

Complete College Georgia

2017 Campus Completion Plan Updates

University System of Georgia



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**BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF GEORGIA**

**TECHNICAL COLLEGE
SYSTEM OF GEORGIA**

December 1, 2017

The Honorable Governor Nathan Deal
State Capitol
Atlanta, Georgia 30034

Re: Submission of Campus Plan Updates for Complete College Georgia

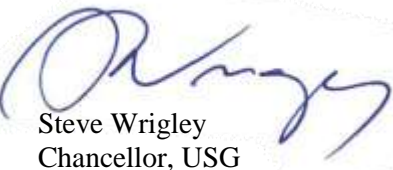
Dear Governor Deal:

We are pleased to submit these 52 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, 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 workshops 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 continue working with you on the creation of a more educated Georgia, building on the momentum created since the beginning of the CCG project.

Sincerely,



Steve Wrigley
Chancellor, USG



Gretchen Corbin
Commissioner, TCSG

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University System of Georgia

SYSTEM 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.

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.

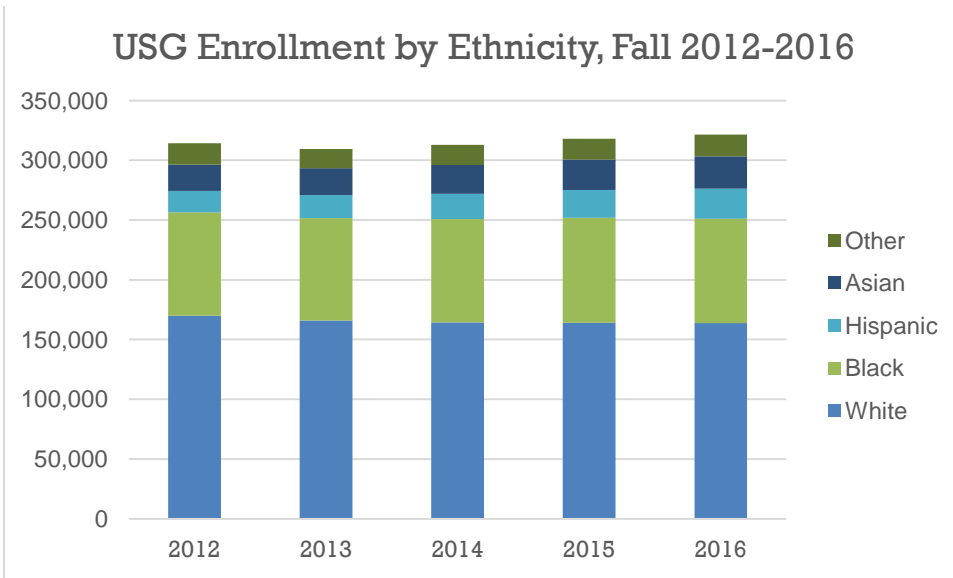
SYSTEM PROFILE

The University System of Georgia (USG) includes 28 institutions, with fall 2016 enrollment of 321,551 students. Academic year 2016 marked the second consecutive year that enrollment in the University System has exceeded the recession peak (fall 2011—318,027) and is an increase of 3,387 or roughly 1 percent, over fall 2015. The increase in enrollment at USG institutions compares favorably with national trends, with four-year public institutions nationally experiencing almost no growth in enrollment in the past year.

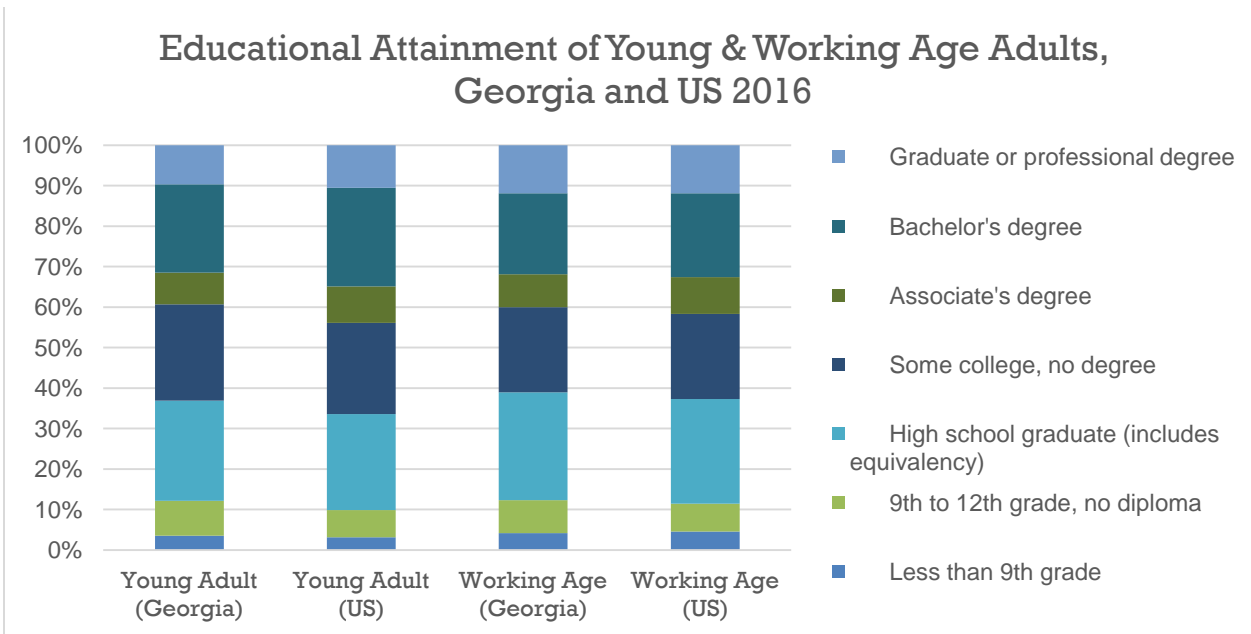
The University System's institutions in fall 2016 headcount ranged from 2,468 at Bainbridge State College to 50,969 at Georgia State University. The College of Coastal Georgia witnessed the greatest percentage increase in enrollment at 12.7 percent, followed by the Georgia Southwestern State University and Georgia Institute of Technology, both of which grew by more than 7 percent in 2015. Darton State College saw the greatest drop in enrollment, losing nearly a quarter 2015 enrollment, followed by Albany State University, which shrank by nearly 13 percent. Nearly 87 percent of students served by USG institutions are from Georgia, with just over 8 percent of students from out of state, and just under 5 percent of enrollment consisting of international students. The USG serves a diverse population:

- » 50.9 percent white » 27.3 percent Black
- » 8.5 percent Asian » 7.8 percent Hispanic
- » 5.7 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 37 percent and the percentage of Asian students has increased by 25 percent. Black or African American enrollment declined by more just less than 1 percent and white enrollment declined by under 4 percent over this same period. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.

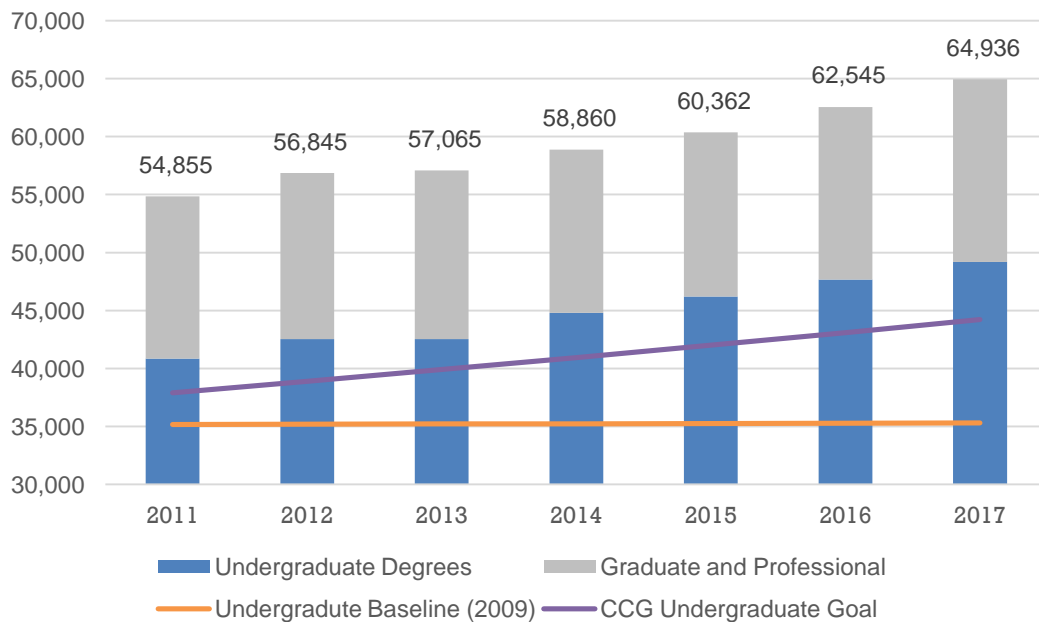


The University System’s mission is to create a more educated Georgia. Census data from 2016 indicate that 39.1 percent of young adults (ages 25-34) and nearly 40 percent of all working age adults (age 25-64) possess at least an associate’s degree. Twenty-one percent of working age Georgians—well over 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 Figure3.



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 2011 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. The figure below provides a view of degree production by sector from 2012 to 2017 compared to the 2009 baseline and CCG goal.

USG Degree production AY 2011-2017



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. In addition to eCore, institutions offer online courses as well, extending the online learning ecosystem considerably.

In 2016, undergraduate enrollment exceeded 65,000 students, the vast majority of whom enroll in a mix of online and in person courses. Growth in online course taking has been dramatic, with more than 50,000 students taking at least one course online in 2016.

COMPLETION GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

ONGOING WORK

PROACTIVE ADVISING

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. During 2016, CCG staff conducted site visits to institutions to identify promising practices in advising and student support services, sharing this information with institutions and the professional advising community. In the most recent survey of institutions, the prevalence of advising as a strategy is demonstrated by the expansion of approaches institutions are using. For example, all institutions now implement some system for tracking students' progress toward a degree and use this information to identify students who may be in need of special interventions. Staff conducting interventions at most institutions are now able to review the student's complete

academic record, and more than half of USG institutions are using some form of predictive analytics to identify students who are off track and understand their likelihood of success in their program.

PROGRAM MAPS & MATH PATHWAYS

Program maps are tools to help students better understand their path to a degree. Structured as semester-by-semester outlines of the courses a student must take in a program of study, maps feature a logical sequence of courses that, if a student stays on the map, will get them to graduation on time. Maps include the appropriate, aligned math course and first English course in the first term, an exploration of the discipline and restrict student elective choices to those that will support or expose them beneficially to skills needed in their chosen field.

Twenty institutions across the system report having program maps for their students for each academic program, nine of which have at least three courses in a discipline included in the map to expose students to their discipline. These maps are also useful in predicting course loads and helping to relieve course availability bottlenecks to improve student on-time completion and lower credits at graduation.

Optimally, program maps offer students an overview of the expectations and demands of a particular degree program; indicate clear, term-by-term guidance for the courses they must take and when, outlining any prerequisites along the way, and offer recommendations for electives from outside the program that complement or support courses from within the discipline. Maps should be designed so that students complete their first math and English courses and three courses in their identified field in their first year, and include a minimum of 30 credits.

An additional imperative from the recent year has been to align gateway math courses with the program of study. Extensive work by the Academic Advisory Committee on Mathematical Subjects resulted in a recommendation that students pursuing programs that do not include some Calculus be encouraged to pursue either Quantitative Reasoning or Math Modeling rather than College Algebra. Both of these options include appropriate levels of algebra, but provide a more appropriate foundation for students whose academic pathways lead toward statistics rather than Calculus.

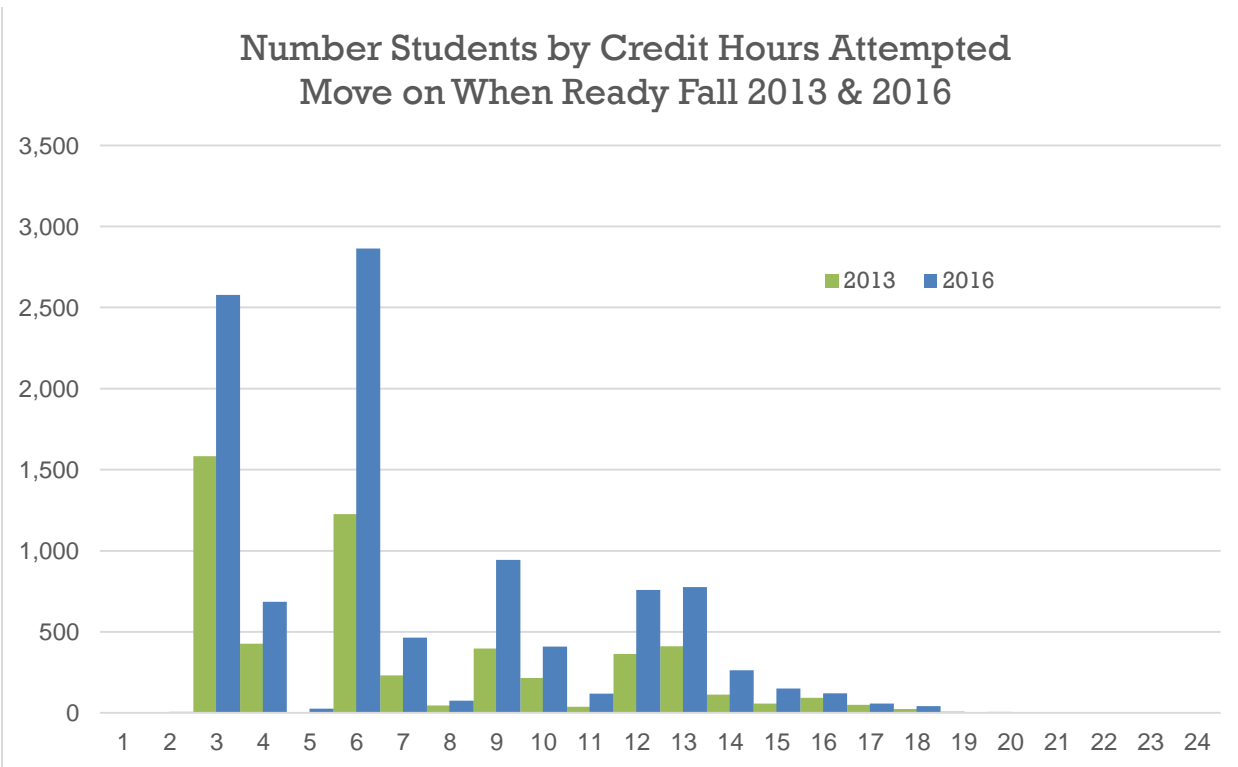
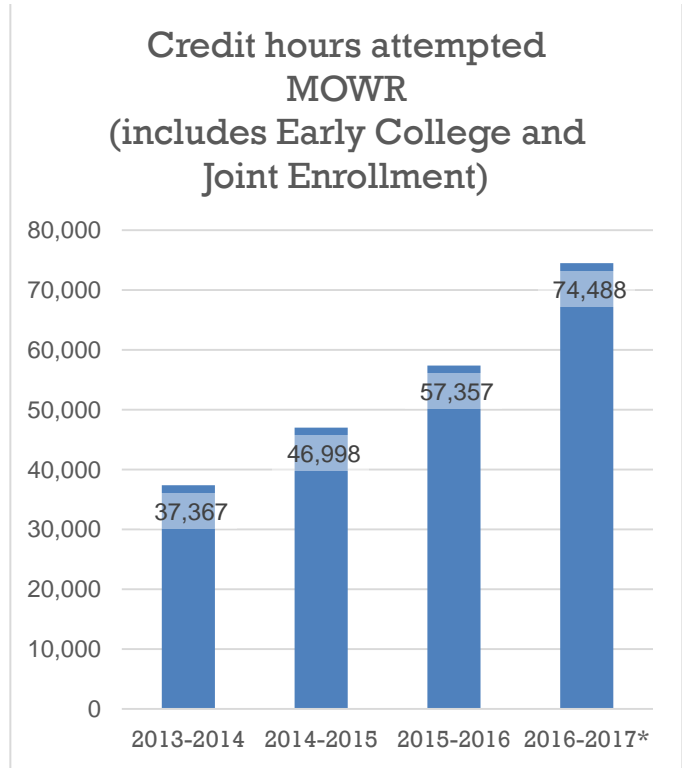
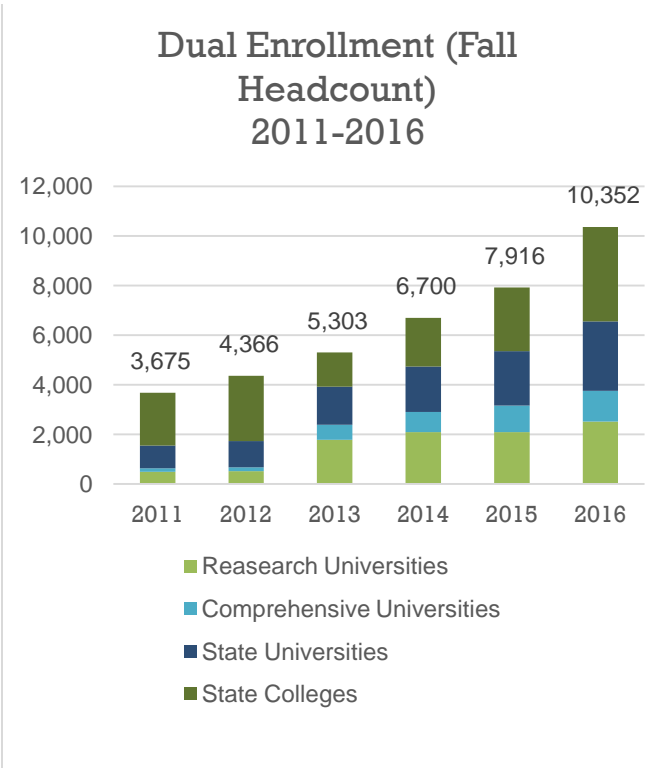
Combining these two elements, Complete College Georgia convened two statewide meetings in 2016 to review best practices around program maps aligned with appropriate math pathways. The results of these meetings was a broad sharing of program maps across institutions, concerted efforts on a number of campuses to revise and coordinate existing program guidance for students, and an increased awareness of the content, rigor and function of non-College Algebra gateway math courses.

DUAL ENROLLMENT & EARLY COLLEGE

Dual and jointly enrolled students at University System institutions have increased by 181% since 2011 as a result of legislative and policy changes that supported student participation in the program, renamed Move On When Ready in 2015. The vast majority of students pursue either three or six credits a term, although higher course taking loads have increased since 2013. In all students in dual enrollment (including Move on When Ready, Joint Enrollment and Early College) attempted 74,488 credit hours in 2016-2017 (not including summer), up from 37,367 in 2013-2014.

All institutions report some dual enrollment on their campuses, with half also conducting courses on high school campuses or third locations with institutional faculty. The growth of these programs has led to the establishment of identified program coordinators on nearly every campus to conduct outreach to high schools, coordinate programs with the institution, and generally serve as a point of contact for students interested in participating in the program. Significantly, institutions report increased matriculation of students who participate in dual enrollment at their institutions, indicating that in addition to providing students with the benefit of college-level courses while in high school, the program is encouraging enrollment at some institutions after graduation.

The charts below provide an overview of credits earned and credit-taking patterns for dual enrollment students in the USG.



TRANSFORMING REMEDIATION

In fall 2016, nearly 18 percent of the incoming freshman class were to USG institutions with deficiencies in English language and mathematics that require remediation or 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.

Beginning in 2014, the University System began to transform the manner in which remediation was delivered, piloting a corequisite (rather than prerequisite) approach that offers “just-in-time” learning support to students as they pursue the gateway collegiate course. Instead of one- or two-course sequences of basic skills in the subject before a student engages with college-level (and credit bearing) work, the corequisite model places students directly into these college credit bearing courses alongside other students who are do not have learning support requirements.

Evidence from this initial pilot implantation supported a more comprehensive implementation in 2015, with all institutions offering learning support asked to place at least half of all students requiring learning support in this model. Results from this first year were extremely promising, with students requiring learning support passing gateway courses at substantially higher rates in corequisite learning support than under previous remediation or under the newly reorganized prerequisite course (renamed in 2014 Foundations).

The 2016 academic year represents the second year for corequisite remediation. There was a recognition at the outset that institutions had adopted a wide range of implementation approaches, with a considerable amount of variability in placement, course design and alignment, instructional delivery, course logistics, and much more. The degree to which institutions had adopted the core features of the model to suit their institutional situations provided a unique laboratory for testing propositions about best practices. Because the model was generally much more successful than other approaches, the heterogeneity reinforced the advantages of directing students into collegiate level courses immediately as well.

While placement rates into corequisite models had been robust in 2015, and institutional success was generally strong, there was a slight, but noticeable decline in the placement rate for students into the model in 2016, from 58 percent system wide to 55 percent. At the same time, success rates for corequisite remediation has held steady or increased, depending on the course and institution in question. Details on learning support participation and success are provided below:

University System of Georgia Learning Support Enrollment, Course Completion, & Gateway Course Completion by Learning Support (LS) Course Type, First-time Freshmen (IPEDS definition) 2016-2017

Entering Cohort		51,754				
Students Enrolling in LS Courses*	Total LS	Math Only	English Only	Both Math and English		
Corequisite	5,046	3,203	1,311	532		
Non-Corequisite	4,145	2,801	690	654		
Students Completing LS Courses by Spring 2017†	All LS	Math	English	Both Math and English	Completed Math Only	Completed English Only
Corequisite	69%	67%	77%	60%	8%	18%
Non-Corequisite	65%	65%	78%	52%	7%	16%
Students Completing a College-Level Course	All Gateway	Math	English	Both Math and English	Completed Math Only	Completed English Only
Corequisite	74%	73%	79%	68%	4%	13%
Non-Corequisite	41%	40%	55%	30%	6%	15%

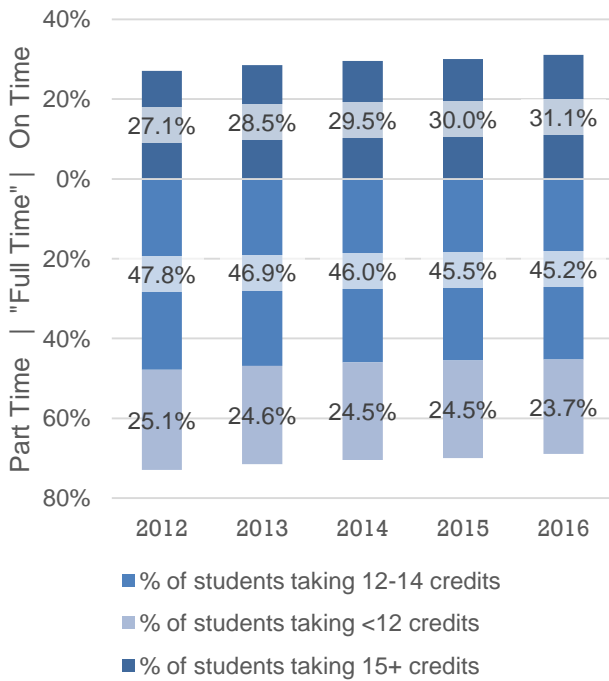
CREDIT INTENSITY/15-TO-FINISH

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.

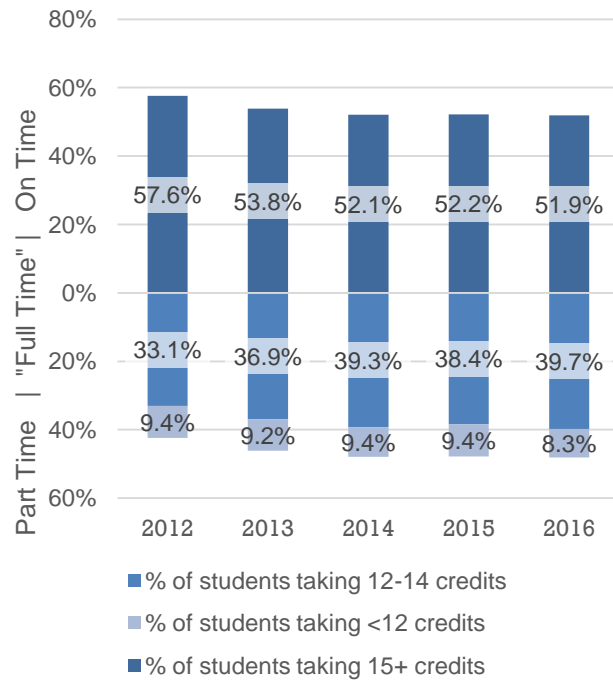
Institutions across the state have been enthusiastic about the potential for this strategy. In 2016-2017, 20 institutions reported formal credit intensity programs, with more than half of these providing information on the benefits of attempting more than 30 credits a year to students at registration or orientation, and slightly more (12) defaulting students into full time course schedules. A significant strategy for many (N=19) institutions is the use of summer semester as a strategy to remain on track for on-time graduation.

Over the past five years, the percentage of undergraduates who attempt 15 or more credits in their fall semester has increased by 4 percent, with most of this increase appearing in a drop in the percentage who attempt between 12 and 14 credits. Spring term credit intensity has risen by 3.1 percent over this same period. This reflects an overall positive durability to institutional efforts, which are most intensively focused at first time freshmen, and most commonly during their first term on campus. Somewhat discouragingly, the trend among incoming full time freshmen is the opposite, with recent cohorts of fall freshmen showing little growth in the share taking more than 15 credits, and a slight decline from 2012. Even with this, the percentage of freshmen attempting a course schedule that would have them graduate on time is above 50 percent (51.9 percent in Fall 2017), and remains near that level in the spring terms. See figures 1 and 2 below.

Credits per Semester, Undergraduates , Fall terms 2012-2016



Credits per Semester, First Time Freshmen , Fall terms 2012-2016



One important lesson from the system work in this area has been the power of a default schedule to incentivize student behavior. When institutions have implemented a credit intensity program that includes only marketing and outreach activities, even when that outreach is “high touch” advising, institutions appear to hit a ceiling on the share of students who will attempt greater credit intensity. Coupled with default schedules that include 15 credits and that require positive action on the part of the student (such as meeting with an advisor) to deviate from the schedule, these programs can achieve upwards of 70 percent of more students attempting 15 or more credits. Moreover, evidence indicates that this first semester course intensity persists for many students beyond their first year.

BEYOND FINANCIAL AID

In order to meet Georgia’s ambitious goals for higher education attainment, the state must reach students who traditionally have not been served by higher education. Reaching low-income students and working age adults means serving students with a host of that are often unfamiliar for institutions, including childcare, food insecurity, homelessness, transportation issues, and a host of financial considerations for life beyond the classroom that have an impact on student persistence and success.

Complete College Georgia convened institutions for a two-day workshop during which they reviewed the results of an extensive self-assessment tool created by the Lumina Foundation to uncover how they currently addressed a variety of financial issues for low-income students, the degree to which services for students were integrated on campus, and areas for improvement. The self-assessment guide served as a tool to gauge the institutional profile with respect to low-income students and provided a platform for developing a plan of action for strengthening support for these populations, and students at all income levels.

Among the activities related to this work that were completed in 2016-17 was a student services clearinghouse for students developed collaboratively by the University of North Georgia and Georgia Gwinnett College. The [Georgia College Care Resource](#) provides links to resources in 11 areas for all of North Georgia, serving as a single repository for referrals for services and providers in a wide area of North Georgia.

Other strategies related to Beyond Financial Aid that are present on our campuses *include*:

- Last dollar grants to students who have small amounts of unmet need, are otherwise in good standing, and are close to graduation (Georgia State University; Savannah State University; Georgia Gwinnett College)
- Non-cognitive assessments and applying the results to improve student engagement on campus (Georgia Southwestern)
- Food pantries to assist students with food insecurity (Kennesaw State University)
- Financial literacy education provided to incoming freshmen to encourage smart decisions about financing their educations (multiple campuses)
- Subsidized childcare for students with children to encourage students to remain in school and allow them to pursue their coursework full time (Columbus State University; Georgia Gwinnett College)
- Emergency housing for homeless students (Kennesaw State University with funding from the Beacon Foundation)

HIGH IMPACT PRACTICES

Understanding that instruction is at the heart of what our institutions do to fulfill the mission of the University System as a whole, CCG recognizes the transformative potential of validated high impact practices to improve student learning and engagement, fostering better outcomes and richer experiences throughout students' academic careers and beyond. Institutions across the state have engaged in this work in a variety of ways. Georgia is a participant in the Liberal Education and America's Promise (LEAP) initiative, joining with 19 other states, state systems and consortia to support large scale collaboration around connecting quality of student learning with equity in student learning outcomes.

Additionally, an initial cohort of ten institutions participated in a course redesign project lead by the John Gardner Institute, Gateway to Completion (G2C). The three-year project focuses on redesigning courses that are gateways to programs or degrees that also have high D-F-W rates. The faculty-focused process undertakes a thorough, guided review of the identified courses with an eye to rebuilding them around improving student learning and success. Georgia is the first system-wide application of the G2C process.

