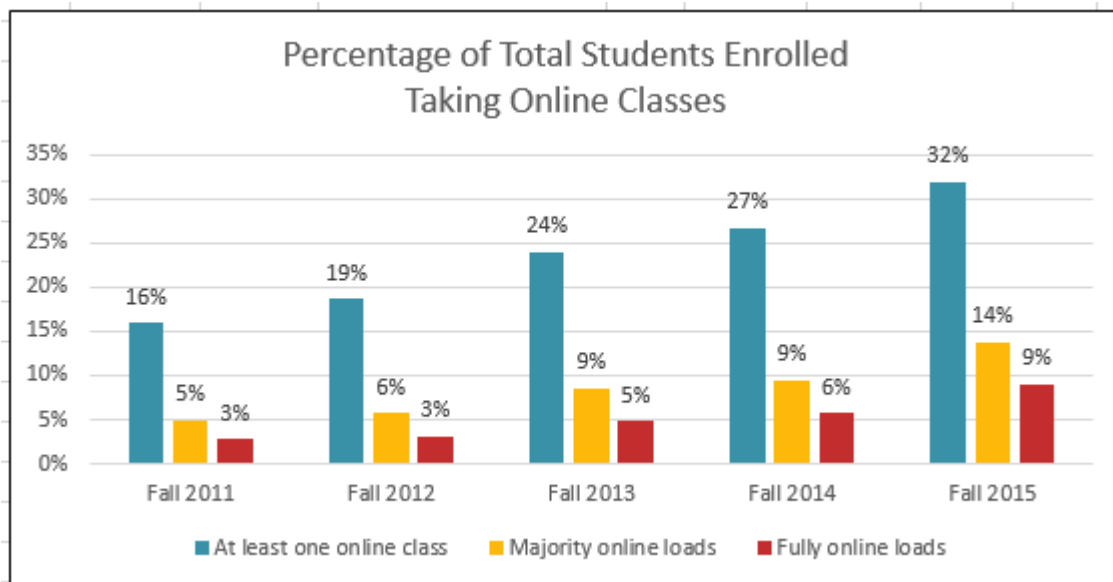
**8. Restructure instructional delivery to support educational excellence and student success**

*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.







*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.

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