Other high impact practices that have been widely adopted by institutions include first year experiences (25 institutions), undergraduate research (25 institutions), capstone courses or projects (25 institutions), internships (24 institutions), service learning or community-based learning (23 institutions), peer supplemental instruction (22 institutions), collaborative assignments and projects (21 institutions), and learning communities (18 institutions).

OBSERVATIONS AND PLANS FOR THE YEAR AHEAD

After five full years of implementation, Complete College Georgia has demonstrated some substantial gains. Campuses have institutionalized a number of strategies for success over the past few years, embedding corequisite remediation, credit intensity, credit for prior learning, and dual enrollment into the fabric of the institution. As these activities have matured, new and enhanced approaches to investigating equity gaps, holistic supports for students, academic advising, the application of data and analytics to support student success, program maps, and workforce alignment have emerged as priorities for campus engagement. While institutions across the state have demonstrated success in a range of areas, retention rates and progression to graduation remain lower than needed to ultimately meet the state's achievement goals, especially among low-income and underserved populations.

At its heart, Complete College Georgia remains a data driven process that places student success at the heart of institutional focus. Reflecting on the progress of the program since its inception and projecting the future path for CCG highlights the need to develop new approaches to getting students on the path to a degree, removing obstacles that might derail their efforts, and supporting students in new ways. In the coming years, the System Office will be committed to a multiyear effort to ensure students gain momentum directly from their first steps on campus. To do so, institutions will be asked to retire stand alone, prerequisite remediation, develop plans to have students make a purposeful choice of an academic focus areas or program of study upon enrollment, create in every student a productive academic mindset, and ensure that all students in their first year pursue a course of study that includes English and aligned math, nine credits in a focus area, and 30 credits in the first year. Together this structured support will give students the momentum needed to advance and thrive.



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 growing offerings of other diverse baccalaureate degree programs. With its 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 abundant opportunities to learn and grow as individuals. In addition to providing relevant experiences that prepare the graduate for life, ABAC is a strategic partner within the University System of Georgia to help create a more educated Georgia.

Total enrollment at ABAC in fall 2016 was 3475, an increase of approximately 2.4% over fall 2015 enrollment (See Appendix A for seven-year trends in enrollment and graduation and retention rates). The increase in enrollment is attributed to college-wide admission efforts and a continued rise in retention rates (Table 3c). Of the 3475, 81% were white, 10% were Black (non-Hispanic), and 6% were Hispanic, comprising the three largest ethnic groups. Students over the age of 25 made up 9.3% of enrollment in fall 2016, and 30% of all students were first-generation college students. In fall 2016, 39% of students were Pell eligible. Students enrolled in at least 12 credit hours fall 2016 made up 72% of total enrollment. For the fall 2016 freshman class, the average high school GPA was 3.06 on a 4.00 scale, the average SAT composite (Verbal, Math, Writing) score was 1,352, and average scores on the ACT were 18 Verbal and 18 Math.

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 (1828 in fall 2016, a 26.5% increase from the previous year), a 10% increase in retention for first-time freshmen (Table 3c), a total of 591 degrees awarded in 2016-17, and a 26.8% 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, 2015, and 2016 updates, and has focused during the past academic year on proactive 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

Nicholas Urquhart, Director of Academic Support, Nurquhart@abac.edu

SUMMARY OF ACTIVITIES

What progress have you made towards implementing this strategy in the 2016-2017 academic year?

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. There was a slight decrease for Fall 2016 as 340 of 815 new freshman (42%) were registered for 15 or more credit hours. Despite this decrease the number of new freshman who completed 30+ credit hours their first year increased from 24% (201), AY 15-16, to 29% (235) for AY 16-17. The percentage of overall students enrolled in 15+ hours remained flat at 31% (1080).

WHAT SPECIFIC ACTIVITIES DID YOU ENGAGE IN THIS YEAR IN REGARDS TO THIS STRATEGY?

Academic Support continues 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. Currently, Academic Support preregisters all full-time new students for 15 hours, however, a number of these students choose to take less than 15 hours. 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:

Projected Targets for AY 2016-2017

Projected 35% of fall 2016 cohort will enroll in 15+ hours. 25% of the fall 2016 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

Results

1080 (31.07%) of enrolled students fall 2016 were enrolled in 15+ hours, which remained flat from fall 2015. 335 (44.19%) of enrolled new freshmen were enrolled in 15+ hours a slight decrease from fall 2015. Despite the slight decrease. There was a 10.9% increase in the number of continuing students enrolled in 15+ hours for fall 2016.

235 (31%) of first-time freshmen of the fall 2016 cohort successfully completed 30+ hours during the 2016-2017 academic year. This surpassed our goal of 25% given for the 2015 CCG plan update.

Projected Targets for AY 2016-2017:

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.

Results

89 associate-degree-seeking students from the fall 2015 cohort graduated on-time in 2 years. This goal is a 25.4% increase over the fall 2014 cohort and 18.66% above our projected target of 75 on time graduates from the fall 2015 cohort.

74 baccalaureate-degree-seeking students from the fall 2013 cohort graduated on-time in 4 years. This goal is a 39.62% increase over the fall 2012 cohort and 23.33% over our projected target of 60 on time baccalaureate graduates from the fall 2013 cohort.

MEASURES OF SUCCESS:

Increase the number and percentage of students enrolled in 15+ hours each semester.

Projected target: 45% of fall 2017 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: 33% of the fall 2017 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

Projected target: 93 associate-degree-seeking students from the fall 2016 cohort will graduate in 2 years, and 80 baccalaureate-degree-seeking students from the fall 2014 cohort will graduate in 4 years.

LESSONS LEARNED

Cultural changes are difficult to overcome; however, ABAC continues to make gains with students 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

- Continued communication to sophomores and upperclassmen explaining the benefit of taking 15 hours and the financial impact. Development of degree maps that show required hours each semester to complete the degree on-time.
- 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

Nicholas Urquhart , Director of Academic Support, Nurquhart@abac.edu

SUMMARY OF ACTIVITIES

What progress have you made towards implementing this strategy in the 2016-2017 academic year?

90-hour checkpoints are performed each fall and spring semester for baccalaureate-degree-seeking students and 30-hour checks (completion of General Education Core Area A) are performed each spring semester for all students.

This high-impact strategy has been a success for ABAC. As the data show (see metrics below), 51% of identified off track students for spring 2016 graduated by the following spring.

30-hour checks were conducted for spring of 2016 for all enrolled students and 155 were identified as not having satisfied Area A of the General Education 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 2017, 75% of these students have completed Area A and are now on track to graduate.

What specific activities did you engage in this year in regard 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

As of Fall 2016, 30-hour checks are performed each semester on all students as opposed to just every spring term. Students who have not completed Area A of the Core Curriculum or have an RHSC deficiency by 30-hours are considered to be off-track. Students which are from the check are then 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:

2016-2017

90-HOUR CHECKPOINTS

	Off Track	Graduated	Percentage graduated
Spring 2015	62	41	66.13%
Fall 2015	92	57	61.96%
Spring 2016	39	20	51.28%
Fall 2016	106	NR	NR
Spring 2017	75	NR	NR

30-HOUR CHECKPOINTS

	Off Track	Completion of Area A	Percentage Completed Milestone
Spring 2015	128	100	78.13%
Spring 2016	155	117	75.48%
Fall 2016	106	NR	NR
Spring 2017	174	NR	NR

Projected target for AY 2016-17: 25 of the 39 baccalaureate-degree-seeking students who were off-track at the 90-hour

Result

20 of the 39 (51%) identified as off track for their baccalaureate in spring of 2016 graduated on-time. This goal was slightly below our target of 25 students.

Projected target for AY 2016-17: 60 baccalaureate-degree-seeking students from the fall 2013 cohort will graduate on time.

Result

74 baccalaureate-degree-seeking students from the fall 2013 cohort graduated on-time in 4 years. This goal is 23.33% over our projected target of 60 on time baccalaureate graduates from this cohort.

MEASURES OF SUCCESS:

At least 60% of the number of students, who are identified as being off-track at 90 hours are now back on-track to graduate by 120 hours.

Projected target: 63 of the 106 baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in Fall 2016 will graduate within 30 credit hours.

- Increase the number of baccalaureate-degree-seeking students who graduate OT.
- Projected target: 80 baccalaureate-degree-seeking students from the fall 2014 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 requirements 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 and 90-hour checks can be seen in the number of students completing Area A and graduating on time. The effects can also be seen in our rise in graduation rates (Table 2a – 2e). Academic Support continues to work with students who are determined to be off-track and get them registered for the required course(s) the following semester. Advisors are notified of the requirements to insure the students do not withdraw from the required classes.

HIGH-IMPACT STRATEGY

Ensure that students who are deemed to be off track subsequently receive timely and targeted academic intervention to restore appropriate progress toward graduation.

RELATED GOAL

Goal 4: Provide intrusive advising to keep first time probation 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

Nicholas Urquhart , Director of Academic Support, Nurquhart@abac.edu

SUMMARY OF ACTIVITIES

What progress have you made towards implementing this strategy in the 2016-2017 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 first time students on probation back on track to graduate, ABAC requires these students participate in AIM (Academic Intervention Management), formerly ABAC 1100. This program engages the student in 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.

For the AY 15-16, 51% of students who went through the AIM program were placed on Academic Suspension. This was an 8% decrease from the previous AY 14-15. Though suspension of those participating in AIM for the AY 16-17 rose slightly, the overall number is still significantly lower than the 14-15 AY.

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

Students required to participate in AIM meet weekly with an Academic Support Counselor and attended the following seminars throughout the term:

- 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
- Prepping for Finals

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 the AIM program and placed on Academic Suspension I at the end of their second term.

BASELINE MEASURE:

The percentage of students who successfully completed AIM after their 1st semester on probation 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.

For AY 12-13, 60% of students who did not successfully complete AIM where suspended. Respectively, in AY 13-14, 59% were suspended who did not successfully complete AIM, and 81% were suspended for AY 15-16.

INTERIM MEASURES OF PROGRESS:**2016-2017**

The total number of students who participated in the AIM program for AY 16-17 was 164. The percentage of students who completed the AIM program after their 1st semester on probation was 123 (75%).

Of the 164 students, 89 (54.27%) were placed on suspension in at the end of Spring 2017. This percentage is down from 59% of students placed on suspension in AY 14-15, but up slightly from 51% of the students placed on suspension in AY 15-16. 40 (53%) of the 75 that earned a term GPA of at least 2.0 to avoid suspension, were placed back in good academic standing at the end of Spring 2017.

Projected targets set during AY 15-16:

- 78% of students in AIM will successfully complete this course after their 1st semester.

- a. Unfortunately, the percentage of students who successfully completed AIM increased from the previous AY to 75%, but feel short of the projected goal of 78% for the AY 16-175
- 51% of students who completed AIM will avoid academic suspension.
 - a. Of the 164 students in AIM, 75 (45.73%) were successful and avoided academic suspension.

MEASURES OF SUCCESS:

Increase the percentage of students who successfully complete AIM (formerly ABAC 1100) after their 1st semester.

Projected target: 78% of students in AIM 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 AIM will avoid academic suspension.

LESSONS LEARNED

Students who met weekly with an Academic Support counselor had the highest success rate and the majority avoided suspension and were placed back in good academic standing. A road block that is difficult to overcome is getting students on probation to commit to the seminars and meeting with an Academic Support Counselor as required. This has led Academic Support to review our program and determine the best practices and techniques to reach these students.

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

Dr. Cyndy Hall, Director of Move on When Ready, chall@abac.edu

SUMMARY OF ACTIVITIES

What progress have you made towards implementing this strategy in the 2016-2017 academic year?

ABAC's enrollment in the MOWR program saw an increase from 2016 to 2017 of 15.6%.

423 students enrolled in the MOWR program for the 2015-16 academic year, and 489 students enrolled for the 2016-17 academic year. Despite this progress, participation in the MOWR program is starting to decline with the university system, due to competing admission standards with the technical school system.

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.

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:**2016-2017**

489 students participated in the MOWR program in AY 16-17. A total of 3240 credit hours was earned by this group of students.

Projected targets identified for AY 15-16:

- 508 students will participate in MOWR in the 2016-2017 academic year.

- a. The 2016-17 MOWR enrollment saw a 15.6% increase over the 2015-16 AY. Unfortunately, the total enrollment of MOWR students did not reach 508.
- MOWR students will earn 3105 credit hours in the 2016-2017 academic year.
 - a. Dual enrolled students earned a total of 3240 credit hours for the 2016-17 academic year. This is a 31% increase from AY 2015-2016.

MEASURES OF SUCCESS:

Maintain the number of students participating in MOWR.

Projected target: 450 students will participate in MOWR in the 2017-2018 academic year.

Maintain the number of earned credit hours by MOWR students.

Projected target: MOWR students will earn 3140 credit hours in the 2017-2018 academic year.

LESSONS LEARNED

MOWR 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. 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 Baconton, Fitzgerald and Cook high schools. A related challenge is that students are opting to take AP classes in high school as opposed to participating in the MOWR program.

Due to the continued competition with the TCSG, growth in MOWR enrollment and earned credit hours is expected to decrease. Despite these challenges for the 2017-18 AY, 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 to make the process of applying and registering as smooth as possible.

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

Nicholas Urquhart, Director of Academic Support, Nurquhart@abac.edu

SUMMARY OF ACTIVITIES

What progress have you made towards implementing this strategy in the 2016-2017 academic year?

The number of new students requiring learning support continues to decrease due to the implementation of ACCUPLACER and the placement indices (Math Placement Index & English Placement Index).

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

- Implementation of ACCUPLACER and the placement indices (Math Placement Index & English Placement Index)
- 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:**2016-2017**

For fall 2016, 85 (100%) of English LS students were in the required co-requisite class. Of these 66 (78%) passed the associated gateway course. A 46% increase over fall 2015.

Also, for fall 2016, 359 students required learning support math. Of these students, 188 (52%) were enrolled in a foundations course and 171 (48%) were enrolled in a co-requisite course.

- Of the 188 students enrolled in a LS math foundations course 113 (60%) passed and proceeded to the appropriate learning support co-requisite math course.
- Of the 171 students enrolled in a LS math co-requisite course, 97 (57%) passed the associated gateway course and 74 (43%) earned a D, F, or W for the associated gateway course.

Projected targets identified for AY 15-16:

- 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.
 - a. 64 (100%) of English LS were placed into the required co-requisite class.
 - b. 259 students required LS math for fall 2017. 33 (13%) were enrolled in a foundations math course and 226 (87%) were enrolled in the co-requisite support course.
- 20% of students who successfully complete co-requisite remediation will complete degree requirements within 150% of time.
 - a. Strategies that were implemented in 2014 will show beginning at the end of Spring 2018, which would be on-time graduation for the entering class of Fall 2014. Six year graduation rates will be available beginning Spring 2020.

MEASURES OF SUCCESS:

Increase % of students who start in co-requisite remediation who complete degrees on time.

Projected target: For Fall 2018, 100% of students who require LS English will be enrolled for the co-requisite remediation course. 90% 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

Learning Support goals were exceeded due to the implementation of the ACCUPLACER test and the college implementing placement indices. The majority of students, who require learning support, are being placed into the co-requisite model. Also, the number of students completing the gateway course is steadily increasing under the new model.

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 2017 campus plan update to the previous AY update shows that ABAC continues to make great gains toward helping students progress toward on-time graduation.

ABAC's most successful CCG strategies for 2016-17 include the continued number of full time enrolling students in 15+ hours each semester and placing all students needing remediation into English co-requisite and/or the appropriate foundations or co-requisite math courses. Also, a rise in retention was noted due to continued efforts towards proactive advising. Progress has been made during the 2016-17 AY through the AIM program, 30- and 90-hour benchmark checks, and pre-registering incoming students for 15+ hours.



Albany State University

INSTITUTION'S MISSION AND STUDENT BODY PROFILE

The consolidation of Albany State University (ASU) and Darton State College (DSC) was approved by Southern Association of College and Schools Commission On Colleges (SACSCOC) and the Board of Regents (BOR) of the University System of Georgia (USG) in December 2016, with an effective date of January 1, 2017. The mission of the consolidated institution, approved by the BOR in March 2016, follows.

Albany State University, a proud member institution of the University System of Georgia, elevates 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.

Following SACSCOC and USG BOR approval in December 2016, an expanded Level IV Albany State University (ASU) was formed by the consolidation of two independent SACSCOC-accredited USG member institutions: Albany State University (ASU) (Level IV) and Darton State College (DSC) (Level II). The consolidated ASU offers certificates, transfer associate degrees, career associate degrees, bachelor's degrees, master's degrees, and specialist degrees. Curricular consolidations were necessary only in the overlapping Core Curriculums and the RN to BSN degree programs of the two institutions. Other active educational programs of ASU and DSC prior to consolidation are largely complementary and will continue to be offered at the new ASU. The three Schools at DSC and the four colleges at ASU were consolidated into five colleges at the new ASU.

The consolidated university's main campus is the former ASU's campus on College Drive in Albany, Georgia (Dougherty County), and is known as ASU East Campus. ASU East Campus is currently the home of four of the university's five colleges: College of Arts and Humanities, College of Business, College of Sciences and Technology, and College of Education. The ASU West Campus, 5.3 miles away, and also in Albany, Georgia (Dougherty County), is a full-service instructional site of the consolidated ASU. ASU West is also home of the new Darton College of Health Professions, the fifth College of Albany State University. Learning Support programs continue to be offered at ASU West, along with core curriculum courses. The consolidated ASU offers a small number of degree programs at four additional off-campus instructional sites at the Cordele Center (Cordele, Georgia), South Georgia State College (Waycross, Georgia), Southern Regional Technical College (Cairo, Georgia), and Oconee Fall Line Technical College (Sandersville, Georgia).

The consolidated ASU serves more than 6,300 traditional and non-traditional students. On average, seven out of ten students are women and minorities. On-campus student housing at full capacity totals approximately 2,361 residents. The consolidated institution retains ASU's selective standards for freshman admission to baccalaureate programs, but also incorporates former DSC's standards for freshman admission to the new ASU's certificate and associate degree access pathways. Admission to some associate degree programs offered at the new Darton College of Health Professions at ASU will continue to be selective.

FALL 2017 STUDENT PROFILE SUMMARY

2017 ASU Total Enrollment	Fall 2017	Fall 2016	Fall 2015	% Change from 2016 to 2017
Freshman	2897	2608	3546	11.08%
Sophomore	1403	2768	3320	-49.31%
Junior	1062	541	611	96.30%
Senior	883	797	985	10.79%
Graduate	355	447	501	-20.58%
N	6600	7161	8963	-7.83%

ASU First-Time Freshmen	Fall 2017	Fall 2016	Fall 2015	% Change (2016 to 2017)
N	*1456	862	1296	66.36%

*= Preliminary Data

ASU STUDENTS	Fall 2017	Fall 2016	Fall 2015
African American/Black	87%	80%	70%
White	3%	14%	23%
Other	10%	6%	7%

ASU Students by Gender	Fall 2017	Fall 2016	Fall 2015
Male	31%	34%	38%
Female	68%	66%	62%
Unknown	1%	0%	0%
Total	100%	100%	100%

Average Age of 2017 ASU Undergraduate FTF Student	Average Age of 2016 ASU Undergraduate FTF Student	Average Age of 2015 ASU Undergraduate FTF Student
18	19	21

AVERAGE FTF CREDIT HOURS (13.68)

	Fall 2017	Fall 2016
The students are registered for 15 or more credit hours	38%	47%
The students are registered for less than 15 credit hours	62%	53%
Total	100%	100%

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY 1: PEER TUTORS IN COURSES WITH HIGH DFW RATES

Albany State University has assigned peer tutors to assist students enrolled in courses with high rates of failure through recorded grades: D, F, or W. Peer tutors primarily work in a designated tutoring or learning center and conduct one-on-one or small group (fewer than 3 students) tutoring.

COMPLETION GOAL:

This strategy aligns with the USG goal of restructuring instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY OR IMPACT:

Retention and progression are major concerns for the consolidated institution. This strategy is designed to assist students who are experiencing difficulty in completion of courses, which in turn, delays completion of a credential. The strategy is implemented to provide academic support to improve student performance in courses with high failure rates.

SUMMARY OF ACTIVITIES:

During the 2016-2017 academic year, Albany State University modified its peer tutoring program in an effort to consolidate services that prior to the 2016-2017 academic year had been inconsistently delivered. Currently, peer tutors work in a centralized tutoring or learning center. Peer tutors conduct one-on-one or small group sessions in courses associated with high rates of recorded failing grades: D, F and W. The tutoring centers are open from 4:00 p.m. to 8:00 p.m. every Monday through Thursday. Friday is reserved for training for the peer tutors. Students in need of assistance that cannot attend tutoring during these times are encouraged to make appointments directly with a tutor.

MEASURE OF PROGRESS AND SUCCESS:

During Fall 2016, there were 140 unique visits to the tutoring centers. The passing rate, at midterm, of students who attended tutoring was 53.96%. The passing rate at the end of the semester (i.e. final grade) was 77.14 %.

Midterm Grade	Final Grade
Total A, B, C, S- 75	Total A, B, C, S- 108
Total D, F, U- 64	Total D, F, U- 32
Total W, WF, WU-0	Total W, WF, WU-0
Total - 139	Total - 140
Passing Rate- 53.96%	Passing Rate- 77.14%

During Spring 2017, there were 129 unique visits to the tutoring centers. The passing rate, at midterm, of students who attended tutoring was 40.94%. The passing rate at the end of the semester (final grade) was 79.07%.

Midterm Grade	Final Grade
Total A, B, C, S- 52	Total A, B, C, S- 102
Total D, F, U- 75	Total D, F, U- 27
Total W, WF, WU-0	Total W, WF, WU-0
Total - 127	Total - 129
Passing Rate- 40.94%	Passing Rate- 79.07%

LESSONS LEARNED: T

his has proven to be a very successful strategy for students who take advantage of peer tutoring. We have learned that most students are not aware of the services offered. To address this issue, more targeted messaging has been distributed in first year experience classes. The website for Academic Advising has also been updated to provide more details on the program and to encourage participation. Locations in which peer-tutoring services are offered have been strategically consolidated to make it easier for students to gain access.

PRIMARY POINT OF CONTACT:

Ms. Wendy Kennedy; 229-430-4767 or wendy.kennedy@asurams.edu

HIGH IMPACT STRATEGY 2: IMPLEMENTATION OF ONLINE SCHOLARSHIP APPLICATION PORTAL

Albany State University has implemented a scholarship process that promotes student access and retention through the award of financial assistance based on both need and merit. The multi-pronged approach provides better access to scholarship information, applications, and assistance through collaborative efforts of multiple departments. This new strategy enables electronic and paper copy applications to be submitted, reviewed, and awarded in an efficient manner.

COMPLETION GOAL:

This strategy supports the ASU and USG strategic goal of increasing the number of undergraduate degrees awarded by providing assistance to students with financial barriers to continuous enrollment and progression.

DEMONSTRATION OF PRIORITY OR IMPACT:

This activity aligns directly with the university’s strategic plan, specifically ASU Institutional Goal 4, which states: *Expand Access to Higher Education - Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.* It is also directly related to Institutional Goal Five (5), which states: *Elevate Historically Underserved Populations - Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.*

SUMMARY OF ACTIVITIES:

During the 2016-2017 year, ASU elevated its scholarship application and award process in order to streamline application procedures, create opportunities for more students to apply for assistance, and document student receipt of scholarship awards in order to study the correlation between scholarship awards and students’ success. On the heels of consolidation, the university appointed a dedicated person to assist students with application for university scholarship opportunities. ASU also began preparation to integrate an online scholarship portal, which allowed for identification and review of available scholarships by students and more effective matching of students’ applications to appropriate opportunities. Matching of students to appropriate scholarships was accomplished through incorporation of an online scholarship application process that took into account student demographics including but not limited to desired course of study, current academic standing,

and ability to finance education. The online application portal is linked to the Financial Aid tab of the university’s website under “Types of Financial Aid.” Furthermore, scholarship opportunities were marketed through faculty, staff, and student email accounts; announcing deadlines, and locations of the scholarship portal as well as hard-copy applications. The opportunities were also distributed by the Office of Financial Aid. Awards were made in a timely fashion as a result of collaboration among the Office of Institutional Advancement, institutional Foundation and Office of Financial Aid.

MEASURE OF PROGRESS AND SUCCESS:

In the Fall 2016, Spring 2017, and Summer 2017 semesters, Albany State University allowed the continued use of the paper submission process. In April 2017, the university launched its AwardSpring online portal for scholarship applications. The application serves as a central location for applying for all scholarships available from the Albany State University Foundation and Darton State College Foundation. It included a three-part questionnaire (General questions, academic questions, scholarship specific questions). The chart below is a summary of awards made in the reporting period and indicates an increase in applicants as a result of introduction of the paper application and implementation of the software.

Term	Scholarships	Amount
Fall 2016	167	\$ 150,089.25
Spring 2017	228	\$ 121,585.96
Summer 2017	40	\$ 17,999.51
Totals	435	\$289,674.72

LESSONS LEARNED:

There have been numerous lessons learned from implementation of the online scholarship portal. One of the most important is the need for adequate marketing, training, and orientation for students and parents. This would include informing them of the availability of the online applications and the necessary documentation for consideration of an award. The Office of Institutional Advancement will collaborate with the Enrollment Management unit to include a session on the AwardSpring portal in the schedule for new student orientation sessions. More direct communications will be distributed via email.

PRIMARY POINT OF CONTACT:

Mr. Randae Davis; 229-317-6330 or randae.davis@asurams.edu

HIGH IMPACT STRATEGY 3: IMPLEMENTATION OF ELECTRONIC FINANCIAL AID DOCUMENT SUBMISSION PORTAL

To address complaints from students related to document submission to the Office of Financial Aid, Albany State University instituted an electronic document submission process for all applications for federal financial aid. This process streamlines the financial aid process by simplifying financial aid forms and allowing students to upload requested documentation online. Documents are also stored and can be reviewed by financial aid counselors from this site.

COMPLETION GOAL:

This strategy aligns with the ASU and USG goal of increasing the number of undergraduate degrees awarded by USG institutions by removing barriers to timely review and award of financial aid funds, where students are eligible. This award of funds to eligible students, in turn, allows student to continue progression toward timely completion of a credential.

DEMONSTRATION OF PRIORITY OR IMPACT:

This process increased efficiency of document submission and packaging for financial aid review and verification; thereby reducing complaints that previously submitted paperwork was lost or misplaced.

SUMMARY OF ACTIVITIES:

During the 2016-2017 academic year, there were 703 students processed for verification, which is a Department of Education requirement to verify income, asset and household information for students and parents. Once the university receives the Institutional Student Information Record (ISIR)/Free Application for Federal Student Aid (FAFSA), the student is notified by the system that there are outstanding requirements. The system provides step by step instructions to the student regarding how to access the document submission website and create an account. Once all documentation is uploaded into the portal and submitted electronically, the file goes into a virtual workflow that can be retrieved and reviewed by the institution’s financial aid counselors.

MEASURE OF PROGRESS AND SUCCESS:

Adoption of the portal has resulted in a 100% paperless environment for verification of hundreds of files, reducing stress and frustration for students submitting documentation. An additional consequence has been more successful audit and compliance results because the paperless system streamlines documentation requested, prevents conflicting information from being accepted and stores documentation for easy retrieval.

LESSONS LEARNED:

This has proven to be very successful in streamlining the document submission process. We have learned that many students submitted documentation that was not requested because they did not fully understand the instructions. To address this

issue, we will create how-to videos to walk students through the process of verification, submission of documents via this portal, and how to use the help features on the site to ensure they are submitting the appropriate documentation.

PRIMARY POINT OF CONTACT:

Ms. Stephanie Lawrence; 229-430-4650 or stephanie.lawrence@asurams.edu

HIGH IMPACT STRATEGY 4: LAUNCH OF A UNIVERSITY CALL CENTER TO PROVIDE DIRECT CUSTOMER SERVICE TO STUDENTS

Albany State University launched a call center for the Office of Admission and Recruitment in response to feedback from students that call wait times were too long in critical offices at the institution. The call center's primary function is to provide intrusive customer service to prospective and current students as well persons in need of general and detailed information related to admissions and recruitment procedures.

COMPLETION GOAL:

This strategy aligns with the ASU and USG strategic goal of improving access for underserved and/or priority communities.

DEMONSTRATION OF PRIORITY OR IMPACT:

The call center has a direct impact on recruitment and retention of students by providing high-touch guidance, technical assistance and support to callers/students. Center staff are liaisons and first responders to prospective students and others who are attempting to communicate with the institution.

SUMMARY OF ACTIVITIES:

The call center was launched on May 19, 2017. Center staff immediately began to respond to callers by either directly addressing the caller's inquiry/concern or routing the call to the proper department within the university to address the inquiry/concern. During the peak enrollment season for Fall 2017 (June 1 – September 1), the call center had a handle ratio of ninety-five percent (95%) on over nine thousand calls (9000) received during that time frame.

MEASURE OF PROGRESS AND SUCCESS:

The call center measures throughput based on metrics generated by an independent partner, Cisco Unified Intelligence Center. From May 19th to June 30th, the call center handled 2,001 calls. From July 1st to August 30th, the call center handled 7,432 calls. With the assistance of the call center, the Office of Admissions and Recruitment was able to enroll over 1,600 first time freshmen, in addition to assistance provided to returning students.

LESSONS LEARNED:

The call center has proven to be successful in providing direct guidance to thousands of prospective and newly admitted students. As a crucial function of recruitment and admissions processes, the lesson has been learned that effective communication with "live" operators, in parallel with efficient online systems, is vital to a successful enrollment strategy as well as overall student success.

PRIMARY POINT OF CONTACT:

Dr. B. "Donte" Truss; 229-420-7090 or Brenclveton.Truss@asurams.edu

REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

As the consolidated institution continues to enhance systems and processes that will promote successful student recruitment, retention, progression and completion of a credential, adjustments will be made to goals, strategies and associated measures for optimal alignment with locally identified needs and resources. Also, the high impact strategies identified by USG and other national thought-leaders who promote college completion (Lumina Foundation, etc.) will be integrated into the operations of various divisions at the institution as much as possible in the next year. This will lend itself to more strategic measurement of impact and reporting on standardized performance indicators.

Other strategies will be implemented starting in Fall 2017 in a number of departments across the university, including the following:

- Distribution of program maps for all majors
- Realignment of professional advisors to better meet the needs of freshman and sophomore students
- Mandatory orientation for students taking university-based online courses
- Implementation of an enhanced academic summer bridge program
- Targeted support to assist military students who have stopped out to achieve reinstatement
- Offer additional workshops and training for prospective and current students and parents related to online financial aid systems
- Offer additional outreach to high schools to promote pursuit of higher education and the importance of being college-ready.
- Integration and increased utilization of platforms that track student performance "real time" in classes to allow for early intervention during the semester.

- Restructuring of student support services to provide optimal guidance and assistance to students who exhibit signs of either distress in academic performance or mal-adjustment to college life.
- More targeted study of the factors and barriers that inhibit retention, timely progression and completion.

Strategies will be evaluated on a quarterly basis through Summer 2018 to determine level of impact and/or to remove any barriers that may arise that impede progress toward achievement of completion goals. Those strategies that lead to greatest progression and completion by students will be scaled up and possibly included in future reports.



Armstrong State University

**Note: Armstrong State University is undergoing consolidation with Georgia Southern University. January 1st 2018 Armstrong will become the new Georgia Southern University - Armstrong Campus.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

MISSION

Armstrong is a comprehensive public university, with select professional and graduate programs grounded in the liberal arts. Armstrong emphasizes the value of student-focused and transformative educational experiences, and it fosters student success through its initiatives in rigorous scholarship, visionary leadership, and responsible stewardship. Armstrong's strategic plan, Charting Excellence Together, serves as the lens through which faculty members, staff and administrators focus their efforts to help students realize their potential as productive and globally aware citizens. Armstrong's Complete College Georgia plan operationalizes our institutional mission of providing diverse learning experiences and co-curricular programs that support student success from matriculation through graduation.

FALL 2016 SUMMARY OF STUDENT PROFILE

Our campus serves traditional, transfer, and non-traditional students drawn largely from a six-county region of Georgia (Bryan, Camden, Chatham, Glynn, Liberty, and McIntosh counties). As of fall 2016, more than 48% of our new undergraduates are first-generation students, and more than one-third (34.1%) are non-traditional adult learners. The number of potential non-traditional students in this region – including the roughly 75,000 veterans and more than 24,000 active duty personnel who reside here – is significant and drives many of our initiatives. Seventy-eight percent of our students received some form of federal financial aid (39% of students received Pell grants). Even with this funding, however, the average Armstrong bachelor-seeking student loan debt is \$19,631 (USG Academic Warehouse).

Armstrong's undergraduate student population is primarily full-time (75.1%) and female (65.8%), with 39.0% of our students being Pell-eligible (Table 1 – Fall 2016). The distribution of our student population across demographic groups remains mostly stable, with a trend over the last three years towards increases in the number of minority students (from 24.9% to 25.7% Black/African-American; from 7.2% to 8.8% Latino/Hispanic; and from 4.3% to 4.8% multi-racial), Veteran/Military Affiliated students (from 8.5% to 17%), and Learning Support students (from 2.6% to 4.1%) (Tables 1 & 2). Our new students are increasingly adult, first generation, and military-affiliated learners. (Some of the growth of the military-affiliated student population is due to improved coding mechanisms.) Yet the gender ratio and minority status of our entering student population has remained fairly consistent, at nearly two-thirds female and one-half minority of the entering student body (Table 2).

We intentionally target student success programs to serve first generation, minority, veteran, and learning support populations to assure they are progressing timely toward degree completion. These include programs such as Academic Intervention, TRiO, Boost Child Care Tuition Assistance program, Prior Learning Assessments, First Year Experience peer mentoring, as well as academic and social support structures for our minority students i.e. Men of Vision and Excellence, Hispanic Outreach & Leadership, Hermano A Hermano (Brother 2 Brother), and Student African American Sisterhood.

INSTITUTIONAL GOALS AND STRATEGIES

Since the implementation of the Complete College Georgia initiative, Armstrong has established the overarching goal of increasing student retention, progression and graduation. The institution was successful in increasing the FTFTF retention rate from 65.1% to 72.7% (Table 9: Fall 2012 to Fall 2015 freshmen cohort), while experiencing a slight drop (0.3%) in the six-year graduation rate (31.0% to 30.7% between the 2006 and 2010 cohorts) (Table 3). With improved retention rates, Armstrong is poised to have improved graduation rates in the years to come. In fact, the number of degrees Armstrong has conferred rose by nearly 20% since 2012 (Table 4). The collaborative efforts already underway with our colleagues at Georgia Southern University will ensure the continued growth in student retention, progression and graduation.

To reinforce improvements in student retention, progression and graduation, Armstrong chose the following six Complete College Georgia goals:

- Increase the number of undergraduate degrees awarded by 0.5% per year (CCG Goal 1).
- Increase the 6-year graduation rate 0.5% per year (CCG Goal 2).
- Decrease the number of excess credits toward degree 10% by 2020 (CCG Goal 3).
- 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).
- Improve college access for students who are non-traditional, military, first-generation, and/or from historically underrepresented groups (CCG Goal 6).
- Restructure instructional delivery to support educational excellence and student success, especially in the area of remediation (CCG Goal 7).

CCG Goal 1: Increase the number of undergraduate degrees awarded.

Because Armstrong is an institution that enrolls a significant number of transfer students, it is imperative for us to monitor our total number of degrees granted, not just the FTFTF graduation rate. Table 4 shows an overall increase of 2.7% in degrees conferred (75% increase in Associate degrees and 2.3% decrease in Bachelor's degrees conferred since FY 2015). Tables 5 and 6 also show the breakdown of the Associate and Bachelor degrees awarded by race and ethnicity. The largest gains have been with Black/African American students. Degree conferral increased by 16.7% for this student population. The number of STEM degrees awarded also rose from 583 to 592 – a 1.5% increase. Degree conferrals overall have been trending up over the past five years (Tables 5, 6, 7).

A concerted effort to ensure students graduate is a top priority. In fact, Armstrong has been engaged in the Reverse Transfer initiative in which students who have transferred from Armstrong with the requisite coursework to grant an Associate's degree are contacted and assisted with the graduation application process. Additionally, Armstrong reviews students who have "stopped out" and possess the coursework for an Associate's degree, are close to earning an Associate's degree and assists them with the graduation application process, or advises them into the remaining courses needed to earn the credential. Similarly, students who have stopped out after unsuccessfully applying to a secondary admission program are contacted and guided into an alternative bachelor degree program.

CCG GOAL 2: INCREASE THE 6-YEAR GRADUATION RATE

Table 3 highlights Armstrong's 6-year graduation rates. The 6-year graduation rate for the 2010 first-time full-time Bachelor seeking students was 30.7%. This was a slight drop from the 2009 cohort, which was 32.6% six-year graduation rate, but higher than the 2008 graduation rate of 29.7%. The graduation rate for learning support students was the lowest at 18.4%, while female students attained the highest rate of 36.0%. Overall, we have found that the student populations of learning support (18.4%), adult (20.0%), military affiliated (22.0%), and male students (22.3%) graduate at a lower rate than other students (Table 3). Comparing these 2010 numbers to those of the 2009 cohort, we find declining graduation rates in each group. It is important to note, however, that simultaneously we have seen increases in enrollments in each of the four categories (Female, Black/African American, Pell Recipients, and Learning Support) compared to the 2008 cohort.

One effort to improve graduation rates is Armstrong's embrace of the Complete College Georgia Fifteen-to-Finish initiative. Advisors – both professional and faculty – guide students to take fifteen credit hours per semester (or 30 credit hours per year) with the goal of progressing to graduate within two years for Associate degree seeking students and within four years for Bachelor degree seeking students enrolled in bachelor degree programs. Tables 10a and 10b highlight the increasing number of students taking 15 hours or more. Most gains are seen among Seniors – 32.5% of whom take 15 or more credit hours.

Armstrong is making strides towards improving the two year graduation rates for Associate degrees and four year graduation rates for Bachelor degrees (Table 8a and 8b). The conferral of Bachelor degrees increased nearly 3% from last year. Conferral of Associate degrees are statistically insignificant due to the low number of students enrolled in those programs. However, there has been a significant increase of students enrolled in Associate programs. The expectation, then, is for a corresponding increase in degrees conferred in the coming years.

Improvements to student retention will also enhance the graduation rates. Our retention rates (Table 9) indicate that students are increasingly retained across the board –and in some cases, part-time students for example, there is more than a 15 percentage point increase. Institutionally, retention improved from 67.8% in 2014 to 72.7% in 2016, while Pell Recipient retention went from 63.8% in 2014 to 74.9% in 2015. Again, the corresponding increase in graduation rates are expected.

CCG Goal 3: Decrease excess credits earned on the path to a degree.

Table 11 indicates the number of credits to complete a degree has fluctuated since 2012; but, there has been a slight upward trend (85.18 credits in 2012 to 87.74 credits in 2016 at the time of associate degree conferral and 136.96 credits in 2012 to 137.63 credits at the time of bachelor degree conferral). This is a 3% increase in the total credits earned for Associate's degree, and a 0.5% increase in total credits earned for Bachelor degree seeking students. Overall, students are taking approximately 37% more credits than necessary to obtain an Associate's degree and 11% more than needed to receive a Bachelor's degree. It is important to point out, however, that some of our Bachelor degree programs require between 128 and 132 hours, which may skew the data and override the fact that the majority of our programs require a number that is not too far from the average number of credits earned.

An encouraging piece of data that points toward successes in our efforts on Goal Three is that students are successfully completing an average of 84% of their courses each year (Table 12). To actively address the additional accumulation of credits prior to graduation, advisors use the EAB Student Success Collaborative software to closely monitor student's course schedules. When essential benchmarks for their major are not successfully reached, advisors talk with the student about the fit of the major for him or her as well as the resources available for them to succeed in that major if they choose to continue. These conversations are now happening earlier due to the expanded use of the software. We also employ DegreeWorks (a degree auditing system). The use of DegreeWorks has reduced advising errors and helps students map their path to a degree.

CCC Goal 4: Implement and expand improvements in advising services for FTFTF and at-risk students to improve freshman and sophomore retention rates.

The overall institutional increase in freshman retention was 4.9% (Table 9). One at-risk population of students are our Pell recipients. Impressively, the retention rate of first-time freshmen Pell recipient students increased over 11% from last year. The retention rate for the 2014 cohort was 63.8% which was raised to 74.9% for the 2015 cohort. Similarly, the retention rate for first-time freshmen in Learning Support improved by 0.2% over the year before. The sophomore retention rate for the 2015 FTFTF cohort increased from 37.0% to 52.3% -- a 15.3% improvement from the previous year and a 7% overall improvement over the last five years. There was a similar increase in retention for sophomore Pell recipients -- a 7.5% increase from the previous year and a 8.2% increase over the last five years. While the retention of sophomores in Learning Support declined by 8.3%, it is still a 5.3% increase over the last five years (Table 9).

In addition to implementing the EAB's Student Success Collaborative and DegreeWorks tools previously discussed, advisors receive Early Alerts through the GradesFirst software from faculty regarding students' behavioral and/or academic deficiencies in their current courses. Once identified, advisors work with students to get them the needed resources in order for the student to be successful while in the course. With these intrusive advising and targeted academic coaching efforts, we expect further positive impacts on freshman and sophomore retention rates.

CCG Goal 6: Shorten the 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 more than 15% since 2012, and the number of college credits awarded for dual and joint enrollment has increased more than 25%. There has also been a 20% increase in the number of credits awarded based on Advanced Placement exams and a substantial increase in the number of credits awarded for CLEP testing (34.8%). However, there has been a significant reduction of credits awarded for International Baccalaureate exams (108%).

Additional opportunities for Move on When Ready has been created in two area high schools (Richmond Hill High School and Effingham STEM Academy). Additionally, the Director of Military Education has also been expanding the use of ACE certification of military credit and developing charts for advisors and faculty to easily identify acceptable course equivalents thereby increasing the number of credits toward the student's degree.

CCG Goal 7: Increase the likelihood of degree completion by transforming the way remediation is accomplished.

The learning support courses were overhauled to implement a co-remediation model Fall of 2015. Co-remediation is a best practice in learning support. We also restructured our academic advising model to provide a dedicated advisor for learning support and non-traditional students. What we find thus far is that of the 108 students in Learning Support, 26.9% successfully completed the course(s) within 2 semesters, 46.3% successfully completed the courses within three semesters, and 50.9% successfully completed the courses within 4 semesters (Table 14).

HIGH PRIORITY/IMPACT OF GOALS AND STRATEGIES

Assigning students to professional academic advisors from matriculation to the transition to faculty advisors/mentors, we assist them in developing appropriate career-related goals and establishing a workable plan for completing their degree requirements. Armstrong implemented the EAB's Student Success Collaborative technology in the Spring of 2017, which has helped us to identify student success markers; these markers improve advisement strategies and therefore increase the number of students who complete their degrees. These strategies are intended to establish plans for students that better enable them to graduate in four years with a Baccalaureate degree or in two years with an Associate's degree.

In addition, targeted intervention strategies for students not meeting academic progress markers (i.e. students earning less than a 1.8 GPA for attempted hours between 0 and 29; less than a 1.9 GPA for attempted hours between 30 and 45; or less than a 2.0 for 45 or more attempted hours). These students are required to enroll in the Strategies for Success course (UNIV 1101) to develop and reinforce their skills for success in college. This academic intervention policy took effect Fall 2016 with the intended purpose of increasing retention, progression and graduation rates of struggling students—many of whom are adult learners and first-generation students. This intervention initiative addresses the student's academic progress prior to the student being placed on academic warning, probation, or suspension.

We have found that identifying, examining, and removing barriers to student success reduces the amount of time to complete a degree. Our goal is to ensure that students receive appropriate transfer credit and not take unneeded courses. Table 13 shows that the number of credits awarded to dual or joint enrolled students increased by nearly 29% between 2012 and 2016, while the number of credits awarded based on AP exams increased by over 22%. The number of DANTES credits awarded went from

0 in 2012 to 14 in 2016, and the number of credits awarded for CLEP scores increased by 42%. Moreover, the number of students who enrolled in dual or joint enrollment programs increased by 16.6% between 2012 and 2016. The only drop came with the number of credits awarded for IB exams (which is down 70% since 2012).

Further, by continuing strategic pedagogical practices—such as co-remediation for learning support and supplemental instruction as well as peer-mentors in core and high DFW rate courses—students are more successful in their efforts to earn course credit on-time. Students in nearly all of the First Year Experience (FYE) courses have peer mentors assigned to them—peer mentors work alongside their content area faculty member. Additionally, some of the students in FYE classes were also participants in the Fall 2016 Living-Learning Communities. The participants in the Fall 2016 Living Learning Communities had a one-year (Fall 2016 to Fall 2017) retention rate of 72.0%. This is compared to the Fall 2016 commuter community's retention rate of 66.8%. While both groups had higher retention rates than our first-time, full-time freshman (FTFTF) of 65%, clearly demonstrating the Living-Learning Community benefits.

Similarly, with our continued participation in the African American Male Initiative (AAMI) program, we provide student support services for our low-income, Pell-eligible students. These services aim to improve the retention and graduation rates among this at-risk population. Tables 5 and 6 show the increase in the numbers of Associate and Bachelor degrees conferred to African American students (increasing from 19 Associate degrees in 2012 to 22 in 2016 and increasing from 189 Bachelor degrees in 2012 to 270 in 2016). Armstrong received our first \$1.1 Million TRiO grant from the Department of Education in 2015. This grant enables us to offer academic assistance in the form of guidance with course selection; academic coaching; workshops on study skill techniques and research paper writing; and tutoring. In particular, this program is designed for target our first generation, minority and handicapped students. The TRiO grant has allowed us to serve 140 of our most at-risk students during the 2016-2017 academic year. Of the 140 students enrolled last year, 115 have returned fall 2017 with a retention rate of 80.4%.

Finally, the Director of Armstrong's Military Education has been instrumental in providing increased access to our university's services for the military population in our geographic area and beyond. The number of military-affiliated students have more than doubled since 2012 (jumping from 146 in 2012 to 298 in 2016), which means that our military student population has increased from 8.2% in 2012 to 16.5% of our overall student population in 2016 (Table 2). Our efforts in assisting our military-affiliated students has led Armstrong to be ranked fourth in the nation for Veterans by the *Military Times*, to having earned the Gold-level Military Friendly Award, and to be cited in the list of the top 100 Military Spouse Friendly Schools. Our services—such as military credit evaluations, expanding our Military Resource Center, establishing Green Zone campus partners (to aid in military-affiliated student transition to college), as well as our student success strategies—have substantially increased access for this student population.

PRINCIPLE POINT OF CONTACT FOR INSTITUTIONAL GOALS AND STRATEGIES

Dr. Becky da Cruz, Interim Associate Provost for Student Engagement and Success, serves as the principle point of contact for Complete College Georgia and Armstrong's Student Success initiatives. Assisting in these efforts has been the Retention Subcommittee of the university's Enrollment Management Committee. The principle point of contact for advising services is Dr. Mark Taylor, Director of Academic Advising and Support.

SUMMARY OF RESOURCES AND ACTIVITIES CONDUCTED

Based on FY 2016 numbers, our degree production is up 18% since 2012. Bachelor degrees awarded within four years has increased nearly four percentage points, and one-year retention rates have improved by nine percentage points. While these increases may not be solely attributable to CCG activities, the results of our collective efforts are positive. We remain committed to making a positive impact on our students, and we hope to build on the successes we have created for our students since we first outlined our CCG goals in our 2012 plan.

Because Armstrong and Georgia Southern are merging, The Student Success OWG on Retention, Progression, Graduation and Complete College Georgia—which is comprised of representatives from both campus—will be working closely throughout the Fall semester to develop a consolidated plan for student success—one that blends both institutions' goals and strategies for the broadest impact on our newly combined student population.



Atlanta Metropolitan State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

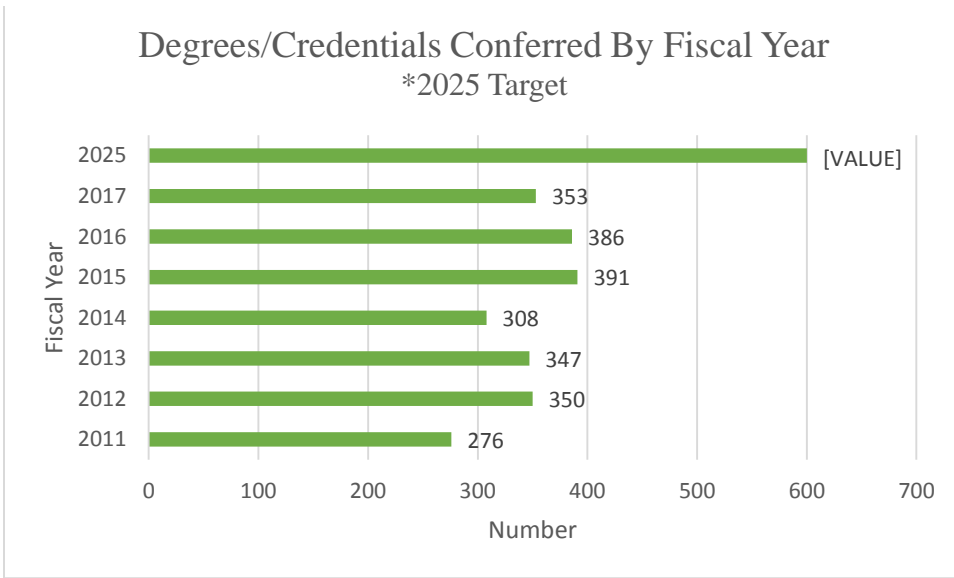
Founded in 1974, Atlanta Metropolitan State College (AMSC or Atlanta Metro) is a public access institution governed by the Board of Regents of the University System of Georgia (USG). The mission of AMSC is to provide high quality, low-cost access to post-secondary education, primarily to residents in the metro-Atlanta region. An essential component of the College's mission is to provide a holistic experience for students that integrates academics and a range of co-curricular activities, including experiential learning, life-skills training, leadership coaching, and civic/community services. The core target of the College's outreach is to provide post-secondary education 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, 2,800 student population, composed of a 3:2 ratio of traditional/non-traditional students; 40% adult learners; fully commuter campus, with race demographics of 92% African-American, 3% Caucasian, 3% Hispanic, and 2% Asian. Although 25% of AMSC's students require at least one learning support class, for the past several years, the College has consistently managed to maintain the second highest three-year Associate's Degree graduation rate among State Colleges in the USG. AMSC leads the State College sector in Associate's degree graduation rates for African-American students. Seventy-four percent (74%) of Atlanta Metro's students receive the Pell grant, and 90% of its students receive some form of financial aid. Approximately 32% of AMSC's students major in Business and Computer Science related programs, 18% major in STEM and Allied Health programs, 30% major in Social Sciences, and 20% major in 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, who graduate from AMSC, attend and distinguish themselves at 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%+ are Georgia residents, from metro-Atlanta urban communities. Upon attaining their degrees, most of AMSC graduates return to metro-Atlanta cities, serve as productive citizens, with impactful careers, contributing to the economic growth and civic life of the State of Georgia.

Atlanta Metropolitan State College was approved for a level change in 2012, and is currently a level two SACS accredited institution, authorized to offer baccalaureate degrees, with majors in Business Administration, Digital Media and Entertainment, Applied Mathematics, Biological Science, Criminal Justice, and Organizational Leadership, a fully online e-major program. Other AMSC signature programs include the Moses Ector Law Enforcement Leadership Academy (MELELA), a 1+2 Joint Program in Radiologic Technology with Grady Hospital, several transfer articulation agreements with Atlanta Technical College, and a teacher education program offered by Kennesaw State University on the AMSC campus. AMSC engages in numerous metro-Atlanta and community-based partnerships that "connect the college to the community." AMSC partners are from a range of sectors, including (1) corporate, (2) secondary and post-secondary education, (3) small businesses, (4) medical, (5) entrepreneurs, and (6) Faith-Based/Private institutions. Atlanta Metropolitan State College has a \$114M economic impact on the metro-Atlanta region.

Atlanta Metropolitan State College has two overarching Complete College Georgia (CCG) priorities: (1) to achieve and sustain, at a minimum, the national graduation rate of 24% for associate's degree seekers, and a 70% graduation rate for bachelor's degree seekers, (2) to award 600 post-secondary credentials annually, by 2025. Since the initiation of CCG, AMSC has increased its conferred credentials from 276/year to 353/year, representing a +40% increase in credential conferred over a five-year period (Graph below). The broader scope and greater impact of strategies presented in this CCG update will move the institution closer to its 2025 target.



SUMMARY OF ACTIVITIES

HIGH-IMPACT STRATEGY #1

STRATEGY 1.0

1-in-3 (one Associate’s degree in three years) provides a milestone and goal-setting strategy for part-time students to graduate within 150% (three years) with an Associate’s degree

RELATED GOAL

Goal 1: Ensure student completion within a limited timeframe

DEMONSTRATION OF PRIORITY AND/OR IMPACT

AMSC fully embraces and advises its full-time students to utilize the “15-to-finish” strategy put forth by Complete America Georgia and promoted by the USG. With the “15-to-finish” strategy, AMSC advises students to register for 15 credit hours each semester, resulting in graduation with the Associate’s within two years of matriculation. A load of fifteen (15) credits is the optimum balance for many students, particularly for traditional students who live in campus housing, and have the wherewithal to spend most of their time in the campus environment, with essentially a single primary focus and few or no competing interest to attaining the degree.

The situation is quite different for commuter, part-time students. Most have competing interest such as family and full-time employment, with additional financial responsibilities. For these students, 15-to-finish is obviously unfeasible and impractical to successfully sustain over a two year period. Nonetheless, milestones and goal-setting for completion is also important for these students. Thus, “1-in-3” provides a meaningful and achievable alternative, particularly for part-time students who are unable to successfully achieve the 15-to-finish goal. “1-in-3” challenges all students (part-time and those with other limiting factors) to finish the Associates degree within three years, and the Bachelor’s degree within six years. Atlanta Metro will employ a range of strategies, including academic advising, interventions, and monitoring activities, provided below, to achieve the “1-in 3” objective.

IMPACT:

55%-60% or approximately 1600 AMSC students consistently register part-time status (less than 12 hours). Students who register part-time regularly graduate at a fraction of the rate when compared to those who register full-time on a regular basis. This strategy will reduce the time to completion of part-time students and is projected to have a significant impact on the completion of part-time students.

PRIMARY POINT OF CONTACT

Sharon R. Duhart, Director for Academic Advising and Success, sduhart@atlm.edu and Edward Francois , Director of Analytics and Student Retention, efrancois@atlm.edu

SUMMARY OF ACTIVITIES

ACTIVITIES TO SUPPORT THE “1-IN-3” STRATEGY

To meet completion targets, all students, including those who register part-time, need milestones and access options. Students who take less than 15 credits per semester must either make up those hours during summer terms or have alternative access to courses that are compatible with their work, family, and other responsibilities that compete directly with their course scheduling. Therefore, the College has implemented the following activities to accommodate the “1-in-3” strategy:

- Provide intrusive advising, that aggressively promotes, strongly encourages, and guides students to follow alternative, and newly designed program pathway maps that provide 3-year pathways to graduation, which include summer course schedules and expectation of attendance. To achieve the “1-in-3” goal, part-time students must register an average of 10 credits per semester, and full-time students 12-13 hours per semester. The overall goal for full-time students, however, is to move them to the 15-to-finish strategy.
- Utilize analytics, for integrating student maps, advising data, course selection/demands, and historical registration patterns to ensure students have the on-time, courses (campus and online) they need, while also maximizing the resources allocation of the College. Atlanta Metro tags this strategy as “Smart Scheduling”, which will be implemented in the 2017-18 academic year.
- Monitor off-track students and provide them immediate “Early Alert” intervention strategies that put them back-on-track to graduation
- Monitor and provide interventions to increase the earned/attempted credit hour ratio. Increases in earned/attempted hours will have a significant impact on student completion.

MEASURES OF PROGRESS AND SUCCESS

	Baseline measures Fall 2015	Interim Measures of Progress Fall 2016	Measures of Success	
			Annual Target	2025 Targets
Average Registered Hours:	13.4 Credit Hours (Full-time Students) 7.4 Credit Hours (Part-time Students)	13.5 Credit Hours (Full-time Students) 7.3 Credit Hours (Part-time Students)	2% increase annually	15 Credit Hours (Full-time Students) 10 Credit Hours (Part-time Students)
Average Earned/Attempted Hours:	79.1% (Full-time Students) 72.4 (Part-time Students)	75.1 (Full-time Students) 70.1 (Part-time Students)	2% increase annually	88% (Full-time Students) 85% (Part-time Students)

LESSONS LEARNED

The fall 2016 CCG result, an average load of 13.5 credit hours for AMSC’s full-time students, is within reach of the 15-to-finish target, though there was not significant change from the previous year. For the upcoming year, the College will introduce the new intervention strategies and activities listed above with the objective of increasing the load of full-time student to the 15-to-finish target. In addition, the College will focus more of its effort on part-time students, who are further from their 10 credits per semester registration target. The College has learned that no single intervention strategy is more effective than the other, but that the success of any strategy depends on the extent that the interventions can be operationalized to meet the individual needs of students. The decrease in the earned/attempted hours, from the previous year, will require additional focus because repeating courses, or not being able to use course credits toward the degree, delays student completion.

Numerous factors limit part-time students from registering full-time, thus delaying their graduation. These factors include: (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 a more effective manner to promote their completion.

HIGH-IMPACT STRATEGY #2

STRATEGY 2.0:

Increase course access and completion for adult learners (25 years and older)

RELATED GOAL

Goal 1: Increase higher education access for underserved and/or priority communities

DEMONSTRATION OF PRIORITY AND/OR IMPACT

When disaggregating and normalizing for the number of degrees conferred by age, non-traditional students (students who begin College within five years of high school graduation) were conferred degrees at approximately twice (1.7:1) the rate to that of adult learners (25 years and older). Thus, a high CCG priority is to increase the completion of adult learners. This strategy potentially impacted 1060 (40%) adult learners during the fall 2016 semester. Expanding access to online courses increases the options for adult learners to take a wider range of courses, as well as increase their course load, particularly while managing competing interest (i.e. work and family responsibilities). Collectively, this strategy shortens time to the degree and increases course/completion rates for adult learners at AMSC.

PRIMARY POINT OF CONTACT

Dr. Kokila Ravi

Title: Director for Distance Education and Specialized Programs

Email: kravi@atlm.edu

SUMMARY OF ACTIVITIES

The College employed two primary activities to achieve this strategy:

- Provided targeted computer and technology support for adult learners, a major barrier to many adult learners taking online courses
- Provided a variety of adult learner focused or “friendly” online courses. Note that these courses have the same rigor and content as other courses, but vary in the pedagogical needs specific to adult learners.

MEASURES OF PROGRESS AND SUCCESS

	Baseline measures Fall 2015	Interim Measures of Progress Fall 2016	Measures of Success 2025 Target
Number Adult Learners &(Percentage Enrollment in Online Courses	702 (58% of online headcount)	546 (54% of online headcount)	At least 50% of total online headcount
Pass Rates	63%	61%	Increase pass rate 3% (two-year moving average)

LESSONS LEARNED

The adult learners online percentage headcount and pass rate dropped slightly when compared to those from the previous year. When disaggregating these results, the College discovered that certain online courses are prominent in driving the current results. AMSC offers several online “Adult Learners Friendly” courses, including: Math, English, First Year Experience, AMIR, History, Political Science, and Business Administration. As expected, Math, Business Administration, and English courses have lower course success rates than others, and these classes are driving the lower results from the previous year. The College will refocus more of its efforts on these high-risk areas in the upcoming year to reach the success rate targets for adult learners.

Serving the Adult Learner population requires tailoring academic interventions that fit within the demands of life and their real-world challenges. 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.

Several new online resources were rolled out in the 2016-17 school year to assist adult learners. These included increased chat capabilities for students with their instructors for real time feedback. An e-Librarian was also a new feature embedded into the online Adult Friendly courses, with great success. The e-Librarian is equipped with videos and detailed guides that provide insight and support for conducting scholarly research. Adult learners also have the ability to chat, real-time, with the e-Librarian, which provides real-time support, specific to the individual needs of the student.

Atlanta Metropolitan State College congratulates four faculty members: Drs. Todd, Akoh, Gray, and Ravi, who published a paper in the Online Journal of Distance Learning Administrators, titled “*Engaging Adult Learners Online Through Technology, Andragogy, and Flexible Course Design: From Theory to Practice.*” This publication also serves as Chapter 1 in the book titled, *The Handbook of Research on Technology-Centric Strategies for Higher Education*, available at amazon.com.

HIGH-IMPACT STRATEGY #3

STRATEGY 3.0:

Increase access to post-secondary education for high school students via dual credit, Dual Enrollment Programs

RELATED GOAL 3

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 high school students, this strategy also creates a pipeline of college-ready student to enroll in AMSC baccalaureate programs after high school graduation, thus addressing an essential priority to sustain and grow high producing educational programs.

PRIMARY POINT OF CONTACT

Erica Shirley
 Title: Assistant Director, Office of Outreach and Access
 Email: eshirley@atlm.edu

SUMMARY OF ACTIVITIES

The AMSC dual enrollment strategies cover a range of activities, including: recruiting (enhanced), transportation, financial aid/admissions literacy workshops, academic support, book loans (to defray cost), campus orientations, and day-to-day monitoring of student progress to ensure the success of dual enrollment students. Increased emphasis, including early enrollment of high school students in the dual enrollment program, has been placed on high school students attaining the Associate’s Degree at high school graduation, and has led to success.

In the past, this strategy focused on three Early College partnerships (Maynard Jackson, Booker T. Washington, and Carver Early College High Schools). In spring 2016, AMSC secured an additional Early College partnership with D.M. Therrell, which the College now provides four (4) APS Early College programs.

MEASURES OF PROGRESS AND SUCCESS

Measure, metric, or data element

	Fall 2014	Fall 2016	2025 Target
Dual Enrollment Headcount	86 Headcount	234 Headcount	400 Headcount
Pass Rates	89%	87%	95%
Post-Secondary Credentials Awarded to High School Students	0	4	16

LESSONS LEARNED

The 172% increase in Dual enrollment students over a two-year period demonstrates the demand to continue this program. The dual enrollment student’s high pass rate of 87%, though slightly decreasing for fall 2016, clearly demonstrates the capacity of dual enrollment students to succeed in college level classes. Moreover, the ability of dual enrollment students to graduate from high school with the Associate’s degree is a win-win for all stakeholders of the dual enrollment program, and identifies an important source of students to contribute to the State of Georgia’s 2025 CCG target.

A low student/staff ratio is important for the success of Dual Enrollment (DE) students to provide the range and quality of services and support structure they require. The AMSC Dual Enrollment Coordinator is currently responsible for monitoring the academic success and individual needs of the Dual Enrollment students. Additional academic and social support structures are essential and must be a top priority to support anticipated growth in proportion to the number of Dual Enrollment and Early College students.

Appropriate Academic support for Dual Enrollment students is essential. In FY2017, to ensure higher success and retention rates, Dual enrollment students were provided additional support by a Student Support Specialist (SSS), which allowed enhanced monitoring of students in danger of failing grades prior to the midpoint of the semester. The SSS also worked closely with the Center for Academic Advisement to “Early Alert” students requiring individualized academic success plans. The additional program support allowed the Dual Enrollment Coordinator more time to grow relationships with AMSC current partners, as well as the opportunity to establish new relationships with neighboring school districts.

The adjustments outlined above allowed more time for the Dual Enrollment Coordinator to plan academic and social events (i.e., Resume Building Workshops, Field Trips, Early College Week) for the students. These enrichment activities not only increased the interest of students in the Dual Enrollment Program, but they also established peer-to-peer networking and support structures between students in the program. In addition, the Dual Enrollment Coordinator expanded parental activities and engagement, including mapping strategies for their children to continue with AMSC to obtain the bachelor degree upon high school graduation.

HIGH-IMPACT STRATEGY #4

STRATEGY 4.0

Early assimilation of Learning Support students into Gateway Math and English Courses

RELATED GOAL 4

Goal 4: Increase the likelihood of degree completion by transforming the way that remediation is accomplished

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Twenty five percent (25%) of AMSC students, each semester, are enrolled in at least one learning support (LS) class, thus any improvement to reduce the number of LS students or reduce their time in learning support classes is an institutional priority that will result in a significantly positive impact on student 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 completion and graduation rates. Despite their historical barriers, many learning support students persevere and attain associates and bachelor’s degrees. There are numerous examples, annually, of former AMSC learning support students who transfer to and subsequently complete professional/research universities with distinction, and sustain successful careers.

PRIMARY POINT OF CONTACT

Dr. Curtis Bailey, Learning Support Coordinator, cbailey@atlm.edu

SUMMARY OF ACTIVITIES

The number of “co-requisite or co-req” gateway courses were increased significantly to 12, moving approximately 40% of learning support students from lower level foundation learning support courses to gateway math and English courses, with a co-requisite learning support lab requirement. Placement of learning support students is determined by MPI and EPI scores, which are calculated for high school students by combining their admissions test, ACCUPLACER, scores and high school GPA. The integration of learning support students into gateway courses with other students is a departure from traditional placement requirements. This restructuring of learning support requirements and placement has multiple benefits, including: (1) reduces the learning support requirement of students by 3-6 credit hours, (2) shortens time to degree, and (3) reduces cost to students.

Measures of Progress and Success

Measure, metric, or data element

	Fall 2016	Fall 2107	2025 Target
Pass rate for College Algebra Students with LS Co-req Requirement	60.6% (N = 127)	Results will be reported in the 2017-18 CCG Update	78% Pass rate of LS co-requisite students in gateway Math courses
Pass rate for College Algebra Students After Completing Foundation Math	57.1% (N = 91)		

ANNUAL TARGET:

Three (3) percent increase in the LS Co-req student pass rates of gateway Math courses; The overall goal is to sustain high academic performance of LS co-requisite students in gateway courses when compared to those who start with the lower LS Foundation courses

LESSONS LEARNED

The baseline results, indicated above, are cautiously convincing and optimistic that College Algebra (Math1111) students, with the new intervention strategy of a co-requisite learning support lab requirement, out-perform other learning support students who take College Algebra after completing the lower level foundation learning support course (MATH0098). This result, though preliminary and determined from a limited sample size, supports the national data that early assimilation of learning support students into gateway courses, while providing them “on time” and additional support, leads to better results and higher pass rates than the historical pre-requisite model. In the historical pre-requisite model, students must first finish all learning support requirements before taking gateway math courses, such as the Math 1111 Algebra course. Further monitoring of these data in the next CCG update is needed to draw stronger conclusions.

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 of mainstreaming LS students into rigorous gateway courses should not be underestimated and should be comprehensively planned and implemented.

HIGH-IMPACT STRATEGY #5

STRATEGY 5.0

Utilize various intervention strategies to improve retention, progression, and graduation (RPG) rates, thus completion rates for continuing/returning students

RELATED GOAL 3

Goal 6: Increase RPG rates of students

DEMONSTRATION OF PRIORITY AND/OR IMPACT

The highest attrition of the college is among continuing/returning students, particularly through the first semester sophomore year. Therefore, any success in increasing the retention and completion of continuing/returning student has enormous potential to positively impact completion goals. To that end, the College employed three strategies to reduce attrition with this student cohort to increase their RPG and completion: (1) pre-register continuing/returning students, in the current semester, for the next semester classes, (2) provide GAP funding for those continuing/returning students who drop-out due to the lack of small dollar amounts (up to \$500) of financial aid, and (3) monitor student course selection and academic progress carefully to ensure they stay on-track with program maps and completion planning. Data clearly show that students who pre-register are more likely to return the subsequent semester, particularly for spring to fall semesters, where a larger gap exist between classes, when compared to fall to spring semesters. Data show that 20% - 30% of commuter students do not return between the fall to spring semesters, and that the attrition rates for these students increase an additional 5% - 10% between spring to fall semesters. Pre-registration strategies, therefore, are used to increase the retention of continuing/returning students, and ultimately their college completion.

IMPACT

Collectively, these strategies can potentially impact up to 1900 students, each semester.

PRIMARY POINT OF CONTACT

Dr. Meda Rollings, Director, Faculty and Administrative Services, mrollings@atlm.edu

Edward Francois , Director, Analytics and Retention, efrancois@atlm.edu

SUMMARY OF ACTIVITIES

Multiple activities and strategies are targeted for continuing/returning, and full-time first-time students. Pre-registration of continuing/returning students is a broad-based institutional effort, and a proven effective retention strategy, that involves multiple departments and units. These activities include:

- providing intensive advertising of pre-registration across multiple media methods: website, email, text, on campus “Did you register?” campaigns,
- implementing careful monitoring of student pre-registration completion and course selection inventories by faculty advisors to track advisee pre-registration progress; as well as faculty advisors contacting students who did not pre-register, answering their questions, and removing pre-registration barriers,
- ensuring appropriate registration opportunities and sites, with adequate support staff at dedicated times, including day, evening and weekend hours, for traditional students and adult learners,
- providing GAP Funding – the College provides funding of small dollar amounts (up to \$500) for students who demonstrate great promise, but whose financial needs prohibit them from registering and completing their degree. This support will be increased for the FY2018 school year.
- providing Emergency Funding – Beginning fall 2017, students who demonstrate emergency need may receive funding support for unexpected emergencies that prohibit them from registering for and attending classes. These emergency funds, granted once per year per student, while funds last, are designed to provide financial support to low-income students who otherwise do not have the financial wherewithal to attend and complete college.

MEASURES OF PROGRESS AND SUCCESS

	Baseline measures	Interim Measures of Progress	Measures of Success	
			Annual Target	2025 Target
Continuing/Returning Students				
1-Semester Retention Rate (Spring 2016 to Fall 2016)	52% (Spring 2016-Fall 2016)	Will be reported in the CCG 2017-18 Update	Increase 3% annually	85%
1-Semester Retention Rate (Fall 2016 to Spring 2017)	74% (Fall 2016-Spring 2017)			90%
First-time Full-time Students				
Retention Rate (1 Year)	57.3% (Fall 2014 to Fall 2015)	58.3% (Fall 2015 to Fall 2016)	Increase 2% annually	Sustain at least national levels
Graduation Rate (3-Year)	15.7% (FTFT2013)	20.0% (FTFT2014)		

LESSONS LEARNED

The success of RPG strategies is attributed to broad-based participation, including administration, faculty, and staff support and coordination, with careful planning and consistent implementation of strategies.

OBSERVATIONS AND PROJECTIONS

The Complete College Georgia efforts of Atlanta Metropolitan State College are driven by the day-to-day implementation of RPG (retention, progression, and graduation) strategies. The College projects continuous RPG growth, particularly with continuing/returning and part-time students, targets for FY18.

AMSC will continue integrating and expanding predictive analytics, focusing the upcoming year on using analytics to better predict and provide course offerings and “smart” course scheduling. The goal, utilizing analytics, is to (a) ensure that course listings are nimble and responsive to student programmatic needs, and (b) improve the efficiency and effectiveness of resources across all course delivery platforms. =



AUGUSTA
UNIVERSITY

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, allied health sciences, cyber studies, business, education, 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 five 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 2016, Augusta University enrolled 5,133 undergraduate students at the institution, representing an increase of 157 students from fall 2015. Of the undergraduate students enrolled in fall 2016, 61.5% were female and 38.5% were male. The enrollment of females versus males remains comparable to previous years. The ethnic diversity of the student body remains comparable to previous years but with slight increases in our multiethnic and Asian student populations: 55% White; 24% Black (Non-Hispanic origin); 6% Hispanic; 7% multiracial; 5% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 2% unknown or non-disclosed. The average age of our undergraduate student body is 22, which represents a slight move toward a more traditional college student population. Maintaining diversity is important to the institution as we further develop into a student-centered comprehensive research institution.

Approximately 73% of the fall 2016 incoming cohort of new freshmen had a higher freshman meeting or exceeding the research institution minimum (2500). While the increasingly higher freshman index means some local students who would have had access to Augusta University are not eligible for admission, we judiciously use the opportunity to offer Limited Admissions as well as promote our partnership with East Georgia State College (EGSC), which operates on our campus. EGSC provides an access point for local students who may not meet Augusta's admission criteria with the expectation that those who continue into baccalaureate program will enroll with Augusta. To date, 247 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.

Number of Degrees Awarded per Year by Augusta University

2012	2013	2014	2015	2016	2017
898	985	1036	1042	934	985

Over the past five 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.

II.A. HIGH IMPACT STRATEGY: 4YEARS4U

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.

COMPLETION GOAL 2:

Increase the number of degrees that are earned “on time”.

DEMONSTRATION OF PRIORITY OR IMPACT

The faculty and administration of Augusta University continue to identify 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 students declared major or area of interest (e.g., humanities, social sciences, business), if undeclared, to ensure that appropriate math and science pathways are being achieved.

SUMMARY OF ACTIVITIES

Continuing what began with fall 2013, the Academic Advisement Center advises all freshmen and sophomore students. 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

We employ two measures of success for this strategy, the percentage of students who attempt 15 or more credit hours in the fall term of their first year, and, the percentage of students who earn 30, 60 or 90 credit hours by the start of their second, third or fourth year, respectively.

BASELINE MEASURES

Fall 2012: 8.0% of undergraduate students attempted 15 or more credit hours in fall term of first year

Fall 2012: 14.2% of undergraduate students earned 30 or more credit hours by start of second year

INTERIM MEASURES

% of Freshman Cohort Attempting 15 or more credit hours in Fall Term of First Year

2012	2013	2014	2015	2016
8%	72%	89.5%	86%	81%

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.

Credit Hours Earned

Fall Freshman Cohort	Earned 30 Credits	Earned 60 Credits	Earned 90 Credits	4-Year Graduation Rate	6-Year Graduation Rate
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2012	14.2%	12.1%	10.8%	8.2%	TBD
2013	37.1%	24.7%	18.6%	14.0%	
2014	47.1%	33.0%	TBD		
2015	54.2%	TBD			
2016	TBD				TBD: Data available fall 2017 or later

FINAL MEASURES

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. We used the fall 2013 cohort to establish new goal. By 2020, 60% of first year students (fall 2019 cohort) will earn 30 or more hours by the start of their second year; 46% of second year students (fall 2018 cohort) will earn 60 or more hours by the start of their third year; and 32% of third year students (fall 2017 cohort) will earn 90 or more hours by the start of their fourth year. We will also have 20% four-year graduation rate (fall 2017 cohort) and 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. Many programs have courses sequenced to earn 14 credit hours in the first semester and 16 credit hours in the second semester. In this manner, a student may not earn 15 or more credit hours in a given term but may earn 30 hours during the entire year. For this reason, we see 15 credit hours as a leading indicator, but focus on 30, 60, and 90 as progression benchmarks. We continue to enhance our analytic capabilities to identify populations of students who need more targeted interventions. We are working with our newly opened Academic Success Center to provide academic coaching and other outreach for students.

PRIMARY POINT OF CONTACT

Katherine Sweeney, Assistant Vice President for Student Success and Director of Academic Advisement, ksweeney@augusta.edu

II.B. HIGH IMPACT STRATEGY: CURRICULUM REDESIGN AND REVIEW WITH A FOCUS ON HIGH IMPACT PRACTICES

The redesign continues to encompass every undergraduate academic program at Augusta University. As a natural expansion of looking at each course, the redesign and review focuses on entire academic programs. While bottlenecks are being discovered as programs map their course-level student learning outcomes to program-level student learning outcomes, a new focus is to ensure that programs incorporate high impact practices as defined by the American Association of Colleges and Universities (AAC&U). The promise of this approach is that students will remain engaged in all courses and thus reduce extra credits earned on the path to graduation.

COMPLETION GOAL 3

Decrease excess credits earned on the path to getting a degree.

DEMONSTRATION OF PRIORITY OR IMPACT

The faculty of 25 of 48 undergraduate programs have elected to participate in curriculum review and redesign orientation.

SUMMARY OF ACTIVITIES

The Office of Faculty Development and Teaching Excellence (OFDTE) oriented faculty in over half of our undergraduate programs on the curriculum review and redesign process. Many of these are still in the process of understanding how their program level goals align with their courses and curriculum. In tangent with these actions, OFDTE collaborated with the Student Retention Manager to present analytics on student retention and progression to help guide curriculum redesign. During this process, programs have been asked to report where High Impact Practices are incorporated in their curriculum as part of syllabus review.

MEASURES OF PROGRESS AND SUCCESS

This is the first year of this approach to review and redesign. Measures include:

- Identification of issues in course sequencing that may impact student progress
- Addition of high impact practices to the program curriculum
- Faculty designated as “experiential learning trained faculty” or “EXL”

LESSONS LEARNED

The Office of Faculty Development and Teaching Excellence has collaborated with the Office of Experiential Learning to support the use of active and experiential learning throughout the curriculum. The Innovative Teaching and Experiential Learning Symposium provided a forum for local faculty who incorporate active and experiential learning and various high impact practices in their teaching context to highlight these activities. Originally, a group model for addressing these concerns was thought to be a best practice; however, individual consultations with faculty members from each program was deemed to be critical to the success of the program by ensuring faculty buy-in and to offer opportunities for adapting the process to unique needs of some programs (e.g., expectations of accrediting bodies). We also discovered a need to understand how we could measure curricular changes to understand impact.

PRIMARY POINT OF CONTACT

Deborah South Richardson, Director of Faculty Development, derichardson@augusta.edu

II.C. HIGH IMPACT STRATEGY: JAGUAR JUMPSTART SUMMER BRIDGE PROGRAM

Augusta University’s Jaguar Jumpstart is a five-week summer bridge program designed to foster success for provisionally accepted students. The goal of the program is to make the transition from high school to college as seamless as possible through promoting academic success and building community among program participants. Academics are supported through tutoring and academic coaching while community is developed through a unique program of speakers, workshops, and service learning.

COMPLETION GOAL 3

Decrease excess credits earned on the path to getting a degree.

DEMONSTRATION OF PRIORITY OR IMPACT

Service learning is often used as a strategy that encourages retention and progression. First year students, in particular, are required to adapt and adjust to numerous changes in their academic and social settings. By participating in structured, volunteer activities and then reflecting on these activities within their core courses, the Jaguar Jumpstart students found “community”. Engagement with peers, staff and faculty while participating in these activities seemed to increase student awareness of self and others.

SUMMARY OF ACTIVITIES

Students begin their freshman year with an intensive five-week summer program designed to assist in transitioning from high school to college and build a strong academic foundation. The program includes two (2) three-credit hour core courses (MATH 1001 and ENGL 1101), peer tutoring in each subject, academic coaching workshops, mandatory visits to campus resource centers, and collaborative service-learning activities with community partners.

MEASURES OF PROGRESS AND SUCCESS

BASELINE MEASURES

The first year of the program established our baseline measures.

Admissions:	Sixty (60) students were eligible to attend the program. Nineteen (19) contracted to participate in the program for a 32% yield rate.
Success Rate:	Of the 19 students, 18 successfully met the requirements to matriculate to the fall semester, a 95% success rate. Students had an average 2.82 GPA at the end of the program, and a 2.35 GPA at the end of their fall term, compared to an overall 2.81 GPA for first-time, full-time students admitted regularly. One hundred (100%) of the Jaguar JumpStart students who were eligible for continued enrollment earned 30 or more credit hours before the end of their first year.
Retention:	Students in the program had a 94.4% fall to spring retention rate. The rate for students fall to fall will be available in fall 2017.

LESSONS LEARNED

The program courses were designed originally to meet the needs of the lowest common denominator with students and their declared majors. This meant some students would also need to take the next level mathematics course, potentially leading to extra credits for the degree. For future program offers, MATH 1111: College Algebra, will be offered for all students as it would satisfy the Core A2 requirements for any major. Additional support will be directed to those students who would not need this level of mathematics for their degree. We also cohorted these students in two core courses in their fall semester. This approach allowed for the continuation of a support system. We are looking at extending to another cohorted course in their spring term to help with the transition. The JSP academic coach continues to informally reach out and encourage one-on-one meetings. Mandatory tutoring/coaching for certain classes might encourage additional academic success. With our new Academic Success Center this is not only possible, but usually an enjoyable experience.

PRIMARY POINT OF CONTACT

Elizabeth Whittaker Huggins, Director of First and Second Year Experiences, ehuggins@augusta.edu

II.D. 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, students who wish to pursue a limited or restricted admission program, and to upper classmen who are returning from academic difficulty.

COMPLETION GOAL 4

Provide intrusive advising to keep students on track to graduate.

DEMONSTRATION OF PRIORITY OR IMPACT

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 we can provide early intervention and support.

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 provide sound advice for each major. This creates continuity of program expectations as student’s 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 the first two years. Advisors in the center use two-year program maps provided by the departments to advise their students, providing students a visual representation of what “off track” can look like if courses are not taken in the recommended sequencing.

The Academic Advisement Center uses EAB SSC Campus to receive early alerts from faculty for at risk students in the two most current freshmen cohorts and works with the Academic Success Center to provide appropriate supports and follow up for these students. Areas of risk include time management issues, test performance, assignment issues, numbers of absences, and general comments such as sleeping in class.

Advisors within the center use the planner portion of Degree Works to enter approved courses for an upcoming term for their students. A third party software, College Scheduler, is then used by the students to register for courses, allowing them to select whatever time or professor they want for the courses that have been entered in the planner but prohibiting them from selecting any course that has not been entered in the planner.

MEASURES OF PROGRESS AND SUCCESS

Success of the advisement center comes from indirect metrics such as retention and progression.

BASELINE MEASURES

Fall 2012:	20.9% of undergraduate students enrolled in 15 or more hours
Fall 2012 cohort:	66.3% were retained from first to second year 48.3% were retained from second to third year 40.8% were retained from third to fourth year
Fall 2012:	93.1% of new freshmen were full time

INTERIM MEASURES

Fall 2013:	39.4% of undergraduate students enrolled in 15 or more hours
Fall 2013 cohort:	69.8% were retained from first to second year 52.9% were retained from second to third year 46.8% were retained from third to fourth 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:	75% were retained from first to second year 58.2% were retained from second to third year Preliminary data show that 47.2% were retained from third to fourth 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 cohort:	75.1% were retained from first to second year Preliminary data show that 61.2% were retained from second to third year
Fall 2015:	98.7% of new freshmen were full time
Fall 2016:	47.7% of undergraduate students enrolled in 15 or more hours.
Fall 2016 cohort:	Preliminary data show that 75.9% were retained from first to second year
Fall 2016:	98.2% of new freshmen were full time.

FINAL MEASURES

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 seamless the transition of students from the Advisement Center to their major departments at 60 hours. A Student Retention Manager was hired in January 2017. She works with department chairs and faculty advisors to monitor student progress and develop programming that will help students further engage in their major once they transition to the departments. She also provides training on the use of EAB SSC Campus as an advising tool.

We continue to learn how to use most effectively 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 and/or have interactions with the Academic Success Center have higher progression and retention rates. These analyses include regular contact for advisement and specialized contact for tracking early warnings and the type of intervention used with the early warning. The Academic Success Center will be central to this work.

PRIMARY POINT OF CONTACT

Katherine Sweeney, Assistant Vice President for Student Success and Director of Academic Advisement,
ksweeney@augusta.edu

REFLECTIONS, OBSERVATIONS, & PLANS FOR NEXT YEAR

Our activities over the past five years have focused 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 and continue to see major improvements in our retention, progression, and graduation rates. This success is a result of implementing multiple programs that address the structures necessary for a student to complete a degree and providing opportunities for students to engage more with the university. Both the structural and engagement components were possible due to the Board of Regents generous funding of \$3.1 million to support these initiatives.

At the structural level, we have created a professional Academic Advisement Center to serve students as they transition to college and through the declaration of a major as they begin to pursue upper division courses. The Academic Success Center now provides a centralized location for students to receive any additional support necessary to be successful in their core courses and to receive training on how to succeed academically and personally. The Office of First and Second Year Experiences creates opportunities for students to engage with Augusta University and the community in which they will live and continue to work after college. Additional personnel in Career Services allows us to provide support for some of our most highly sought after majors.

At the engagement level, Augusta University now provides more opportunities than ever for students to engage in high impact practices. Our INQR 1000 program is a major success with our students and faculty. The INQR 1000 program provides an initial research-based experience for all first year students. Iterations of this program now include study away, study abroad, and honors options. Augusta University has increased also the number of study away and study abroad programs available to our undergraduate students. The Honors Program has doubled in five years as more academically qualified students attend

Augusta University. The Center for Undergraduate Research and Scholarship has hosted three Summer Scholars Programs with many of those students having their research accepted at national conferences.

While Complete College Georgia (CCG) has been the launching pad for many of these initiatives, the next goals need to be sector specific as we look to serve the state and our area's economic needs. Augusta University's next set of goals will focus on developing academic programs and engagement opportunities that meet our state mandate of health sciences and cyber sciences. The goals will include

- the establishment of a School of Computer and Cyber Sciences,
- a marked increase in high impact engagement activities such as undergraduate research, study away/abroad, honors programming, internships/practicums, and capstone experiences, and
- growth of experiential learning and leadership activities that align with our institution's Quality Enhancement Plan, *Learning by Doing*.

Through these actions, Augusta University continues to maintain its place 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.

BAINBRIDGE STATE COLLEGE

Bainbridge State College (BSC) is a small college serving rural southwestern Georgia. While our enrollment dropped in fall 2012 and fall 2013, it has leveled out at about 2470 students, as seen in Table 1. Students are primarily part-time and female. The average age of BSC students has declined from 30 in fall 2012 to 25 in fall 2016. This decrease documents the drastic increase in dual enrollment of high school students. High school student enrollment has increased from 82 in fall 2012 to 582 in fall 2016.

TABLE 1: ENROLLMENT

Bainbridge State College Students	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Student Body	2939	2699	2470	2401	2468
Average Age	30	29	29	25.9	24.7
Percent <25 years of age	59.4%	64.9%	70.4%	75.0%	79.5%
Percent >25 years of age	40.6%	35.1%	29.6%	25.0%	20.5%
Student Enrollment					
Percent Enrolled FT	52%	43%	38%	34%	32%
Percent Enrolled PT	48%	57%	62%	66%	68%
Military/Veterans					
Total Students	62	65	49	50	40
Percent of Student Population	2.1%	2.4%	2.0%	2.1%	1.6%
Students by Gender					
Female (F)	2,085	1,936	1,745	1,655	1725
Male (M)	854	763	725	746	743
Totals	2939	2699	2470	2401	2468
Students by Race					
American Indian/Alaskan Native	5	4	5	4	4
Asian	4	12	10	10	24
Black/African American	1636	1484	1268	1,193	1151
Hispanic	55	70	82	101	87
Native Hawaiian	1	1	2	0	0
White	1,160	1,081	1,058	1,042	1177
Two or More Races	21	21	27	22	15
Race Unknown or Undeclared	57	26	18	29	10
Totals	2939	2699	2470	2401	2468
Students by Ethnicity					
Hispanic of any race	55	70	82	101	87
Non-Hispanic	2,827	2,603	2,370	2,271	2371
Not Available	57	26	18	29	10
Totals	2939	2699	2470	2401	2468

Source: USG 123

Student success has improved during the study period. The BSC Fall 2015 Associate Degree One-Year Student Retention Rate (70.9) is the highest in the state college sector, as shown in Table 2. More telling, although fewer students have enrolled, the number associate degrees conferred has increased slightly from 101 in FY 2013 to 106 in FY 2016.

TABLE 2: RETENTION

Cohort	N	One-Year Rate at BSC	One-Year Rate in the USG	Two-Year Rate at BSC	Two-Year Rate in the USG
2013	157	68.8%	76.4%	47.1%	60.5%
2014	186	55.9%	65.6%	43%	55.4%
2015	127	70.9%	76.4%	Determined by Fall 2017 enrollment	
2016	Determined by Fall 2017 enrollment			Determined by Fall 2018 enrollment	

SUMMARY OF COMPLETE COLLEGE GEORGIA ACTIVITIES

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. Some improvements have been Early Alert/Always Alert, Online Learning, Move on When Ready, and redesign of the Learning Support program.

- Early Alert and Always Alert have both created new opportunities to intervene for our underperforming and at risk 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. Improvement of online course quality and implementation of online mentoring have increased our outreach to students who need additional academic support
- Increased focus on recruitment and enrollment of MOWR students has expanded educational opportunities for high school students at all socioeconomic levels
- Redesign of Learning Support has improved student success in English composition and college algebra courses.

EARLY ALERT, ALWAYS ALERT

Early Alert/Always Alert is a collection of notifications and services provided to students who are not succeeding academically. Students are identified as needing academic support early each semester. Financial aid Satisfactory Academic Progress (SAP) letters are the first flag telling advisors to contact students about academic support. Additionally, faculty are required to enter student grades at the 25% point of each semester, prompting another round of student contacts. All students identified by either process are informed of the academic performance required to maintain financial aid and they are encouraged to take advantage of academic support opportunities. Students identified by these two methods are contacted by advisors via email, telephone, or in class and appropriate services are recommended. Furthermore, students are required to meet with professional advisors before changing a major, withdrawing, or choosing academic courses for their schedules.

The college requires SAP letters and 25% grades for all students and faculty. Faculty are provided with an open opportunity to identify struggling students at any time in the semester using the Early Alert/Always Alert process. Always Alert/Early Alert faculty submission forms 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 personal success plan. A weekly report is extracted from the Always Alert system every week. The report is provided to the Coordinator of Engagement, who distributes the list among professional advisors. The advisors contact students by email, telephone, or in class and help them obtain the support they need in order to succeed academically. Support mechanisms include embedded tutors, peer mentors, success coaching for online classes, and counseling.

The Early Alert/Always Alert program works well with faculty involvement and participation. Faculty participation improved after the Coordinator of Engagement met with the academic deans and asked them to emphasize the importance of the program in enhancing student success. The primary obstacle to success is difficulty of communication with students. Outdated contact information is a big issue. Another challenge is contacting students who don't check their campus email.

The most important lesson learned is about being proactive. Waiting until 25% of the semester has passed and then sending students their grades doesn't work. Always alert was initiated so students would be contacted as soon as they began having issues in class. Initial communication with struggling students begin the first week of classes. Contacting students early in the semester with follow-up shows them that we really care about how they are doing in their classes. The referral process is initiated by faculty and opens communication between the students, faculty, and advisors. Professional advisors are continuously trying to contact students

ONLINE COURSES

The BSC SACSCOC quality enhancement plan (QEP) topic was online learning. The purpose was to improve online learning through enhancing the quality of online course design, engage sufficient student and faculty readiness for online learning in those courses, and facilitate online course effectiveness, improve student learning, and expand quality online course offerings. The activities in the QEP are continuing. Activities included student training, faculty training, and online course review.

Student training is an online tutorial. 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. The tutorial is embedded in BSC’s mandatory first year experience course. The tutorial is always available for students who do not take FYE.

Faculty training is currently one-on-one with the Director of Online Learning. Training was first conducted in groups but after reviewing this process, future training was done one on one. All courses were completely revised within 5 Academic Years. All online courses have met a standard of quality as measured by a rubric modeled by two nationally accepted rubrics. A college-wide policy was implemented requiring all new online classes to meet that standard of quality before the classes could be offered. All program and curriculum development, review, and approval processes are consistent regardless of instructional methodology or location of instruction.

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. Those faculty continue to review online courses for quality using the campus rubric.

Lessons Learned: A campus-wide policy for online course approval prior to delivery is essential. A rule without consequences is a suggestion. The consequence of the BSC policy is simple. Without prior approval, courses could not be taught online. While faculty could choose to use a pre-approved online course, they could also choose to design their own course as long as the course was approved before it was offered. The college has multiple online course designs for several courses, including psychology and English composition.

HIGH SCHOOL STUDENT MOVE ON WHEN READY (MOWR)

Bainbridge State College enrolls more high school students than any other school in the USG state college sector. Fall 2016 enrollment included 582 high school students in the MOWR program. This is a sevenfold increase from the 82 students enrolled in Fall 2012. Numbers are expected to decline in Fall 2017 due to test scores. Students are shifting MOWR enrollment to Southern Regional Technical College because entry scores are lower than USG requirements.

BSC has made it as easy as possible for MOWR students to enroll. Orientation sessions were specifically created for MOWR students each fall term. Students can take entrance tests at their high schools or I Bainbridge. Freshman level courses are offered at high schools. Sophomores take MOWR classes on campus. One school bused their students to Bainbridge so they could take college classes on campus.

A full time admissions advisor is primarily responsible for establishing and facilitating relationships with school districts in the BSC service area. She contacts high school administrators and counselors regularly. New activities this year have been increased collaboration with individual schools. BSC is partnering currently partnering with 8 high schools.

Lessons learned: The admissions advisor has implemented strict deadlines for high school counselors and students at participating schools. Orientation at the high school and at the college is mandatory for all students. Constant communications, particularly with high school counselors is vital. Strong relationships with high schools has a substantial impact on the number of students enrolled.

Obstacles: Student fees and textbook costs are major obstacles to MOWR program administration. During Fall semester, nearly a quarter of our students were MOWR students who didn’t pay activity fees yet still expected to participate in student activities. This was a severe drain on student activity funds. Student service staff had to select inexpensive activities in order to stretch activities funds to accommodate MOWR students.

Textbook expenses are also a challenge. With a text book cost limited to a maximum of \$75 per semester, textbook costs above \$75 for all classes combined had to be covered by the college. This severely strained the college’s already limited budget. The college’s response was to adopt open source textbooks wherever possible. The process is:

- MOWR students get a book voucher for our Barnes and Noble bookstore.
- The school pays for the books.
- The bookstore gives students the books based on academic schedules.
- Students are responsible for returning books at the end of the semester.
- The bookstore reports students who have not returned books and a hold is put on their records until books are returned.

LEARNING SUPPORT REDESIGN

Learning Support (LS) reform is an ongoing initiative that combines traditional credit bearing academic courses with a learning support course. Students whose entrance scores require them to enter college via learning support take learning support courses concurrent with credit bearing English or math courses. The student exits learning support upon passing the associate credit bearing course.

The credit-bearing course is taught as it always has been with a mixture of LS and non-LS students. The classes are all held face to face. Learning support students remain after the credit-bearing course for the LS class which is 50 minutes. The objective of the 50 minute LS course is for students to begin work on the assignment of the day. This allows the instructor to provide individual assistance to those who need it. The LS course also allows the student to begin work on materials that were just taught in the credit-bearing class. This seems to help reinforce the material with this group of students.

Both the credit-bearing course and the LS course are taught by the same full-time instructor in most cases. The LS classes are scheduled immediately following the credit-bearing course. The LS class is a "support" class to allow students to work on assignments from the credit-bearing course. The class also provides time for students to help one another or receive individual assistance from the instructor.

Lessons learned: Implementation of the redesign was smooth. Faculty were supportive of the change as long as the combined classes fit into their normal class schedule and load. Part-time faculty teach the support class if schedule conflicts occur. Part-time faculty teaching the support class coordinate with the faculty member teaching the credit bearing course so students get the help they need in order to succeed in the credit bearing class. Students like the new approach because they practice concepts that directly apply to their credit bearing courses. They also like the back-to-back schedule because they have extra time to apply their learning right after material has been presented in class.



Clayton State University

SECTION 1: 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 2016 population totaled 6,996 students (5,778 undergraduate, 777 dual enrolled, and 441 graduate).

CLAYTON STATE STUDENT DEMOGRAPHICS FALL 2016

Undergraduate Total	6,555
Full-Time	55%
Part-Time	45%
Black	61%
White	21%
Hispanic	5%
New Undergraduate Pell Recipients	74%

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 increasing the percentage of new fall starts enrolling in the following summer term.

SECTION 2: 2017 STRATEGY SUMMARY

HIGH IMPACT STRATEGY

ADVISING

Advise students within a centralized structure that capitalizes on predictive data analytics to promote deeper student advisor connections and uses consistent advising practices.

COMPLETION GOAL

This goal is aimed at reaching a one year retention goal for the IPEDS cohort to 75% and begin to approach an IPEDS cohort graduation rate of 40% by 2022.

DEMONSTRATION OF PRIORITY 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.

SUMMARY OF ACTIVITIES

Throughout the 2016-2017 year, the Center for Advising and Retention (CAR) took a number of steps aimed at increasing student interaction. Interactions were targeted at students who identified as at-risk, were new to the university, or within their second year. The CAR created a communication strategy that outlined week by week communication campaigns to promote student activity. Examples include a focus aimed at having all new students meet with their advisor or a focus on reaching out to students who were identified as high risk through our Student Success Collaborative (SSC) predictive analytics.

Another significant effort to increase student interaction was to utilize SSC in other offices as an effort to connect student interactions. Within this past year, the Center for Academic Support (CAS), Residence Life, the Writing Center, and the Veteran's Resource Center were all brought onto the SSC platform. This connected the CAR's efforts with the other units to create a more holistic approach to interacting with students.

The third activity the CAR took this year was to reorganize staff in order to provide additional support for reaching out to students while still providing quality academic advising sessions. The reorganization created new graduate assistant positions who were able to provide support with reaching out to students while the advisors were meeting with students in advising sessions.

MEASURES OF PROGRESS AND SUCCESS

Clayton State uses the number of student visits to the CAR, IPEDS cohort retention rates, and re-registration rates to assess the outcome of this strategy.

STUDENT VISITS TO THE CAR

	Fall 2015	Fall 2016
In Person Student Visits	4,199	5,473
Student Updates in SSC Platform	7,847	7,082

MEASURE OF SUCCESS:

We will be changing this reporting category to a percentage of students met with instead of a number of visits. This will provide us with more impactful data.

IPEDS COHORT RETENTION RATE

Fall 2013	Fall 2014	Fall 2015	Fall 2016*
68%	69%	71%	67%

*Draft Rate

MEASURE OF SUCCESS:

Our goal is to reach a 75% one year retention rate.

RE-REGISTRATION RATE

Percentage of FL14 Students (excluding graduates) Registered for Spring 2015	Percentage of FL15 Students (excluding graduates) Registered for Spring 2016	Percentage of FL16 Students (excluding graduates) Registered for Spring 2017
90%	89%	90%

MEASURE OF SUCCESS

Our goal is to reach 91% as the re-registration rate.

LESSONS LEARNED

We are in our second full year of having centralized advising. During this year we have been able to identify structural issues that need to be addressed in order to ensure no student is turned away from meeting with an advisor. This has been addressed for the 2016-2017 year. We have also realized that our focused efforts on the IPEDS rate need to be reviewed. We have had centralized advising for this population for multiple years with slow increases in retention and a significant drop this most recent year. This year we will be holistically reviewing our retention efforts as connected to our Strategic Enrollment Management Plan which is stated in a future goal.

PRIMARY POINT OF CONTACT

Eric Tack
 Director for the Center for Advising and Retention
EricTack@clayton.edu

HIGH IMPACT STRATEGY

GRADUATE SOONER

Increase the number of new fall starts enrolling in 15+ credit hours per term and the number of new fall students enrolling in the following summer term.

COMPLETION GOAL

This goal is aimed at increasing the percentage of students who graduate within 4 years.

DEMONSTRATION OF PRIORITY 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 number of students graduating on time. We have found that students who enroll in at least one summer term graduate at a rate of 64% while students who never attend a summer term graduate at a rate of 7%. Increasing the number of students enrolling in the summer will ultimately have a positive impact on graduation rates.

SUMMARY OF ACTIVITIES

This is the second year that we have used the Graduate Sooner message as a means to encourage students to take 15+ credits per term and to enroll in the summer. We gathered staff and faculty support to promote this initiative. We communicated this message through orientation, presentations (freshman English courses, residence halls, student government association, student leadership council, and information tables), and mailings to students via email as well as their home. Most significantly, we promoted this initiative through the academic advisors during advising and registration for the spring and summer terms at the same time.

MEASURES OF PROGRESS AND SUCCESS

Clayton State uses the percentage of new fall undergraduate students enrolled in 15+ credits and the percentage of that same population who enrolled in the summer as a measure of progress and success.

NEW UNDERGRADUATE STUDENTS BY ACTIVE CREDITS

	Fall 2014	Fall 2015	Fall 2016
1-5	3%	2%	3%
6-8	11%	11%	11%
9-11	14%	14%	14%
12-14	50%	47%	51%
15+	23%	26%	21%

MEASURE OF SUCCESS

Our goal is to have the 15+ category be the majority of the student population.

PERCENTAGE OF FALL NEW STUDENTS ENROLLING IN THE FOLLOWING SUMMER TERM

Fall 2015	Fall 2016
30.5%	34.6%

MEASURE OF SUCCESS

We have not set a goal to reach for this category.

LESSONS LEARNED

Throughout this year we were able to identify some structural issues with course offerings that caused a barrier to students from being able to enroll in 15+ credits. Some of these issues are associated with course offerings and course sizes. We addressed these concerns in time for some improvements for the fall 2017 new student population. Student finances continued to be an issue for students attempting to enroll in the summer term. We are confident with year round Pell that we will be able to see a significant increase this year in the percentage of students enrolling in the summer.

PRIMARY POINT OF CONTACT

Stephen Schultheis, Ed.D.
 Assistant Vice President, Enrollment Management
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SECTION 3. REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

Clayton State University has gone through significant change over the time that we have been focusing on Complete College Georgia. Some of this change is due to the centralization of advising, the institutional use of the Student Success Collaborative program, leadership changes in roles associated with enrollment and retention efforts, and the formation of a Strategic Enrollment Management Plan. It is only within the last two years that we have had a consistent effort to focus on retention and graduation rates with the changes in place. We are committed to our strategies associated with Complete College Georgia as well as others found in the Strategic Enrollment Management Plan which has been included with this report.

Institutionally, we have developed strategies to improve retention and graduation rates with a goal of reaching 75% one year retention and approach a 40% graduation rate by the end of our Strategic Planning cycle in 2022. These strategies can be viewed in our Strategic Enrollment Management Plan. A few significant strategies for the coming year include efforts to advise students into the correct math sequence for their major as well as nine credits of their major area; the introduction of an early alert system aimed at supporting students with advising and academic support resources when identified as in need by the faculty of record; and a new approach to student success which pulls multiple departments together to discuss and support incoming students as at-risk.

There is no doubt that Clayton State continues to have an opportunity to improve our retention and graduation rates. Our strategies have been developed on data and theory. We are confident that our institutional efforts will see positive results in the coming and future years.



College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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 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, practica, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

FALL 2017 STUDENT PROFILE¹

The College of Coastal Georgia experienced 3.8% and 3.6% increases in its fall 2017 enrollment and FTE, respectively, with an enrollment of 3,663 students and FTE of 3,078. In terms of self-declared race/ethnicity, 6.0% identified as Hispanic/Latino, 0.3% American Indian or Alaska Native, 2.0% Asian, 18.8% Black or African American, 0.2% Native Hawaiian or Other Pacific Islander, 66.5% White, 4.1% two or more races, and 2.1% undeclared.

With an average age of 23.4, the College's student body is composed of 66.6% female and 60.5% full-time students with 82.2% indicating Georgia residency, 19.8% out-of-state, and 1.9% out-of-country.

First-generation students (whose parent(s)/legal guardian(s) have not completed a baccalaureate degree) account for 65.3% of the total student body, while adult learners (25 years of age or older) and military/veterans account for 24.7% and 17.2%, respectively. Pell recipients account for 32.7% of students, while Move on When Ready (dual-enrolled) students total 418, or a 37.5% increase compared to fall 2016.

Over the past five years, the College has built the needed structure to expand the incoming freshman class while maintaining retention. Looking ahead, continued growth calls for an active institutional engagement in completion efforts in order to appropriately serve the student body.

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 to satisfy the economic and cultural needs of the community and the region.

Leading and supporting the completion efforts at the institution, the *Complete College CCGA Task Force* was instituted with a charge to evaluate, identify, implement, and monitor high-impact strategies and activities that increase retention, progression and graduation rates. This task force is comprised of leaders from a diverse group of units across the institution, who work collaboratively and strategically to guide the institution while maintaining an alignment of the institutional goals and strategies with the college completion plan of the state.

The next section is a retrospective review of the work completed in the 2016-2017 academic year, and describes in detail a few selected strategies from the many institutional endeavors that support college completion.

¹ Based on USG Preliminary Student Enrollment Report data for fall 2017.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

**HIGH IMPACT STRATEGY (1)
MARINER MILESTONE INITIATIVE:**

Celebration of important educational milestones in the student lifecycle.

COMPLETION GOAL

This high impact strategy is clearly aligned with CCG’s overall goal of increasing the number of undergraduate degrees awarded by USG institutions and highlights progression and success for all students. It also aligns with the CCG goal of increasing the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years). Beyond the connection with CCG’s goals, the strategies selected for update form part of the institutional strategic plan and most of them align with *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 OR IMPACT

This important initiative is meant to signify and celebrate important time periods in the lifecycle 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 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.

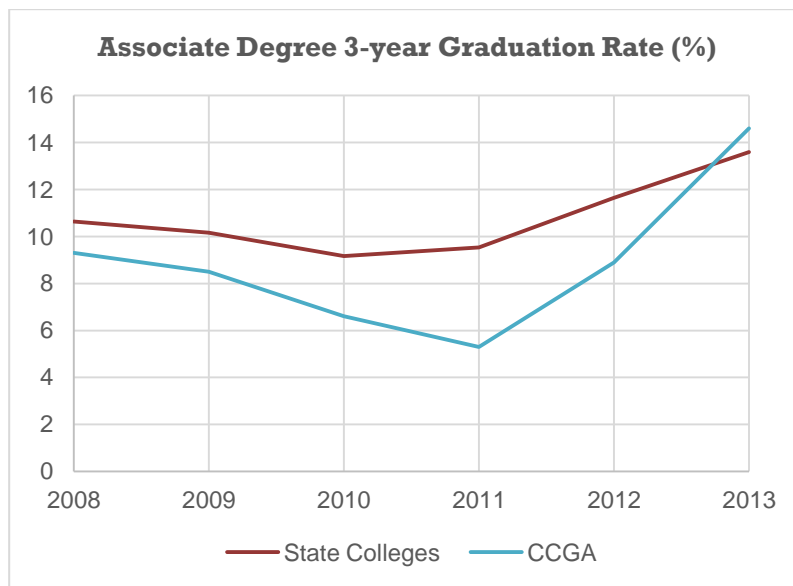
SUMMARY OF ACTIVITIES

The Mariner Milestone Initiative is an ongoing strategy that continues to identify students that are eligible to receive associate degrees. After thorough audits of students with 60 or more credits, this initiative awarded 85 associate degrees to students that would not have otherwise applied for one.

MEASURES OF PROGRESS AND SUCCESS

The main measure of success for this initiative is the number of associate degrees awarded to students that are in baccalaureate programs. The students targeted by this initiative are students that are eligible to receive a degree but do not apply for one; as such, the baseline before instituting this initiative would have been zero, given that these students were not planning to receive an associate degree. The number of degrees awarded by this initiative is a good interim measure of success, with 33 degrees awarded during summer 2016, 39 awarded during fall 2017 and 29 awarded during spring 2017. Beyond the increase in the number of associate 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 promoting retention.

While the comparison above refers to additional degrees conferred to a population of students that are not applying for one, the change in the graduation rate of the first-time full-time freshman cohorts is a good indicator of the impact of this strategy. The graph below compares the Associate Degree graduation rates (based on 150% time to degree) at all USG State Colleges and at CCGA.



Source: USG Data Warehouse, June 5, 2017

The data above clearly indicates a substantial improvement of the graduation rates for the 2012 and 2013 cohorts (note that the 150% time to degree for the 2013 cohort concluded during the 2016-2017 academic year). From a trailing graduation rate

when compared to other state colleges from 2008 through 2011, to a graduation rate for the 2013 cohort of 14.6%, the institution has now surpassed the graduation rate of state colleges.

LESSONS LEARNED

As the College performs additional thorough degree audits, this presents an increased level of administrative upkeep. The institution is now evaluating the process to award a Liberal Arts first-year certificate and a STEM (Science, Technology, Engineering and Mathematics) first-year certificate, and we need to identify an audit and award process that will be effective, efficient, and sustainable.

PRIMARY POINT OF CONTACT

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HIGH IMPACT STRATEGY (2)

ADULT LEARNER PATHWAY

Increase access and completion for adult learners.

COMPLETION GOAL

While aligned with the overall goal of increasing the number of undergraduate degrees awarded by USG institutions, this strategy focuses on the first CCG's access goal of increasing access for underserved and/or priority communities, and aligns with *Institutional Goal A1*.

DEMONSTRATION OF PRIORITY OR IMPACT

To encourage greater access, post-secondary participation, and baccalaureate degree attainment, 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 can build their self-efficacy and academic confidence to eventually lead to degree attainment and success.

SUMMARY OF ACTIVITIES

The College 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 possible pathways to establish successful academic and financial plans. The student finishes the enrollment process by a meeting with the academic advisor to work on placement and the first-semester schedule.

MEASURES OF PROGRESS AND SUCCESS

While the Adult Learner Pathway is in its infancy, a preliminary metric associated with access for this traditionally underserved population is the enrollment yield for non-traditional age students (25 and older). Based on the data for fall 2013, 2014, and 2015 the enrollment yield for this group was 30.3%. The development of this new Adult Learner Pathway has resulted in a substantial increase in registered adult learners. For fall 2016 the enrollment yield increased to 36.1%, the number of registered students increased from 29 to 52, a 79.3% increase from fall 2015. The work from this initiative during the 2016-2017 year continues to improve access for this population, and for fall 2017 the yield increased to 38.3%; with 70 students registered, this represents a 141% increase when compared to fall 2015.

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 monitor carefully the efficacy of the pathway and how well students are progressing through the gateway courses. The success rate of these students in corequisite support courses is currently being evaluated.

PRIMARY POINT OF CONTACT

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Kimberly Burgess, Admissions Counselor: Adult, Military, and Transfer Students, kburgess@ccga.edu

HIGH IMPACT STRATEGY (3)

CREATION OF A NEW ACADEMIC ADVISING MODEL

COMPLETION GOAL

This strategy aligns with CCG's goal to decrease excess credits earned on the path to getting a degree, with the goal to provide intrusive advising to keep students on track to graduate, and aligns with Institutional Goal A1.

DEMONSTRATION OF PRIORITY 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 transformed the academic advising model for the 2016-2017 academic year.

SUMMARY OF ACTIVITIES

In the new model, the College has shifted first-year advising to be handled by the Center for Academic Advising using first-year professional advisors. The first-year professional advisors, assigned to specific departments and/or majors, help students complete a four-year academic plan, monitor student's academic performance, provide direct advising when registering and assist in major selection, seek individualized services as needed, and encourage students to engage in the CCGA community. As students dive deeper into the content area, and after reaching 30 credits, academic advising transitions 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

The implementation of this new academic advising model aligns well with CCG's Persistence & Progression goals, and aligns with the institutional commitment to improve retention, progression and graduation rates. As this first phase of restructuring addresses first-year students, the College will use the first-year retention rate (IPEDS definition) as one of the metrics for evaluation. With a baseline measure of first-time full-time freshmen retention of 55.6% from fall 2015 to fall 2016, the institution will continuously evaluate this metric to see the impact on this population.

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 in the distribution of workload and most importantly a lack of consistency and advisor availability experienced by the students. The new model was implemented during the 2016-2017 year and while the structure, consistency and accountability of advising have improved, preliminary results do not indicate an increase in retention rates yet. Retention is a multidimensional issue, and the institution will continue to evaluate the different initiatives through the Complete College CCGA Task Force.

PRIMARY POINT OF CONTACT

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German Vargas, Assistant Vice President for Academic Student Engagement, gvargas@ccga.edu

HIGH IMPACT STRATEGY (4)

INCREASE DUAL ENROLLMENT STUDENT OUTREACH TO LOCAL COUNTY SCHOOL DISTRICTS.

COMPLETION GOAL

This strategy is directly aligned with CCG's access goal to shorten time to degree completion through programs that allow students to earn college credit while still in high school, and aligns with Institutional Goal A1.

DEMONSTRATION OF PRIORITY OR IMPACT

The College continues to strengthen its Dual Enrollment program, and with its outreach efforts during the 2016-2017 year, the enrollment reached an all-time high of 418 students for fall 2017. The program's administrative oversight is now handled by the Lead Academic Advisor, and the institution has a designated Dual Enrollment Advisor.

SUMMARY OF ACTIVITIES

CCGA continues to expand and enhance the relationship development with high school counselors, locally, regionally and state-wide. The institution now hosts annual Dual Enrollment breakfasts for all area high school counselors that include Glynn, McIntosh, Camden, Wayne, Brantley County school systems 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 Dual Enrollment yield 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

With the goal of promoting access and shorten time to degree completion, the institution needs to promote Dual Enrollment in all our service counties, and as such, the total enrollment in this program is an important metric for success. With a baseline of 203 students participating in the program during fall 2015, the efforts to strengthen the program have resulted in 304 participants during fall 2016 (a 49.3% increase) and 418 participants during fall 2017 (a 106% increase when compared to the baseline).

LESSONS LEARNED

With the rapid growth of the program, the institution is experiencing challenges that are associated with scalability issues and the capacity of processing more than 400 students through any single process (e.g. communication with individual counselors, collection of participation agreements, financial aid processes, textbook rentals, etc.). This scalability is currently being addressed; the Lead Academic Advisor has now assumed the responsibilities of the administrative oversight of the program and is currently reevaluating processes and procedures in order to find efficiencies, and to develop appropriate documentation for the program. This new oversight structure will give the designated Dual Enrollment Advisor additional time to focus on student support and outreach to the school officials, counselors, and parents.

Additionally, with students in the Dual Enrollment program now participating in classes during the summer term, the institution is working closely with local schools to provide all the support necessary during the time where school system personnel may be limited.

PRIMARY POINT OF CONTACT

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HIGH IMPACT STRATEGY (5)

ENROLL MOST STUDENTS IN NEED OF REMEDIATION DIRECTLY INTO GATEWAY COLLEGIATE COURSES IN ENGLISH AND MATHEMATICS, WITH COREQUISITE LEARNING SUPPORT.

COMPLETION GOAL

This is a key institutional strategy that aligns with CCG's persistence and progression goal of increasing the likelihood of degree completion by transforming the way that remediation is accomplished, and aligns with Institutional Goal A1.

DEMONSTRATION OF PRIORITY OR IMPACT

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.

SUMMARY OF ACTIVITIES

CCGA has transformed the Learning Support structure by focusing its efforts on corequisite remediation. For mathematics, students that would have been previously placed in MATH 0099 Intermediate Algebra are now enrolled in the gateway mathematics course that is appropriate to their programs of study (i.e., Quantitative Reasoning or College Algebra) while taking the linked support course (corequisite component). The students with a larger gap in preparation (who were previously placed in MATH 0097 Elementary Algebra) are now placed in the Learning Support Foundations course as part of a year-long pathway.

For English, students requiring remediation are now similarly placed in the appropriate collegiate/corequisite English course (ENGL 1101/0999) or the Foundations for English Composition (ENGL 0989).

MEASURES OF PROGRESS AND SUCCESS

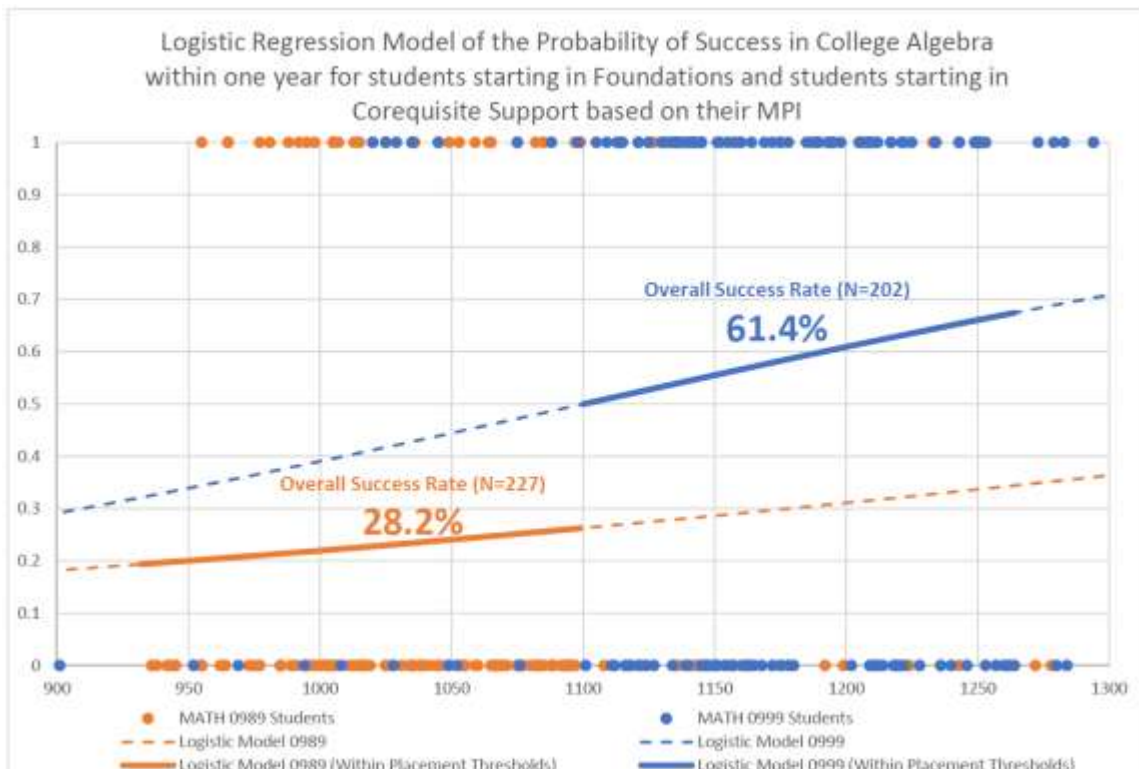
A key element of this initiative has been a shift in focus of what is being considered a measure of success. Traditionally, the success of Learning Support students was evaluated for individual prerequisite courses; it is now clear that success of our remedial structure needs to take into account attrition and its compounding effect when associated with sequences of courses. With this in mind, CCGA's measure of success for this initiative is the success rate of Learning Support students in collegiate level courses (ENGL 1101, MATH 1001, and Math 1111). 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 a two-semester sequence like MATH 0099 - MATH 1111 was close to 36% (based on the aggregate data of success rates of first time freshman cohorts for 2009, 2010, 2011, and 2012). After 3 years of at-scale implementation, the new structure continues to be a success; based on LS students from fall 2014 through fall 2016, and with most of the students placed directly into gateway collegiate courses with support, these students are passing ENGL 1101 at a rate of 69.2%, MATH 1001 at a rate of 66.8% and MATH 1111 at a rate of 54.6% (compared to the success rates of 76.4%, 66.9%, and 62.3% respectively for students that are deemed collegiate ready).

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 the traditional remedial sequence would correspond to the success rate after 2 semesters 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 prompted the reevaluation of placement thresholds for the English Placement Index (EPI) and new thresholds will be implemented by spring 2018. Additionally, the institution is currently performing a logistic regression analysis of the probability of success of the students starting in Foundations courses vs students starting in corequisite support based on their Math Placement Index (MPI) and EPI. Preliminary results show that the students that start in corequisite support have a substantially higher probability of success in the gateway courses than their foundations counterparts, and that there is a regression discontinuity at the point of the institutionally selected thresholds that separate the Corequisite and the Foundations students. This regression discontinuity indicates that the large drop in the probability of success is attributed to the remedial course structure and not to the academic achievement represented by the placement index. The following graph is a preliminary result of this study and it depicts this regression discontinuity for the case of students in the College Algebra Pathway (from Fall 2014 to Fall 2016). It is important to note, however, that there is still great

reservation among mathematics faculty to completely move away from the foundations courses, as it is not yet clear the impact in subsequent courses beyond the gateway course or the unforeseen impact of including students with a large gap in preparation in the gateway courses. The analysis will continue.



PRIMARY POINT OF CONTACT

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HIGH IMPACT STRATEGY (6)

PROMOTE ACCESS AND AFFORDABILITY BY ADOPTING LOW COST AND OPEN EDUCATIONAL RESOURCES IN CORE COURSES.

COMPLETION GOAL

This strategy is supported by Affordable Learning Georgia, and aligns with CCG’s goals to *Increase Access for underserved and/or priority communities*, and to *Restructure instructional delivery to support educational excellence and student success*, and aligns with *Institutional Goal A1*.

DEMONSTRATION OF PRIORITY 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.

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 common courses in the general education curriculum. 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

After receiving the first at-scale Affordable Learning Georgia grant, CCG students started saving \$312,000 per year. Since this first ALG grant, which transformed College Algebra, Trigonometry, Precalculus, and Probability and Statistics to adopt low cost educational resources, the institution has transformed Principles of Macroeconomics, Principles of Microeconomics, Introduction to Psychology, Introduction to Sociology, Principles of Chemistry I and II, and Organic Chemistry I and II. During the 2016-2017 academic year, this strategy has resulted in more than \$600,000 in student savings.

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.

PRIMARY POINT OF CONTACT

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INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

The College of Coastal Georgia continues to grow and evolve as an institution, with an expanding set of baccalaureate programs, and with a strong enrollment growth trajectory. The framework and structure provided by Complete College Georgia, is something that the institution fully embraces and that is used to guide the completion efforts through this institutional development. The creation of the Complete College CCGA Task Force this past academic year was the ratification of the institutional commitment to align our completion strategic goals to those of the state.

A retrospective look at the past five years of reports shows that while the strategies shown above have been selected because of their priority or impact, the College of Coastal Georgia continues to work in several additional completion strategies that were identified in previous academic years and that continue to be successful. These strategies include 1) providing adult learners and military students/veterans with tools and resources needed to succeed; 2) promoting the Bachelor of Science in Interdisciplinary Studies degree; 3) offering a mandatory academic intervention workshop for all students issued either an academic warning or placed on academic probation; 4) providing intrusive advising to keep students on track to graduate; and 5) implementing a comprehensive student employment program. While some of these strategies have grown organically from identified institutional needs, some of them have been the result of the self-assessment motivated and facilitated by CCG campaigns and events like those around the Beyond Financial Aid instrument from the Lumina Foundation. For CCGA, one of the most important reflections from this self-assessment was the fact that while many of these strategies were being implemented concurrently, the institution needed to improve the internal communication regarding all the institutional high impact strategies and activities aimed at increasing retention, progression, and graduation rates. After the identification of this challenge, the institution is taking a more concerted approach to completion; with quarterly Task Force meetings and biweekly Enrollment Committee meetings, the institution is nimbler to connect efforts strategically and to disseminate the information to the different units across campus.

Looking ahead, the institution is eager to deploy and evaluate additional strategies that started taking shape during the 2016-2017 academic year, like the implementation of structured schedules and four-year program maps. Through the creation of highly structured four-year Program Maps that guide students on what courses to take every semester in order to graduate in four years; the celebration of important milestones in the educational experience which promote timely progression; and proactive and intrusive advising, the College is ensuring that students stay on track to on-time graduation.

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.



Columbus State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University (CSU) 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. Due to the nature of Complete College Georgia, this report primarily concerns our two- and four-year degree programs.

INSTITUTIONAL MISSION

The mission of Columbus State University is to “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. 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, Move On When Ready, service to military-affiliated students, Embark on Education (for homeless and foster youths), BOOST (childcare reimbursement program) and the development of high-quality online programs and services that allow students to decrease time to completion regardless of their geographic location.

STUDENT BODY PROFILE

In Fall 2016, CSU enrolled 8,407 students, including an undergraduate student population of 6,789. Enrollment declined by 0.4% over Fall 2015. The institution's population is comprised of 65% full-time students. CSU also follows national trends with the female population representing 59% of the student body. The student population is 51% white, 37% 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 8.9%. Of the new transfer students in Fall 2016, 63 (10%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 1,991 (29%) of these students were first generation college students, an increase of 8.8% in the last five years. For more information on these and other “at risk” populations, see our goal “Persistence and Progression: Through use of predictive analytics, provide intentional advising and helpful interventions to keep ‘at risk’ students on track to graduate” (pp.2-4).

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 2016, 45.7% 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. CSU RETENTION RATE TRENDS FOR FIRST-TIME, FULL-TIME FRESHMEN: 2008-2009 THROUGH 2015-2016

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Non-Learning Support	67.9% (600/884)	72.1% (683/947)	70.4% (645/916)	67.7% (673/994)	67.7% (683/1009)	72.8% (676/928)	72.1% (580/804)	74.1% (683/922)
Learning Support	46.3% (111/240)	54.7% (156/285)	59.5% (141/237)	49.6% (66/133)	51.9% (55/106)	47.7% (53/111)	64.3% (72/112)	66.9% (83/124)
Total	63.3% (711/1124)	68.1% (839/1232)	68.2% (786/1153)	65.6% (739/1127)	66.2% (738/1115)	70.1% (729/1039)	71.2% (652/916)	73.3% (766/1045)

TABLE 2. CSU BACHELOR'S DEGREE SIX-YEAR GRADUATION RATE TRENDS FOR FIRST-TIME, FULL-TIME FRESHMEN: 2003-2009 THROUGH 2010-2016

	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013	2008-2014	2009-2015	2010-2016
Non-Learning Support	319 36.0%	288 34.9%	312 34.2%	335 39.5%	274 35.2%	331 37.7%	345 36.5%	315 34.5%
Learning Support	24 14.6%	30 19.0%	15 9.0%	26 11.4%	26 12.7%	28 12.0%	26 9.3%	30 13.1%
Total	343 32.6%	318 32.3%	327 30.3%	361 33.6%	300 30.5%	359 32.3%	371 30.3%	345 30.2%

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 affect the lives of our students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

PERSISTENCE AND PROGRESSION:

Through use of predictive analytics, provide intrusive advising and helpful interventions to keep “at risk” students on track to graduate

With the help of the predictive analytics capability of EAB, the Academic Center for Excellence (ACE) strives to serve the whole student—academically, financially, and socio-emotionally. This year’s emphasis areas have been on the Early Alert System, BOOST (a Quality Care for Children program), transfer students, and Embark in Education.

First, some information on transfer students: CSU has a high transfer population, in part because of our presence near Fort Benning. Transfer students with more than 30 hours can transfer to CSU regardless of their GPA. Often times, transfer students have well below a 2.0 GPA and are not meeting Satisfactory Progress with their financial aid, resulting in no degree completion. ACE has begun a new program with the Dean of the College of Letters and Sciences (COLS) whereby an assigned advisor will meet with all COLS transfer students to help them complete an associate’s degree while becoming more successful in their classes and improving their GPAs. Once they achieve an associate’s degree and continue to have financial aid, they can move toward a bachelor’s degree. In addition, CSU has an online orientation for students with more than 30 transfer hours. Here is the link for the online transfer student orientation: <https://orientation.columbusstate.edu/transfer/index.php>.

Another “at risk” group is that of first-generation college students. Tracking these students was not possible until last year when we starting using EAB, so we will include this population of “at risk” students in next year’s report.

Positive results with “at risk” student groups will positively affect our successful completion of credits, retention rates, and graduation rates.

HIGH-IMPACT STRATEGIES

Used predictive analytics (EAB) and established criteria for identifying students who are “at risk” and may need special interventions:

- names of students submitted by faculty through Early Alert System
- student parents in need of child care services (BOOST)
- homelessness and foster care youths (Embark in Education)

COMPLETION GOAL

Through use of predictive analytics (EAB), provide intentional advising and helpful interventions to keep “at risk” students on track to graduate

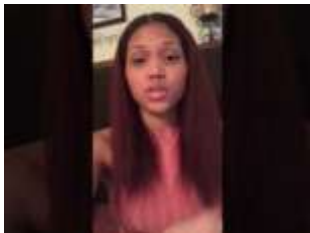
DEMONSTRATION OF PRIORITY OR IMPACT

Goal and strategies are designed to improve retention of students needing special interventions and intentional advising. As an “access” institution, we have many such students.

SUMMARY OF ACTIVITIES

Faculty submitted names of academically “at risk” students using the Early Alert System (EAS) in EAB. 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.

ACE advisors met with “at risk” students identified through its Early Alert System (EAS) and referred identified students to appropriate and effective campus resources, such as Academic Center for Tutoring (ACT), Counseling, Office of Accommodation and Accessibility, and the Center for Career Development. In the 2017-2018 school year, we will work to develop a process to track which students are actually participating in the referrals recommended.



CSU was the first USG school to offer BOOST, a program of the Quality Care for Children program that provides childcare scholarships for full-time student parents with children under age 4. These scholarships are for student parents who are on PELL and who have a GPA of 2.0 or higher. Quality Care for Children is gathering data to show the difference childcare assistance makes in college graduation, so it can make a very strong case for state investment. Their claim is that taking care of the childcare for student parents allows them to concentrate more on their studies and make better grades. Currently college students are not eligible for a childcare subsidy in Georgia.

↑ Sasha Hernandez, BOOST scholarship recipient, talks about how the BOOST Child Care Program has helped her and her family.

In its Embark in Education program, ACE also aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed. Wisconsin HOPE Lab Study will collaborate with CSU and other USG Institutions to administer a survey to all freshmen entering this fall. This survey will reveal results that can lead to additional services for students with housing and food insecurities.

MEASURES OF PROGRESS AND SUCCESS**BASELINE STATUS**

- Baseline for EAS was 48 for 2013-2014.
- 5 students participated in BOOST in Fall 2016
- 8 students participated in Embark efforts in Fall 2016
- Fall 2010 percentage of credits successfully completed was 66%
- 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

Our data here is so extensive, we have put it in **Appendix I**.

MEASURES OF SUCCESS BY 2020

- Number of EAS referrals: 150
- Number of BOOST scholarships: 50
- Number of Embark students helped: 10
- Successfully completed credits: 85 (already achieved)
- Retention rate all students: 95%
- Retention rate FT/FT freshmen: 75%
- Graduation rate: 36% (currently at 31.9% for FT/FT freshmen)

LESSONS LEARNED

ACE greatly improved intentional advising efforts and helpful interventions with EAS, BOOST, and Embark due to EAB and partnerships/connections with outside resources.

Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation and ACE has found it easier to contact advisors and monitor messages through EAB.

PRIMARY POINT OF CONTACT

Ms. Lisa Shaw, Director, Academic Center for Excellence (ACE)

SUCCESS:

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

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.

HIGH-IMPACT STRATEGIES

- Improve core course scheduling to accelerate progression
- Use preference surveys for entering freshmen
- Change institutional culture to emphasize taking full-time course loads of 15 hours or more: freshman orientation video, advisor training, intentional advising, financial incentive after 15 hours, default 15-hr schedule

COMPLETION GOAL

Increase the number of degrees earned “on time”

DEMONSTRATION OF PRIORITY OR IMPACT

Goal and strategies affect all students, but especially entering freshmen

SUMMARY OF ACTIVITIES

- 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 in 2016-2017 indicating the number of seats needed in certain core courses.
- Academic Affairs coordinates scheduling with various points of command in each college. Physical space is allocated with Optimizer through AdAstra.
- Continued using preference survey on entering freshmen. The University is pro-actively sending preferences surveys to new students ahead of orientation and creating schedules prior to their 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.
- Defaulted freshmen into 15-hour schedules whenever possible
- Encouraged students to take 15+ semester hours due to financial incentive (all credits over 15 hours are “free”).

MEASURES OF PROGRESS AND SUCCESS**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—increase of 4.4% from Fall 2013 to Fall 2016.
- See **Appendix II** for Cohort Progression of FT/FT Freshmen.
 - Fall 2016: 2,235 (32.2%)
 - Fall 2015: 2,228 (32.1%)
 - Fall 2014: 2,115 (30.7%)
 - Fall 2013: 1,951 (27.8%)

MEASURES OF SUCCESS

- By 2020, we aim to have 35% of our students enrolled in 15 hours or more per semester.

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. If 90% of students are able to enroll in needed Area A courses each semester, we feel we have achieved a significant accomplishment. We achieve this goal every Fall and Spring semesters.

PRIMARY POINT OF CONTACT

Dr. Tina Butcher, Interim Provost

PERSISTENCE AND PROGRESSION:**Decrease Excess Credits Earned on the Path to Getting a Degree Through Judicious Creation of Program Maps and Interest-Area (Meta-Major) Maps**

We have passionately pursued this goal and have had 100% compliance and buy-in on campus from advisors, advising centers, faculty, chairs, deans, and administrators.

HIGH-IMPACT STRATEGIES

- Developed program maps for every undergraduate degree, major, and track and for combination five-year BS/MS programs
- Created interest-area maps for students uncertain of major choice (See **Appendix III.**)

COMPLETION GOAL

Decrease excess credits earned on the path to getting a degree through judicious creation of program maps and interest-area maps

DEMONSTRATION OF PRIORITY OR IMPACT

Program and interest-area maps affect every 2-, 4-, or 5-year degree seeking student at CSU

SUMMARY OF THE ACTIVITIES

- In 2016-2017, we added program maps for all 5-year combination bachelor-master's programs and updated all maps, including interest-area maps.



← Video featuring Assistant Director of ACE, Dustin Worsley, talking about Interest-Area Maps

- Maps are vetted annually before being published in the current catalog. It takes a PT employee working 19 hrs. /wk. approximately 3 months to verify correlation of map information with the catalog. In the process, many maps are corrected and quite a few errors are discovered annually in the online catalog.

- For 2017-2018, we issued new guidelines for all maps, including adding course titles as well as the course codes on all maps, and updated all maps.

MEASURES OF PROGRESS AND SUCCESS**BASELINE STATUS**

0 program maps or interest-area maps in 2012

INTERIM MEASURES OF SUCCESS

- In 2013-2014 we created program maps for all 4-year degrees at CSU.
- In 2014-2015, we created maps for all 2-year degrees, updated all maps, and revised the map template, standardizing it across 99% of the disciplines; the exception is a carousel map used by the RN to BSN program, a two-year program of short-term rotational courses.
- In 2015-2016, we updated all maps; added interest-area maps to the ACE website.

MEASURES OF SUCCESS

- Keep all program maps updated so that they match requirements for the degree/major/track and accurately reflect course rotations and offerings each semester/year.

LESSONS LEARNED

Keeping maps updated and current is time-consuming but extremely important. The maps must be accurate in order to be useful and effective.

PRIMARY POINT OF CONTACT

Dr. Barbara Hunt, CCG Project Manager

PERSISTENCE AND PROGRESSION:**Increase the Likelihood of Degree Completion by Transforming**

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. While we have also completed the co-requisite and remedial process for math, which has also been quite successful, this report focuses on our success with the English remediation courses.

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. 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.

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).

COMPLETION GOAL

Reduce time for completion of gateway courses.

DEMONSTRATION OF PRIORITY OR IMPACT

As an access institution, we admit many student who are weak academically and statistically not likely to advance. Our combined English and Reading into one Foundations course (ENGL 0989) affects 24 CSU students, a low but significant number since these students are not likely to succeed. In 2012, we collected data showing that students had a 0% chance of graduating in 6 years if they entered with a reading deficiency. We hope eventually to have the data to prove we have reversed that trend.

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.

MEASURES OF PROGRESS AND SUCCESS

BASELINE STATUS

- Number of students receiving co-requisite remediation in Fall 2015 in English (or combined English/reading): 29

INTERIM MEASURES OF PROGRESS

We can validate for 2016-2017 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 0989) will successfully complete ENGL 1101 within one year of enrollment.

- % of students assigned to ENGL 0989 who successfully completed ENGL 1101 within 1 year:
Fall 2015: 61.5% (16/26)
Spring 2016: 80.0% (16/20)

MEASURES OF SUCCESS

- Our goal is to have 75% of all students enrolled in ENGL 0989 successfully complete ENGL 1101 within one year of enrollment.
- Our goal is to have 75% of all students enrolled in ENGL 0999/1101 successfully exit LS on the first attempt.

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.

PRIMARY POINT OF CONTACT

Dr. Judi Livingston, Chair, Department of English

PERSISTENCE AND PROGRESSION:**Restructure Online Support Services and Instructional Delivery—Expand Completely Online Opportunities****HIGH-IMPACT STRATEGIES**

- Improve online opportunities and experiences at CSU
- Provide faculty training on accessibility (and other software relevant to online delivery)

COMPLETION GOAL

Restructure online support services and instructional delivery to enhance educational excellence and student success

DEMONSTRATION OF PRIORITY OR IMPACT

Providing strong student support to online students is essential to their success. CSU has 1,540 fully online students (18%); 3,282 students are taking at least one online courses (39%). The improvement of student services will increase their satisfaction and may increase their engagement and learning. Faculty training on accessibility should make online learning much more successful for many students. We are using the WCAG standards and have created our own CSU Accessibility Checklist for faculty to use. Our policy and checklist are available at https://cool.columbusstate.edu/course_accessibility_policy.php

SUMMARY OF ACTIVITIES

- A number of priority enhancements were developed in 2016-2017:
 - On-line Orientation programs for Veterans and Active Duty is in final production now and target completion is to have it available for Fall 2017 orientation.
 - The VA-required Enrollment Certification process requiring Veterans or their dependents to submit by hand their schedules for review and verification by the VA office in the Military Enrollment Service Center has been converted to an automated workflow process first used for Spring 2017. While we do not expect this improved process will increase enrollment, we do believe it will increase efficiency of enrollment and overall customer satisfaction, two difficult-to-measure outcomes.
 - Financial Aid verification has been transformed into an on-line process through implementation of the One USG project using Campus Logic cloud services. Implementation was complete in Spring 2017.
 - 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. Testing will commence in June 2017 with target date for implementation for use for Summer and Fall 2018 applicants.
 - In 2016-2017, the Distance Learning Committee expanded its 2014-2019 Strategic Plan for Distance Learning. Strategic Priority 4 Student Support Services has as its goal: Offer a full range of student support services for online students. Objectives/action items include:
- Evaluate online student readiness orientation, including the use of SmarterMeasures. Because problems with the use of SmarterMeasures surfaced, we decided to stop requiring its use. We found that the SmarterMeasures requirement was creating a barrier for students to enroll. The integration with Banner did not work as well as we would have liked. For example, we had some students who were being asked to take it again after they had already completed it and found that some online classes allowed registration without it. We have decided to keep our license and provide it as an optional resource for students after we found that over 50% of our online students reported the tool useful in assessing their readiness for online coursework through the online student satisfaction survey we conducted in the spring. Finally, we are in the process of developing a student orientation to online coursework.
- Complete a Needs Analysis and plan to ensure equitable support services for online students.
 - Funds were authorized to hire an accessibility specialist
 - A comprehensive plan was developed for ADA compliance and training sessions for faculty on accessibility in online courses (see Faculty Training, below)
- Continue to evaluate mobile technology enhancements for online students.
 - Members of the DL Committee interviewed several units that provide student support services (Counseling Center, Career Center, Student Affairs, Student Life, Tutoring Center,) regarding the scope of the services provided to online students, and their thoughts on how services to online students might be expanded.
- Administer student survey to assess student satisfaction with distance learning.
 - In Spring 2017, students enrolled in online courses during the previous two years were surveyed about multiple aspects of online learning in order to assess student satisfaction and needs.
- Faculty Training: We are in the process of implementing policy to require CougarVIEW, QM, and Accessible Course Design Training for all faculty who teach online. They will also be required to use a common template. We are phasing this in with new faculty this fall.

MEASURE OF PROGRESS AND SUCCESS**BASELINE STATUS**

0 forms online prior to 2015-2016

INTERIM MEASURES OF PROGRESS

- 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 procedure).
- The Change of Major workflow automation was 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.
- Put these forms and processes online in 2016-2017: Financial Aid verification, on-line orientation for Veterans and Active Duty, VA-required Enrollment Certification process
- In 2016-2017, 730 students responded to the online student survey; data are extensive and still being analyzed. It has been determined, however, that 38% of the students are “very satisfied” and 45% “satisfied” with online learning at CSU.
- Accessibility training began in June 2017; faculty “trainers” have been identified who will undergo a deeper level of training and serve as trainers themselves to faculty in their colleges.
- We have achieved partial completion of an audit of student support services through interviews with providers on the CSU campus; to be continued Fall 2017.
- Center of Online Learning (COOL) has hired an accessibility specialist as well as hired 3 student workers to caption videos and outsourced some captioning/transcribing work.

MEASURES OF SUCCESS

- Completion of 2-3 forms per year, thereby gaining efficiency.
- Desire to make online education equitable in every way to face-to-face education. The Distance Learning Strategic Plan has identified action items related to support services for online students.
- Development and administration of a student satisfaction survey for online students
- Development of an accessibility plan and training modules for faculty

LESSONS LEARNED

Putting all forms and processes online is a costly and time-consuming process, but a necessary one for the benefit of our online students and programs; allowing student access and helping faculty with accessibility technology are vital for the improvement of the online experience.

PRIMARY POINTS OF CONTACT

Dr. Ellen Roberts, Associate Provost for Online Education

Dr. John McElveen, Associate Vice President for Enrollment Management

ACCESS:

Increase Access for Priority Communities—STEM Majors

As an access institution, CSU strives to attract students to and graduate students from our STEM programs. Since 2015-2016, we have focused our efforts on recruitment and retention. Increasing the number of STEM graduates 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.

HIGH-IMPACT STRATEGY

Focus on recruitment and retention of STEM majors, as well as expansion of the program.

COMPLETION GOAL

Increase the number of students graduating with degrees in the STEM fields.

DEMONSTRATION OF PRIORITY OR IMPACT

Goal and strategies target the kinds of students we want to recruit and retain. Doing so, supports our mission since CSU has many public-private partnerships (AFLAC, TSYS, Muscogee County School District, Pratt-Whitney, Cott Beverage, etc.) which

Need STEM graduates. Currently, STEM majors constitute 17% of the student body.

SUMMARY OF ACTIVITIES

RECRUITMENT

- Participated in the Robert Noyce Teacher Scholarship 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. We graduated 7



Noyce scholars in 2016-2017, which is the most we have graduated in a single fiscal year (next highest was 5 in 2013-2014). Each Noyce scholar graduate is expected to teach 2-4 years in a high need school district (depends on how long they held the scholarship). Many actually end up teaching in a high need school (not just school district); this year's crop is no exception, with 5 of them expressing a goal of teaching in a high need school in their exit interview or already having accepted a position at a high need school. Our Noyce scholarship program is currently slated to end Aug. 31, 2017.

← Video on CSU's Woodrow Wilson Teaching Fellowships featuring Marcus Stevens

- 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 was one of five schools in the state to offer this Fellowship and had 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 (UTCH) Columbus program:
 - In 2016-2017, we enrolled 49 students in UTCH Step 1 and Step 2 classes.

- In 2015-2016, we offered four sections of UTCH 1201 that enrolled 39 students, and two sections of UTCH 1202 that enrolled 25 students.
- In 2014-2015, CSU offered six sections of UTCH 1201 that enrolled 43 students, and offered two sections of UTCH 1202 that enrolled 25 students.

RETENTION

- We graduated 8 undergraduates from UTCH programs during 2016-2017 academic year, which is double our annual average before establishing UTCH.



← Video on the CSU's UTCH program featuring Mark Schippel

- We received a STEM Initiative grant that permitted us to award 10 faculty, working on seven projects, mini-grant funding to allow them to develop materials or strategies to promote stronger student learning in STEM courses at CSU. Projects included attending professional development conferences to learn about new techniques in their field; flipping an organic chemistry sequence; implementing peer instruction in courses that are obstacles for majors, etc.

- The STEM Initiative grant also facilitated the creation of a survey instrument for CSU STEM majors and former STEM majors. The results of this survey project are being analyzed in Summer 2017 in order to determine common areas of difficulty that can be addressed. Our hope to use this data to identify action items that can be implemented to support retention of STEM degree students.

- See **Appendix IV** for data supporting the effectiveness of ACT and Peer Leaders in retaining students in STEM courses. ACT (Academic Center for Tutoring) provided tutoring to students in gateway STEM courses as well as trained and provided Peer Instruction Leaders for targeted STEM introductory level courses, including CHEM 1212, MATH 0989/0987, MATH 1111, and MATH 1131. See **Appendix V** for detailed information on ACT and on the training of tutors and peer leaders.

MEASURES OF PROGRESS AND SUCCESS

BASELINE STATUS

FY10: 86 students completing bachelor's degrees in STEM fields

INTERIM MEASURES

Number of students currently enrolled in STEM programs.

- Bachelors: Fall 2016—1,294 or 13% increase since 2013
- 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 2016—1,142 or 12% increase since 2013
- Bachelors: Fall 2015—1,085 or 4% increase since 2013
- Bachelors: Fall 2014 - 1,040 or 2% increase since 2013
- Bachelors: Fall 2013 - 1,019

FINAL MEASURES OF SUCCESS

Annual increase 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 various initiatives, including tutoring in Gateway STEM courses and peer instruction. Target of 150 students by FY20.

FY11	FY12	FY13	FY14	FY15	FY16	FY17
98	83	92	113	119 (5.04% increase)	123 (3.25% increase)	125 (1.63% increase)

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 (since FY10).

PRIMARY 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)

REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

REFLECTION ON FIFTH FULL YEAR OF CCG UPDATES

CSU has made tremendous progress in achieving the CCGs we have set. We have

- Increased retention of students in general and of STEM majors in particular;
- Created and maintained program maps for every major/track/degree;
- Developed successful programs for “at risk” students such as combined Reading/English remediation, Embark, Early Alert System, and BOOST; and
- Improved our predictive analytics system.

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 1.63% increase in the number of STEM graduates. We also improved future recruitment opportunities through our Robert Noyce Teacher Scholarship Program and Woodrow Wilson Teaching Fellowships.
- **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.
- **Increasing number of degrees that are earned on time** by 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 11.9% 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 affect 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.
- **Transforming remediation in English/Reading by reducing the number of courses learning support students need to take.** We have achieved a 75% pass rate into the next gateway course.
- **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 in EAB, working with outside organizations to create childcare for student parents, and using intentional and proactive advising to refer students to appropriate and effective campus resources.

LEAST EFFECTIVE STRATEGIES FROM LAST YEAR

We hoped to put more forms online than we did, but we did put three additional forms online. Lesson learned: Sometimes we dream bigger than what we can realistically accomplish due to financial or labor restraints.

CHANGES FOR NEXT YEAR AND BEYOND

Some new goals for the upcoming year include these:

- Award transfer degrees through the reverse transfer of credit and audit baccalaureate degree-seeking students to allow for award of associate degrees as appropriate
- Improve the pass rates of core courses with high DWF rates
- Track student referrals so we can confirm which students are actually participating in the referrals recommended by advisors in ACE, faculty advisors, or other professional advisors.
- Support student success through Athletic Mental Health Awareness (and perhaps the mental health of other “performance majors” such as music and theatre).
- Expand the use of EAB to keep students on track to graduate, including new focus on first-generation college students
- Define and communicate the standard of care expected for all undergraduate students especially those in “at risk” populations
- Review the current FYE program to support student access and transition

These goals blend some existing initiatives (EAB) with some new ones (transfer degrees). In addition, we plan on “staying the course” on other initiatives such as retaining STEM majors.

As always, we strive to continue our success not so much by doing the same thing but by having the same attitude: a can-do spirit that truly sees obstacles as opportunities. It requires us to be bi-focal; that is, possess the capacity to see the particulars and see the “big picture” at the same time. The latter is strategic vision, a rare commodity; the former is operational vision that is just as precious. CSU is fortunate to have the precise combination of people who, together, allow us to see something two ways at once, both close and far. Who knows? We might soon start seeing CCG initiatives in even more dimensions.



Dalton State College

The *mission* of Dalton State College (DSC) is to provide 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, the college promotes 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 activities that engage students in local community businesses and industries. Each of the College's five Schools (Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics) forges important partnerships within the region in those areas that pertain to the schools' visions and missions. The ultimate objective is to inspire students to be active members within their professions and communities.

Dalton State College has expanded programs and maintained rigor in its academic offerings. According to the U.S. Department of Education, Dalton State has been named one of the most affordable public four-year colleges in the nation for the seventh consecutive year. Since 2012, DSC has attempted and succeeded in a number of initiatives to improve retention, progression, and graduation. More students are graduating each year, and the six-year retention rate inches upward, although slowly. Interestingly, DSC's Hispanic students' graduation rate far exceeds the average.

A new three-year Strategic Plan that would guide the campus from 2016 to 2019 was introduced in May 2016. Two of the four themes of the Strategic Plan mirror the same overall goals as Complete College Georgia: Student Success and Academic Excellence.

Enrollment trends over the past academic year have demonstrated a small increase. These include a 2.6% increase for fall 2016 and a 1.8% increase for spring 2017. Changes in student profiles indicate an overall upsurge in more traditional students (63% in 2006 to 80% in 2015) as well as a nearing of the percentage to classify DSC as a Hispanic Serving Institution (HSI) with 24.8%. It is anticipated that Dalton State will reach the critical 25% for academic year 2018. In addition to the number of student registrants increasing overall, dual enrollment student registrations also demonstrated an uptick.

GOAL 6: SHORTEN TIME TO DEGREE COMPLETION THROUGH PROGRAMS THAT ALLOW STUDENTS TO EARN COLLEGE CREDIT WHILE STILL IN HIGH SCHOOL AND BY AWARDED CREDIT FOR PRIOR LEARNING THAT IS VERIFIED BY APPROPRIATE ASSESSMENT.

STRATEGY 6.1: PARTICIPATE IN DUAL ENROLLMENT OR JOINT ENROLLMENT PROGRAMS FOR HIGH SCHOOL STUDENTS.

Dual enrollment is especially valuable to Dalton State College because of the regional and commuter nature of the institution. Reaching into high schools to recruit for the dual enrollment program has become a viable pipeline for Dalton State College, and resulted in some early successes. These efforts have not only increased the number of enrolled students but, more importantly, increased the number of graduates.

Fifty-six students, representing 46.3% of the spring 2015 Move on When Ready (MOWR) high school graduates, enrolled at Dalton State in the fall of 2015. In the fall of 2016, 44 students, representing 26.67% of the spring 2016 MOWR high school graduates, enrolled at Dalton State after completion of high school. DSC will continue to track these students and increase efforts to retain the MOWR students post high school graduation.

During the 2016-17 academic year, there was a continuation of activities that were viewed to offer the greatest return. DSC's newly designated dual enrollment coordinator reached out regularly to local high schools. In doing so, dual enrollment sites were established at three additional high schools this academic year, and one additional high school has already committed for next year. DSC faculty instructors are utilized to teach on-site in the high schools to ensure the quality of instruction while also offering a personal presence and representation for classes at Dalton State. Additionally, Dalton State faculty members are encouraged to visit local high schools interested in dual enrollment either with admissions recruiters or on their own. Likewise, local high schools are encouraged to bring students to visit the Dalton State campus. Often these visits are customized based on interest in a specific academic program. One of the most successful strategies utilized is having every dual enrollment student meet every semester with the dual enrollment coordinator for advisement and registration. This strategy brings students onto the campus where they receive one-on-one attention. The coordinator also distributes textbooks from the MOWR office every semester; each student book order is prepackaged, thus providing yet another personalized service. Students return their textbooks to the office at the end of each semester, providing one last point-of-contact. Benchmarks for the success of the program include: 1) the number of dual enrolled students, 2) the success rate of dual enrolled students, 3) the percentage of dual enrolled students who return for a second year of classes and 4) the percentage of dual enrolled students who complete a credential at Dalton State.

DSC's baseline year of 2011 when 98 students enrolled for 799 credit hours with a successful course completion rate of 98.6% is used as the benchmark for the present enrollment. In fall 2016, 378 dual enrollment students registered for 2878 credit

hours with a successful course completion with a grade of C or better at the rate of 93.4%. In spring 2017, 376 students registered for 3007 credit hours with a successful course completion with a grade of C or better at a rate of 94.5%. Additionally, 78/84 (92.9%) of the non-graduating students from spring 2016 returned to Dalton State during the 2016-2017 academic year. Most importantly, nine dual enrollment students earned an associate degree in spring 2017. Some of these degree conferrals occurred just prior to the students graduating with their high school diplomas.

The College has already achieved the initial goals set for 2020 of increasing the dual enrollment population and credit hour production by 100% and increasing the number of dual enrolled students who complete a credential at Dalton State. With this achieved, attention will be turned to increasing the percentage of dual enrollment students who take classes on the Dalton State campus. Currently, 64% of DSC's dual enrollment population takes courses on campus, while the other 36% are taught at five local high schools. The present goal is to increase on-campus enrollment to 75% of total enrollment. It is known that students who engage with the campus early in their college careers are more likely to be retained and graduate from the institution than those students who take college courses at off-site locations.

Two major drivers have contributed to the success of the dual enrollment program at Dalton State College. One has been the employment of a full-time dual enrollment coordinator who serves as the advisor for dual enrollment students as well as the point-of-contact for the service area high schools. Changes in the funding of the dual enrollment program have also impacted enrollment in a positive manner. Students incur no cost and can enroll in courses year round, thus incentivizing them to register and take more credit hours. The strategies implemented to achieve Strategic Goal 6.1 appear to be working in a positive manner and will continue to be monitored for outcomes.

PRIMARY CONTACT

The primary point of contact for the dual enrollment program is Casey Graham, Move on When Ready Coordinator who can be reached at cgraham@daltonstate.edu.

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

STRATEGY 4.4: ESTABLISH CRITERIA FOR IDENTIFYING STUDENTS WHO MAY NEED SPECIAL INTERVENTIONS IN THE SEMESTER.

As noted with the dual enrollment program, student advisement plays a critical role in assuring that the most appropriate students are enrolled in those courses that are required to move them forward in their journey towards completing a college degree. The role that intrusive advising plays for all students at Dalton State is crucial to their academic success. DSC's advising team consists of eight professional full time advisors who are individually designated to work within one (or in some circumstances two) of the five academic schools (Business, Education, Health Professions, Liberal Arts, and Science, Technology, and Mathematics). These advisors report to the Deans of the respective school for which they advise students. However, even with this model, commonalities in advising, especially with first and second year students, exist across the campus. The advising team meets twice monthly during the fall and spring terms and are coordinated by one of the advisors on the team. Meetings with key personnel that represent essential offices for students (Registrar, Bursar, Student Solutions, Career Counseling, etc.) are arranged throughout the year to update advisors on any changes and ensure that they receive the most up-to-date information. Advisors share challenges and solutions to working with the population represented at DSC. As students move into their majors, faculty advisors take over the role in the majority of the schools.

An attempt at using software to monitor student progression was undertaken by adopting a predictive analytics program, specifically EAB. However, it was concluded after several years that this was not the best means of following the unique DSC student. The software was not easily adaptable for the population of students at DSC. Approximately 42.6% of students at Dalton State were seeking Associate degrees and were not recognized by the EAB analytic. Because DSC served a student population that was not necessarily experienced with high school/college preparatory classes, the EAB risk indicators were often misleading. In addition, the professional advisors either did not utilize EAB as an advising tool, or used only the note-recording feature. Since the size of the student body at DSC is approximately 4800-5000 students, it was determined that other systems could be employed using existing software, thereby saving substantial fiscal resources. Advising time could be used for more individual outreach as opposed to computer logging of data. The system developed in house could easily accomplish the necessary tasks in a more efficient user-friendly manner. The most important aspect of advising is to identify those students having academic difficulty as soon as possible and follow them closely to assist with any interventions.

To that end, an academic alert system was designed, adopted and piloted during the 2016-2017 academic year. This homegrown system was supported by Banner and connects with DegreeWorks and was designed by the DSC IT department in codes that work with Banner. It was therefore accessible to all academic advisors. The alert system was instituted for a subset of freshman and sophomore classes; faculty who taught the classes in question were trained on how to use the system. The professional advisors worked with the Office of Computing and Information Services incorporating the procedure into the current DSC student information system. The result was a user-friendly methodology that faculty and advisors developed to support teaching and advising efforts.

The process was simple, timely and easy to use. The pilot year for the alert system focused on a select group of targeted freshman and sophomore classes, primarily math, science and several other general education requirements. All alerts were generated by faculty who taught courses selected for the alert program. As of now, the program does not work with any of the gradebooks instructors may be using for their courses as none of these are Banner based. The system currently allows for only one type of email to be generated by all alerts to each student who receives alert submissions. Multiple or different emails cannot be supported by the alert system, so the emails summarize only the academic alerts.

Over 500 alerts were submitted for fall and spring combined, of which 398 were unduplicated. Results for the combined fall and spring terms indicated that 38% of those placed on alert were successful in either increasing midterm to final grades, remained the same or succeeded with no midterm grade. Approximately 40% of those who received an alert withdrew from the courses. The percentage of students who failed the course for which they received an alert was 26%.

Alert emails to students included instructions for the student to seek help from his or her academic advisor. The advisors in turn, reached out via email or telephone to students who received alerts. These alert emails were particularly helpful when generated in time for advisors and students to have conversations before the last day to withdraw from classes without academic penalty. By advising prior to withdrawal without academic penalty, students were given the opportunity to potentially increase their GPAs and possibly prevent probation or suspension status. This activity kept them on track to complete their degrees albeit possibly at a slower rate.

For DSC, the alert system resulted in conversations with students about the importance of attending classes, submitting homework on time, time management, realistic degree plan choices, and graduation requirements. Student support services like tutoring, supplemental instruction, career development and counseling were discussed with students and often utilized after encouragement from advisors and instructors.

Advising surveys distributed each fall and spring term demonstrated how DSC students depended on their advisors to guide them through appropriate degree programs that supported their individual abilities and goals. The SmartEvals system was utilized to measure the confidence and satisfaction of students for both professional and faculty advisors. Results from the 2016-2017 survey indicated that 70% of responding students felt their advisors provided them with accurate information regarding degree progression and course requirements. 80% of responding students felt that their advisors were easily accessible and knowledgeable about advising policies and procedures while 75% felt that their advisors offered career option information corresponding to specific majors.

The plan for the upcoming academic year is to continue and expand the Academic Alert system to include all 1000+ and 2000+ level classes and to analyze the data extracted from Banner for the alerts. This first usage of an alert system supports the notion that the more attention paid to struggling students by instructors and advisors, and the earlier the intervention takes place, the greater the likelihood that freshman and sophomore students will adapt to the demands of college.

In addition to the expansion of courses in the alert system, plans for the future include a joint venture between advising and the career development office to coordinate a majors fair in fall 2017. This will be an opportunity for students to explore other degree programs offered at DSC and to communicate with faculty who teach in those programs.

PRIMARY CONTACT

The primary contact for the advising team is temporarily assigned to Pat Chute at pchute@daltonstate.edu due to changes in the advising team.

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

STRATEGY 7.1: ENROLL STUDENTS NEEDING REMEDIATION IN GATEWAY COLLEGIATE COURSES IN ENGLISH AND MATH WITH CO-CURRICULAR LEARNING SUPPORT.

As part of the state colleges sector in the USG, Dalton State serves as a gateway to higher education and thus offers ways for students to become ready for college work. DSC has done so on its own initiative through its highly successful Quality Enhancement Plan (QEP) for SACSCOC accreditation and through participation in initiatives from the USG, that is, the move toward emporium and co-curricular courses for students needing remediation.

The QEP, titled "Getting on the Write Path," began in 2012 with its approval by the SACS visiting team. The focus was to use various best practices to improve outcomes in ENGL 0098, which at that time had about a 50% first-time success rate. These best practices included smaller class sizes (20 for the first two years and 18 for following three years); required visits to the Writing Lab; learning communities with First Year Experience courses; a team of designated instructors who worked together and experienced faculty development as a cohort; required use by instructors of the learning management system; computer-assisted writing instruction; and biweekly progress reports for students, among other innovations. The following outcomes were observed as a result of the processes put in place:

- Improvement of pass rates for ENGL 0098 went from 54% to 80% in just one year (AY 2013).
- Improvement of average pass rates over five years from 54% to 90.7% (Fall 2016) and 80% (Spring 2017).
- Over the five years of the QEP, the percentage of students who exited 0098 and completed ENGL 1101 with a C or better exceeded the percentage of students overall who completed ENGL 1101, indicating that those who complete 0098 have an increased opportunity to be successful in subsequent English courses.
- The USG, in its move toward co-curricular remediation, gave DSC an extension on changing its English and Reading approaches to remediation until the end of the QEP, which was Spring 2017. In the Fall 2017 semester students will be placed in co-curricular English (0999). Those with EPI scores between 3032 AND 4059 will be placed in ENGL 0989. This procedure is consistent with initiatives within the mathematics program that were incorporated in 2013.
- The co-curricular support math courses, Math 0997, Math 0998, and Math 0999, support credit classes, Math 1001, Math1101, and Math 1111, respectively. The co-curricular mathematics courses are taught in an emporium model, meaning 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 50 hours per week along with the Math Lab to offer assistance to students with their work in these courses.

Students in the co-curricular math courses are encouraged to attend an initial orientation session, which provides instructions for navigating through the course. Students are offered access to videos and PowerPoints covering each concept in the credit course and are required to complete a set of assignments to at least the 80% level. Students are instructed and encouraged to work on their assignments as those sections/concepts are covered in their credit class. Instructors facilitating the classes send out regular emails with updates on proper progression, which serve to help guide students through the assignments in a timely manner. Instructors facilitating the classes are available in the Math Lab (along with a designated computer lab) over 50 hours per week. Students can satisfy all course requirements remotely. In order to earn a satisfactory grade in the course, every assignment must be completed to at least the 80% level. There are approximately 20 assignments in each of the support courses.

In the second year of full implementation (AY 2015-2016), success rates in co-curricular learning support mathematics were consistent and somewhat improved. Students who were required to take both courses (that is, the learning support level students) had success rates in both classes as follows: MATH 1001, 61%; MATH 1101, 75%, and MATH 1111, 74%. Success rates (A, B, or C grades) for the entire population of students taking Area A math classes were

- MATH 1001 (18/35) 51%;
- MATH 1101 (181/284) 64%;
- MATH 1111 (450/747), 60%.

These results indicated that the students who took both classes concurrently did significantly better than the overall group of freshmen math students. The co-curricular students benefited from being required to attend both classes. 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.

More recent statistics (2016-2017) are still promising but not as outstanding. Yearly fluctuations in entrance standards and the educational background of incoming students, and the fact that not all students in the math class are necessarily in the same incoming freshman cohort, are mitigating factors.

	Spring 2016	Summer 2016	Fall 2016	Spring 2017
MATH 0997/1001	64%	--	38%	67%
MATH 0998/1101	60%	100%	48%	49%
MATH 0999/1111	61%	68%	52%	44%

Ultimately the question is whether the change in learning support moves students toward graduation. Since these changes occurred less than six years ago, those numbers cannot be defined. However, this chart shows a snapshot of the number of students in certain learning support classes in Fall 2014 still enrolled at DSC in Fall 2016. The numbers below are slightly better than our general population's retention rate in the junior year.

	Fall 2014	Fall 2016
ENGL 0098	62	41 (66% retention rate)
Co-curricular math	192	94 (49% retention rate)

PRIMARY CONTACT

The primary contact for English remediation through the QEP is Dr. Jenny Crisp, QEP Director, at jcrisp@daltonstate.edu.

The primary contact for math remediation is Dr. Lee Ann Nimmons, Chair of Math Department, at lnimmons@daltonstate.edu.

GOAL 8: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS

STRATEGY 8.1: EXPAND COMPLETELY ONLINE OPPORTUNITIES

As noted earlier, the majority of students at Dalton State are commuter students 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. DSC began addressing this need in 2011 when the College became an eCore affiliate in the USG and was later approved to join the eMajor program in 2013, offering the B.S. in Organizational Leadership, with a concentration in Health Care Administration. In early 2015, DSC was permitted 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 four-year degree in Health Information Management Systems. The College will offer upper-level coursework online in conjunction with lower division eCore courses to create a fully online program in Health Information Management.

In addition, the faculty is being encouraged to develop more completely online and hybrid courses, especially those at the 3000 and 4000 level and those 1000 and 2000 level courses that are not available through eCore. Restoration of an Instructional Technologist position in Spring 2015 has facilitated the college's ability to train faculty in online course development.

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, in fall 2015, faculty members were given the opportunity to apply for \$1,200 grants to develop new online and hybrid courses. However, due to funding

constraints, this initiative is unable to continue for the upcoming academic year. The Online Education Committee also completed an extensive survey in Fall 2015 to gauge the interest in online courses from DSC students.

As an institution, there has been steady growth in the access students have to online and hybrid opportunities and in student enrollment in these formats. The chart below summarizes the activity in AY 2016-2017, including Summer 2016:

eMajor enrollment duplicated	eMajor enrollment, unduplicated	eCore enrollment, duplicated	eCore enrollment, unduplicated	DSC Online courses enrollment, duplicated	DSC Online courses enrollment, unduplicated	Hybrid courses enrollment, duplicated	Hybrid courses enrollment, unduplicated
666	161	962	524	1471	503	2483	1719

Therefore, 5582 students (duplicated) or 2907 (unduplicated) took advantage of online or hybrid opportunities in Summer 2016 through Spring 2017. These numbers compare favorably to duplicated headcount for all online and hybrid opportunities in Fall 2015 of 2337 and in Spring 2016 of 2395 (total 4732). Numbers of sections have grown accordingly. Moving forward, Dalton State will turn its attention to the development of upper division online courses in all disciplines.

PRIMARY CONTACT

The primary point of contact for online programs is Dr. Barbara Tucker btucker@daltonstate.edu.

GOAL 8: RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS

GOAL 8.2: IMPLEMENT ALTERNATIVE DELIVERY MODELS SUCH AS HYBRID INSTRUCTION, FLIPPED CLASSROOMS AND EMPORIUM-MODEL INSTRUCTION

The Committee on Academic Excellence (CAE) supported instructors using Flipped and Hybrid Delivery Methods and encouraged others to consider these formats towards the achievement of goal 8.2. In addition to addressing the goal, this programming aimed to improve instructional excellence in all course delivery formats. The following activities supported this initiative:

- 8th Annual Teaching and Learning Conference featured presentations and a keynote speaker focused on the evidence-based methods. 97 Dalton State faculty across all five academic schools (56% of our FT Faculty) participated in this one-day conference. Feedback indicated implementation of one or more evidence-based techniques.
- Monthly Teaching Workshop Series – 8 monthly workshops resulted in the following outcomes: 73 Faculty (42%) participated in these workshops across all five schools, with pre- and post-test data indicating faculty met the learning objectives of each session.
- Three Faculty Learning Communities focused on the following books:
 - “What the Best College Teachers Do” by Ken Bain.
 - “Start Talking: Engaging in Difficult Dialogues in Higher Education” by University of Alaska Anchorage.
 - “Mindset” by Carol Dweck.

In addition, the CAE in conjunction with Academic Affairs, Student Services, and Enrollment Management launched an initiative that guided faculty in adopting High Impact Practices (HIPs). Research indicates that students who experience one HIP within their first year, and then a second at another time have a greater possibility of being retained to graduation and achieving better grades in other courses (Kuh/AAC&U 2008). In addition, these outcomes are more significant in underserved populations including students from low socioeconomic backgrounds, minority populations and low SAT/ACT scoring students, which represent a majority of DSC’s student body. The goal of this initiative is to direct faculty in HIP course redesign and to increase the availability of opportunities to engage in High Impact Practices over time with a view to increasing retention rate and reducing the DFW rate. A Course Redesign Rubric and Handbook was developed to guide faculty in redesign and implementation in courses. Additionally, a program of monthly education events was provided.

The amount of outreach and follow up to ensure completion of projects and engagement of more faculty in this area resulted in dividing the overall responsibilities for the Committee on Academic Excellence into one that addressed the broader issues of classroom management and a separate committee for HIPs. Both committees will monitor faculty engagement and output in the various areas over the next year.

PRIMARY CONTACT

The primary contact for the Committee on Academic Excellence is Dr. Marina Smitherman, msmitherman@daltonstate.edu. The primary contact for the High Impact Practice initiative is Dr. Brian Hibbs bhibbs@daltonstate.edu.

SUMMARY

The five years during which Dalton State has participated in Complete College Georgia, 2012-2017, have been years of immense and constant change at the institution. A new president arrived in January of 2015, and a new Provost/VPAA arrived

in July 2016. Several new baccalaureate degree programs were instituted to attract and meet the needs of more students; for example, Logistics and Supply Chain Management (School of Business); Communication and Psychology (School of Liberal Arts); Respiratory Therapy, Health Information Management, and Nursing (School of Health Professions). In addition to these, the College has added credentials such as in Education (Autism) and Math (Actuarial Science), and has fully participated in eMajor through the collaborative B.S. in Organizational Leadership and B.S. in Criminal Justice.

These additional programs form one prong of DSC's approach to helping to create more college completers. Another prong is to improve student services and access. Through Move On When Ready, hundreds of local high school students have been able to complete thousands of hours of college classes, and some have even earned two-year degrees concurrently with their high school diplomas. Secondly, advising and early alert initiatives have been piloted. While predictive analytics did not prove to be a good fit for DSC, a home-grown early alert system begun in 2016 is allowing the advisors to intervene with students who encountered academic difficulty and to help identify the best strategies for them. The Office of the Dean of Students expanded tutoring services, as have academic departments through centers and labs.

A third prong is to improve internal curricular opportunities. These first include more online/hybrid courses and the support systems to sustain their development and use. This has included hiring a dedicated instructional technologist, offering development grants, and implementing review standards for online/hybrid courses. Second, remediation reform has been expedited through a highly successful QEP focused on learning support English; with the end of the QEP period (2017), English and Reading learning support will join Mathematics as co-curricular programs. Students are freed from a restrictive learning support policy and moving forward to credit classes. Third, there has been a concerted effort to invest in robust faculty development programming including a yearly conference, visiting experts, a High Impact Practices program, and an institutional Scholarship of Teaching and Learning publication.

An additional area where specific DSC faculty members have sought to help progression is their success with obtaining Affordable Learning Georgia Grants. As of Spring 2017, 11 of these grants have been awarded to faculty, saving DSC students hundreds of thousands of dollars in textbook costs. Faculty members in Biology, Mathematics, Psychology, American Government, learning support English, Communication, Education, and Sociology have been awarded and subsequently implemented the grants. These disciplines represent four of the five Schools of the College. The projects ranged from full scale creation of textbooks to compilations of open source readings to adoption of OpenStax or other Open Educational Resource (OER) texts. Since most of these OER materials were adopted or prepared for core courses, a majority of students have been positively affected by the cost savings. Research, specifically by Hilton et al (2015) shows that OERs are at least as good, if not better, in meeting learning outcomes, and in most cases this has proven true at Dalton State. Research from the USG has supported this conclusion as well. Tying this effort directly to retention would be difficult at this time, but the positive student feedback supports the notion that students who have multiple economic challenges can continue toward achieving a degree if they know that costs are reduced. Notably, the students have first-day access to the materials, whereas with expensive traditional textbooks that is not always the case.

According to the reports from faculty filed with the Affordable Learning Georgia program, DWF rates in the core courses using OERs have improved. For instance, two SOCI 1101 professors saw a decline in DWF rates from 29.8 to 25% from Fall 2014 to Fall 2015. Early analyses by the two Psychology 1101 professors who were awarded an ALG grant to use the OpenStax book reveal that their students' overall exam scores are higher than those for courses requiring traditional textbooks taught by the same instructor. In the case of COMM 1110, a required public speaking course, from Summer 2013 to Spring 2016 (when a publisher's text was used), the pass rate was 78.23%; in AY 2016-7, the pass rate was 87.2%. These are just three examples of how the grants and use of low-cost materials are making a difference in the ability of DSC students to succeed in specific courses. However, it must be noted that for first generation students, success in one particular course is just one in the multitude of factors in their lives that might influence eventual graduation.

Dalton State's strategic plan will lead the institution forward to other initiatives that will attract and retain students, such as an Honors Program, partnerships with the local community, and strengthening programming and teaching for first- and second-year students.



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 at low cost to its students. The College extends its access mission from its home campus in Swainsboro to instructional sites in Statesboro and Augusta. Starting in July 2017, EGSC is included on the U.S. Department of Education's [College Affordability and Transparency Center](#) annually updated *Lowest Tuition* and *Lowest Net Price* lists.

EGSC began offering its initial baccalaureate degree, a bachelor of Science Degree in Biology, in Fall Semester 2012 and has awarded the degree to 12 students. The College launched its second bachelor program in Spring Semester 2016, a Bachelor of Arts Degree in Fire and Emergency Services Administration (FESA) and added an Associate of Arts FESA degree option in Fall Semester 2017. FESA is offered online for the convenience of working fire and emergency service professionals. The FESA baccalaureate program is the only one offered by a Georgia based college that follows the Fire and Emergency Services Higher Education (FESHE) curriculum created at the National Fire Academy. In Summer Semester 2017, EGSC made its first two awards of its FESA Bachelor of Arts Degree.

In extending the College's core mission of providing access to higher education beyond its home campus in Swainsboro, the College has increased the number and types of collaborations with other public institutions both within the University System of Georgia (USG) and within the Technical College System of Georgia (TCSG) throughout the Complete College Georgia initiative. In addition to its instructional facility in Statesboro, EGSC Statesboro students have access to services provided at Georgia Southern University and EGSC Augusta students take courses on the Summerville Campus of Augusta University.

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 TCSG, to use the Health Sciences Building located on STC's Swainsboro Campus for new EGSC nursing program. EGSC has also signed a letter of intent with Darton State College, Oconee Fall Line Technical College, and Southeastern Technical College "to combine their collective resources to create an educational pathway for nursing students from LPN to ADN, and ADN to BSN, to meet the need for associate level and baccalaureate level nurses" in the rural area served by these colleges.

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. As of the beginning of Fall Semester 2017, EGSC enrollment was holding steady with the previous fall semester.

Throughout the Complete College Georgia initiative (2012 to 2017), EGSC's four largest demographic cohorts have been African-American Females; African-American Males; White (Non-Hispanic) Females; and White (Non-Hispanic) Males. A percentage breakdown by campus of these demographic cohorts for Fall Semester 2017 is presented below in Table 1.

TABLE 1: STUDENT POPULATION BY DEMOGRAPHIC COHORT AND INSTRUCTIONAL SITE

Demographic Cohorts	Augusta	Statesboro	Swainsboro
Female	66.6%	53.7%	59.8%
Black	37.6%	20.9%	28.6%
White	18.8%	25.5%	25.6%
Other	10.3%	7.3%	5.6%
Male	33.4%	46.3%	40.2%
Black	14.8%	18.2%	18.2%
White	10.7%	22.2%	17.9%
Other	7.9%	5.9%	4.1%

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. During (academic year) AY 2016-17, EGSC awarded 114 ADDs.

For Fall Semester 2017, the average age of all students is 20.3 years and the average age of new freshmen is 18.7 years, excluding high school students who are taking college courses. Only 3% of these new freshmen are aged 25 or over. An academic profile of Fall Semester 2017 new freshmen by location is presented in Table 2 below.

TABLE 2: FALL SEMESTER 2017: NEW FRESHMEN PROFILE

Fall 2017 New Freshmen	Augusta	Statesboro	Swainsboro
Full-time	88.6%	94.3%	97.9%
Part-time	11.4%	5.7%	2.1%
SAT Average Math Score	422	420	433
SAT Average Verbal Score	437	438	444
Learning Support (LS)			
Require Math LS	57.5%	44.7%	40.9%
Require English LS	44.9%	39.0%	46.0%

In contrast to the high percentages of new freshman across all three of EGSC's locations who enter as full-time students in the fall semester, greater percentages of the College's returning students tend to continue as part-time, as summarized in Table 3 below. Table 3 excludes new freshmen and Move on When Ready (MOWR) high school students.

TABLE 3: FALL SEMESTER 2017: COURSE LOAD BY CLASS

Course Load by Class	Augusta	Statesboro	Swainsboro	Total
Full-time Overall	62.3%	74.5%	66.0%	68.7%
Freshman	67.2%	76.0%	74.2%	73.7%
Sophomore	57.4%	74.5%	61.9%	65.7%
Junior	36.4%	38.9%	40.0%	39.3%
Senior	N/A	N/A	36.4%	36.4%
Part-time Overall	37.7%	25.5%	34.0%	31.3%
Freshman	32.8%	24.0%	25.8%	26.3%
Sophomore	42.6%	25.5%	38.1%	34.3%
Junior	63.6%	61.1%	60.0%	60.7%
Senior	N/A	N/A	63.6%	63.6%

INSTITUTIONAL GOALS. HIGH-IMPACT STRATEGIES AND ACTIVITIES

HIGH-IMPACT STRATEGY 1: INCREASE DEGREE AWARDS TO MOST CHALLENGED STUDENTS

- 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

As an access institution, EGSC serves students who depend on financial aid and are often among the first of their families to attend college. During AY 2016-17 over 85 percent of students received some form of financial aid nearly one quarter were first generation students.

Of the 339 students who were awarded an associate degree by EGSC in FY 2016-17, 81 percent had received financial aid. Three of the four students who completed their Bachelor of Science degree in EGSC in FY 2016-17 also received financial aid. 102 of these graduates, or 30 percent, were first generation students. In addition, one in three of the College's FY 2016-17 graduates entered with learning support requirements, including 27.6 percent who overcame learning support requirements in mathematics. One in eight (12.5 percent) overcame learning support requirements in English and 7.6 percent satisfied learning support reading requirements.

PRIMARY POINT OF CONTACT

Dr. Deborah Vess, Vice President for Academic Affairs (dvess@ega.edu)

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

Continuing with programs begun in previous years, during the 2016-2017 academic year EGSC focused on using its Academic Centers for Excellence, GradesFirst, and the (g2)² 15-to-Finish program to promote student success.

MEASURES OF PROGRESS

BASELINE STATUS OF METRICS:

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 4 below compares baseline CCG metrics with the most recent results for the College.

TABLE 4: EGSC CCG BASELINE METRICS COMPARED TO MOST RECENT RESULTS

CCG Measurement	FY 12 Baseline	EGSC CCG Goal	Most Recent Results	Data Source
3-Yr FY Graduation Rate	5.8%	20.0%	12.1%	Fall 2013 Cohort
1-Year Retention Rate	42.9%	65.0%	51.7%	Fall 2015 Cohort
1-year Retention + Transfer Rate	53.2%	75.0%	60.8%	Fall 2015 Cohort
Overall Success Rate	57.1%	70.0%	69.6%	Fall 2016 EGSC Students
Number of Graduates	168	207 Ave	343*	FY 2016-17

*Includes 4 Bachelor of Science in Biology graduates.

Table A1 in the Appendix lists EGSC associate degrees earned from the 2012 through 2017 academic years. For the academic years 2013 through 2016, 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. As presented in Table A2 and A3, former EGSC students complete between 300 and 400 bachelor degrees each year at other USG institutions. All three tables breakdown the degrees awarded by gender and ethnicity.

INTERIM METRICS:

As noted above, the success rates of students will be our measure of progress toward goals. Table 5 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 2016. Table A4 in the Appendix includes the intervening fall and spring semesters through Spring Semester 2017.

TABLE 5: 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 2016	69.6%	59.1%	66.7%	53.6%	61.5%	67.2%

Table 6 below shows the usage of the Academic Centers for Excellence (ACE) for AY 2015-16 and AY 2016-17. In Swainsboro, student course success rates remained flat until Spring Semester 2017, when the rate jumped by 8.5 percentage points. In Statesboro, the success rate of students increased markedly between Fall Semester 2015 to Spring Semester 2016, but has increased more slowly during AY 2016-17. The ACE data for Augusta is incomplete up to Spring Semester 2017, but that semester’s success rate is encouraging.

TABLE 6: ACE USE RATES FOR FALL 2015 THROUGH SPRING 2017

	Term	Student Visits	ACE Usage (Minutes)	Student Success Rates
Swainsboro:	Fall 2015	6,514	392,894	60.0%
	Spring 2016	4606	307,556	61.5%
	Fall 2016	7,000	399,830	60.3%
	Spring 2017	5,299	323,213	68.8%
Statesboro:	Fall 2015	3,006	116,962	65.6%
	Spring 2016	2694	98,527	73.1%
	Fall 2016	4,404	279,145	74.6%
	Spring 2017	2369	95,266	75.3%
Augusta:	Fall 2015	299	6,423	NA
	Spring 2016	NA	NA	NA
	Fall 2016	1,134	26,001	N/A
	Spring 2017	634	11,013	74.1%
Overall:	Fall 2015	9,819	516,279	62.8%
	Spring 2016	7,300	406,083	67.3%
	Fall 2016	12,538	704,976	67.5%
	Spring 2017	8,302	429,492	72.7%

FINAL SUCCESS MEASURE OR GOAL:

EGSC will continue to pursue initiatives that facilitate earlier graduation based on focused course selection. These efforts will center around the introduction of fifteen associate degrees with majors in Fall Semester 2017.

LESSONS LEARNED

EGSC not only provides its students the opportunity to earn associate and targeted bachelor degrees, but also access to a large public system of higher education. Transfer to and graduation from other institutions are successful outcomes for EGSC students, as documented the bachelor degrees earned by former EGSC students in Appendix Tables A2 and A3.

HIGH-IMPACT STRATEGY 2: ON-TIME DEGREE COMPLETION

- 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 EGSC 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 CONTACT

Dr. Deborah Vess, Vice President for Academic Affairs (dvess@ega.edu)

MEASURES OF PROGRESS**BASELINE STATUS OF METRICS:**

The Fall 2011 cohort provided our baseline data for CCG when 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. The average time to completion was 73.0 hours.

INTERIM METRICS

Presented below in Table 7 are the two and three-year associate degree graduation rates for beginning fall semester freshmen at EGSC compared to the USG State College Sector. While EGSC’s graduation rates were below the USG State Sector rates in previous years, EGSC’s graduation rates more recently have been more in line with the sector rates. One contributing factor was the approvals EGSC received from the USG and the Southern Association of Colleges and Schools (SACSCOC) to begin offering associate degrees to its EGSC Statesboro students beginning in AY 2013-14. Prior to these approvals, the 60 percent of EGSC’s student body located in Statesboro had only one option, to transfer to another USG institution.

TABLE 7: EGSC TO USG STATE COLLEGE SECTOR COMPARISON OF 2-YEAR AND 3-YEAR GRADUATION RATES

Entering Fall Freshmen Cohort	EGSC Total Beginning Cohort	EGSC 2-year Graduation Rate (%)	USG State College 2-year Graduation Rate (%)	EGSC 3-year Graduation Rate (%)	USG State College 3-year Graduation Rate (%)
2008	1,063	2.5	3.5	5.3	9.5

2009	1,081	2.4	3.0	5.3	9.1
2010	1,162	2.3	2.5	6.2	8.3
2011	1,699	1.7	2.5	5.8	8.6
2012	1,319	3.0	3.0	9.8	10.3
2013	1,040	3.5	4.1	11.2	12.1
2014	1,059	5.1	4.7	NA	N/A

The number of hours a student must take to graduate has been reduced from 65 to 64 hours. As can be seen Table 8 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 8: 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	Fall 2016	Spring 2017
Total Graduates	58	94	77	110	92	117	98	209	107	172
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7	71.2	70.4	70.5	72.1

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 9 below, the number of graduates has surpassed that number for five consecutive years.

TABLE 9: 2-YEAR AND 3-YEAR GRADUATES BY SEMESTER – AY 2013 – AY 2017

Semester	Semester Graduates	Total AY Grads	(g2)² Grads *	AY (g2)² Grads*	3-Yr Grads	AY 3-Yr Grads
Sum 2012	28	176	11	24	2	40
Fall 2012	58		3		18	
Spring 2013	90		10		20	
Sum 2013	21	213	4	20	5	81
Fall 2013	80		2		33	
Spring 2014	112		14		43	
Sum 2014	25	244	9	70	9	143
Fall 2014	94		30		57	
Spring 2015	125		31		77	
Sum 2015	44	359	12	84	23	176
Fall 2015	106		29		63	
Spring 2016	209		43		90	
Sum 2016	64	343	20	126	32	223
Fall 2016	107		54		76	
Spring 2017	172		52		105	

FINAL SUCCESS MEASURE OR GOAL:

EGSC has made substantial progress in improving its graduation rates in the last two years, but much more progress needs to be made. As an open admissions college, EGSC will work to make steady progress toward achieving a three-year graduation rate of associate degree granting colleges, which for the Fall 2012 first-time, full-time freshmen cohort was 22 percent, as reported by the [National Center for Education Statistics](#).

LESSONS LEARNED

Improving graduation rates requires a diligent long-term commitment to providing students with a variety of supports, guidance and incentives to succeed. EGSC will continue to improve on the techniques that work and experiment with promising approaches that contribute to student success.

HIGH-IMPACT STRATEGY 3: REVERSE TRANSFER

- 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 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. Additionally, research studies have proven that students obtaining an Associate's Degree are more likely to complete higher-level degrees.

PRIMARY POINT OF CONTACT

Denise M. Daniels, Assistant Registrar (dmdaniels@ega.edu)

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

The institution is using the "RT" outcome status in the degree record to identify students receiving degrees through the Reverse Transfer Initiative. Based on the "RT" outcome status, the Table 10 breaks down by gender and ethnicity the number of students who have been awarded associate degrees through the A.D.D. Initiative since these awards began to be made in Spring Semester 2016.

TABLE 10: EGSC ADD AWARDS SINCE PROGRAM INITIATION

ADD Graduates	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Total ADD Awards
Female	36	21	11	35	103
Black	18	12	6	23	59
White	15	7	5	10	37
Other	3	2	-	2	7
Male	25	18	6	23	72
Black	8	8	3	12	31
White	16	7	3	11	37
Other	1	3	-	-	4
Total ADD Awards	61	39	17	58	175

MEASURES OF PROGRESS**BASELINE STATUS OF METRICS:**

Before the A.D.D. Program was implemented, we did not have a way of tracking the degree conferral of reverse transfer students.

INTERIM METRICS:

Initially, in Spring Semester 2016, 59 of the A.D.D. awards were given to students at Georgia Southern University (GSU) and 2 awards were made to students at Augusta University (AU). 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.

FINAL SUCCESS MEASURE OR GOAL:

The ultimate success of the A.D.D. program will be gauged by two changes in perspective toward the associate degree by students, educators, and employers. First, through the increasing recognition of the importance of completing an associate degree to career preparation and advancement. Second, through the increasing recognition of the usefulness of earning an associate degree as a stepping stone to earning more advanced degrees.

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 STRATEGY 4: INCREASE MOVE ON WHEN READY (MOWR) OPPORTUNITIES

- Participate in dual enrollment/Move On When Ready 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

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, MOWR Coordinator (bmurphy@ega.edu)

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

During Fall Semester 2016, EGSC enrolled 350 MOWR students, more than two times the 104 MOWR students the College enrolled in Fall Semester 2015. Similarly, EGSC enrolled 369 MOWR students in Spring Semester 2017, a more than 100 percent increase over Spring Semester 2016. In addition to hosting MOWR students on campus, EGSC conducted courses at seven area high schools, as summarized in Table 11 below.

TABLE 11: EGSC COURSES TAUGHT AT AREA HIGH SCHOOLS DURING AY 2017

High School/Offsite Location	Fall 2016	Spring 2017
Burke County High School	3	2
Candler County High School	3	3
Cross Creek High School	2	2
Lincoln Co. High School	1	2
Metter High School	3	3
Vidalia High School	1	1
Warren County Career Academy	1	0

MEASURES OF PROGRESS

BASELINE STATUS OF METRICS:

EGSC’s MOWR program has grown dramatically since the beginning of its Complete College Georgia plan. In Fall Semester 2017, EGSC had only 17 MOWR students enroll with all of these students attending an EGSC campus.

INTERIM METRICS:

The High school grade point average (GPA) for EGSC’s MOWR students during AY 2016-17 was 3.60 on a 4.00 scale. The overall GPA for the EGSC courses taken by MOWR students was 3.23 on a 4.00 scale.

FINAL SUCCESS MEASURE OR GOAL:

EGSC will continue to use the MOWR Program to encourage high school students to commit themselves to pursuing high education and graduating faster, as measured by increases in the College’s 2-year and 3-year associate degree graduation rates.

LESSONS LEARNED

The MOWR Program has proven to be a very effective approach of providing a seamless transition from high school to college and EGSC will continue to use it as a key component of its CCG strategy.

HIGH-IMPACT STRATEGY 5: EFFECTIVELY TARGET REMEDIATION

- Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

RELATED GOAL

Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

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.

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).

PRIMARY POINTS OF CONTACT

Dr. Jimmy Wedincamp, Dean of the School of Mathematics & Natural Sciences (Wedincamp@ega.edu), Dr. Carmine, Dean of the School of Humanities (cpalumbo@ega.edu)

SUMMARY OF RESOURCES USED AND ACTIVITIES CONDUCTED

The delivery of remedial mathematics changed starting Spring Semester 2017. Each instructor will now teach one Algebra support regardless of the number of MATH 1111 courses taught. Instructors will use the computer labs to conduct the algebra support courses. This model may change as we continue to participate in the John N. Gardner Institute initiative aimed at improving success in Gateway courses. One of those possible changes include the conversion of remedial mathematics 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.

MEASURES OF PROGRESS

BASELINE AND INTERIM METRICS:

Presented in Table 12 below are percentages of students requiring learning support in mathematics, English, and reading for the fall semesters 2011, 2015, and 2016 broken down by EGSC location. The drop in students requiring learning support has fallen most dramatically in reading, with 1 percent or less requiring learning support in that area by Fall Semester 2016. However, learning support challenges remain. The English Composition I success rate for students requiring learning support English has declined steadily from the 2016 to the 2017 Spring semesters. The English corequisite remediation model is being evaluated for improvements.

TABLE 12: PERCENT COMPARISON OF FALL SEMESTER STUDENTS REQUIRING LEARNING SUPPORT (AY 2011-12 last year the previous USG Learning Support Policy was in effect)

Learning Support (LS) Required	Swainsboro			Statesboro			Augusta		
	2011	2015	2016	2011	2015	2016	2013	2015	2016
Students requiring LS Math	50.7%	35.0%	39.0%	50.6%	35.3%	31.4%	42.7%	44.1%	43.6%
Students requiring LS English	27.0%	21.0%	22.9%	29.7%	18.8%	17.1%	18.8%	19.8%	14.9%
Students requiring LS Reading	21.2%	10.2%	0.4%	24.5%	7.9%	1.1%	13.5%	5.9%	1.0%

FINAL SUCCESS MEASURE OR GOAL:

As an associate degree dominant open admissions college, EGSC is committed to its access mission and will continue to assist those who need learning support. Of the students who earned an associate degree from EGSC since Complete College Georgia began, 37 percent entered the College requiring some form of learning support.

LESSONS LEARNED

As indicated in the Appendix Table A4, the success rates of students who take advantage of learning support in the Fall semester 2016 was markedly higher than students taking learning support in Spring Semester 2017. The same result is true for selected gateway college courses, including MATH 1111 College Algebra and ENGL 1101 Composition I. Closing this performance gap is key to improving completion outcomes. A solution in the mathematics area is presented in the Going Forward section below.

OBSERVATIONS

REFLECTIONS ON AY 2016-17

SUCCESES:

The most dramatic growth in programs designed to promote college completion during AY 2016-17 was the A.D.D. Program, with 114 former EGSC being awarded their associate degrees through reverse transfer. Another highlight of the year was the rapid increase in high school students who are taking advantage of MOWR opportunities. Both of these programs are discussed in detail in Section 2 above. Another initiative that continued to expand in AY 2016-17 at EGSC was Affordable Learning Georgia (ALG). One ALG grant to history faculty covers the period from Fall Semester 2016 through Fall Semester 2017 and is expected to result in annual savings to students of \$18,008. A second ALG grant awarded to biology faculty for the same period is expected to result in an annual savings of over \$46,000 in textbook costs.

CHALLENGES:

As an access institution, EGSC continues to focus its resources on assisting students who can succeed, but do not enter college fully prepared and will explore instructional methods that will improve their completion outcomes.

Adjustments Made to Completion Activities: Several of the college completion activities and programs highlighted as successes above will continue to be used and improved. A focus will be placed on guiding students to make more consistent progress toward completing a degree of their choice. These degree choices are expanding in Fall Semester 2017, as described below in the Going Forward section.

Review of Progress Made since AY 2012-13: Tables A1 to A3 on the first page of the Appendix document both the dramatic increase in the associate degrees awarded to EGSC students and the consistency with which former EGSC student go on to earn bachelor degrees at other USG institutions. Appendix Tables A4 and A5 document the contribution that continuous improvements in overall course success rates and credit hour completion rates have made to college completion and show that students who take a combination of in-class and online courses have the highest completion rates.

FOCUS ON COLLEGE COMPLETION GOING FORWARD

Associate Degrees with Majors: Prior to Fall Semester 2017, EGSC offered one associate degree, the Associate of Arts Degree, Core Curriculum (AACC). Beginning in Fall Semester 2017, in addition to the AACC Degree, EGSC will begin offering associate of arts (AA) and associate of science (AS) degrees with majors in specific academic disciplines (see [USG Degrees and Majors Authorized for East Georgia State College](#)). EGSC is implementing this initiative to highlight the intrinsic value of earning an associate degree and to emphasize its usefulness as a key stepping stone to earning a baccalaureate degree. The expectation is that by completing an associate degree in a specific major, EGSC students will be more motivated and better focused to pursue a bachelor degree within the University System of Georgia.

Math Quantitative Skills for Non-STEM Majors: The USG Task Force on Transforming College Mathematics issued the following statement in July 2013: “System institutions should ensure the alignment of pathways for AREA A Mathematics to programs of study so that students learn the mathematical content necessary for success in their majors.” Most students in System colleges now take College Algebra as their entry-level mathematics course. College Algebra was designed explicitly to meet the needs of students who are preparing to take Pre-calculus and Calculus. Most students in non-STEM majors would be better served by enrolling in Quantitative Reasoning or Introduction to Mathematical Modeling, possibly followed by a statistics course in Area D (Natural Science, Mathematics, and Technology) of the core curriculum. Based upon these USG recommendations, each School at EGSC will create program maps for each degree (A.A., A.S. and B.S.). Program maps provide lists of recommended courses for each semester leading up to degree-completion, with milestones that clearly indicate to students whether or not they are “on-track.”

Targeted Bachelor Degrees: EGSC continues to explore opportunities to develop targeted bachelor degree programs that complement and add to the degree options available to students in its region. Targeted bachelor options currently being explored include a Bachelor of Applied Science Degree in Organizational Leadership with concentrations in Health Care Management, Natural Resource Management, and Profit/Non-Profit Management. Students in both the USG and TCSG should find this degree option attractive. EGSC is also investigating the potential for offering a pre-licensure Bachelor in Nursing Program. This program should be attractive to students competing limited seating in nursing programs in a field offering high graduate employment rates. In addition, the pre-licensure program would serve as a gateway to graduate nursing programs.



Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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. As Georgia's only 1890 Land Grant institution, FVSU offers academic programs in a variety of disciplines which include agriculture, family and consumer sciences, technology, and a new program in supply chain management just to name a few. FVSU has a commitment to continue to further its traditions of excellence in programs in the liberal arts and humanities, social, natural and physical sciences.

STUDENT BODY PROFILE

FVSU enrollment now stands at approximately 2700 students. The student retention percentage has grown over the last academic year to approximately 68%. 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), therefore the majority of the student body is comprised 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 should be developed to increase student success outcomes for the institution.

HIGH-IMPACT STRATEGY: IMPLEMENTATION OF UNIVERSITY COLLEGE

RELATED GOAL

Goal 1: To achieve a 77% retention rate for first-time freshmen by observing an increase of two percentage points each year.

Goal 2: Engage 80 % of freshmen and sophomore students in academic advising by the end of each academic year.

Goal 3: Engage 80% of first and second-year students in student engagement programs and services (e.g. civic engagement, service learning, lecture series, symposiums, first & second-year experience programs, and mentoring programs, etc.)

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This priority demonstrates FVSU's commitment to increase its annual retention rate of first-time freshmen, increasing efforts that enhance academic advisement services and student engagement initiatives.

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 fall of the 2017-18 academic year, FVSU will implement a comprehensive University College (UC). The (UC) is an innovative, interdisciplinary approach to achieving student success and engagement outcomes for undergraduate students. The UC will serve as the entry point for students, an innovator of new academic initiatives, and a catalyst for student success and retention throughout the campus. The UC will include academic advising, academic counseling and disability services, civic engagement, service learning, student leadership development, tutorial services, supplemental instruction, reading and writing lab services, and first & second-experience programs.

The UC will provide direct intensive support to entering freshmen who are admitted under the provisions of the limited admit status, however services will be provided to all incoming undergraduate students. Establishing the UC will serve as a transformative endeavor for the institution's ability to promote student success, engagement, and retention.

MEASURES OF PROGRESS AND SUCCESS

MEASURE, METRIC, OR DATA ELEMENT

As a method of evaluation, FVSU will assess the following student success outcomes:

- Increase the number of students achieving a grade of “C” or better in general education courses by 10%.
- Engage 75% of freshmen and sophomore students in academic advising and registration sessions provided by their academic advisor in the UC.
- Engage at least 80% of first and second-year students in first- student engagement programs and services. (e.g., civic engagement and volunteerism, tutorials, first and second year experience courses)

BASELINE MEASURES

The current retention rate for first time freshmen is estimated to be approximately 67%.

INTERIM MEASURES OF PROGRESS

The Center for Retention Services serves as the current academic support model for the university. This method has worked for quite some time, however including the elements of civic engagement, leadership development and professional as components to complement services already in place will provide a more comprehensive model for student success for the student demographic FVSU serves.

MEASURES OF SUCCESS

With implementation of the UC, first-time freshmen retention is expected to increase by a minimum of two percent each year over the course of the next five years, providing for a rate of 77%.

LESSONS LEARNED

FVSU has found that although there are academic support services in place, it is essential to enhance those services with other components of student development such as civic engagement, leadership development and professionalism in an effort to effectively serve the student body.

HIGH-IMPACT STRATEGY: STRENGTHENING STUDENT ENGAGEMENT**RELATED GOAL**

Goal 1: Increase in the number of undergraduate degrees awarded by USG

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This particular strategy addresses a priority for FVSU as it complements Priority 3.1.1 of the strategic plan, which seek to increase student involvement. This high impact strategy has the potential to increase active participation in campus activities, increase faculty participation with student in service learning, internships, study abroad and increase undergraduate research opportunities.

In relation to this, FVSU has implemented the iHelp Center for Civic Engagement and Volunteerism. During the 2017-18 academic year 30% of the freshmen class will be identified as a pilot group to complete community service and volunteerism hours within the surrounding community in an effort to increase their leadership and professionalism capacities.

Research related to student development by Astin and Sax (1998) emphasize the importance of this type of student engagement and its positive influence on student success outcomes. In the 2018-19 academic year, FVSU will fully launch a new requirement for all undergraduate students to complete at least 30 hours of community service and volunteerism before graduation.

PRIMARY POINT OF CONTACT

Stevie L. Lawrence II, Ph.D., Executive Director, Center for Retention Services
(478) 822-1018 (office)
lawrences@fvsu.edu (email)

Emily Carson, Interim Coordinator
iHelp Center for Community Service & Volunteerism
Fort Valley State University
(478) 827-3018
carsone@fvsu.edu

SUMMARY OF ACTIVITIES

Currently 30% of the freshmen class are being identified to engage in community service and volunteerism to determine the implications these types of student development concepts have on student success and retention.

MEASURES OF PROGRESS AND SUCCESS**MEASURE, METRIC, OR DATA ELEMENT**

After implementation of this initiative during the 2017-18 academic year, data will be provided which highlights the implications of civic engagement, volunteerism and community service on student success and retention.

BASELINE MEASURES

Data provided from the last administration of the National Survey on Student Engagement in 2014 revealed that approximately 46% of first year students indicated that they were involved in some form of community service and/or service learning project.

INTERIM MEASURES OF PROGRESS

N/A

MEASURES OF SUCCESS

The National Survey of Student Engagement.

LESSONS LEARNED

Through implementation, expected barriers will be how to ensure that students complete the require service hours.

HIGH-IMPACT STRATEGY: INTRUSIVE FINANCIAL AID ADVISING

RELATED GOAL

Goal 1: Increase in the number of undergraduate degrees awarded by USG

DEMONSTRATION OF PRIORITY AND/OR IMPACT

As over 90 % of the student body at FVSU receive some form of federal student aid, it is essential that the university provide intrusive financial aid advising. The university has taken steps to implement technology that enhances customer service in this area; specifically with the implementation of Qless and CampusLogic software packages. These technology upgrades have tremendously improved the process for awarding financial aid for students and the university expects to continue to experience success in this area.

PRIMARY POINT OF CONTACT

Kimberly Morris
Director, Financial Aid
(478) 825-6605
Morrisk01@fvsu.edu

SUMMARY OF ACTIVITIES

The university continues to have a commitment to enhancing technology and providing training for the financial aid staff in order to increase the level of intrusive financial aid advising for students.

MEASURES OF PROGRESS AND SUCCESS

MEASURE, METRIC, OR DATA ELEMENT

The university will conduct annual reports and analysis of the number of students who receive federal and state student aid. In addition, comparisons related to the efficiency of the technology upgrades will be conducted by determining the number of students who are able to receive, accept, and apply their financial aid award by the specific deadline each academic year.

BASELINE MEASURES

Identify the number of students awarded, accepted and applied financial aid to their cost of attendance during the 2016-17 academic year, with that of the 2017-18 academic year.

INTERIM MEASURES OF PROGRESS

With consideration given to the technology upgrades in this area, the institution has seen significant gains in the number of students who successfully completed the financial aid process during the fall 2017 semester by an increase of approximately over 200 students.

MEASURES OF SUCCESS

Measures of success would include the percentage of students who successfully complete the financial aid process each academic year.

LESSONS LEARNED

The university continues to experience barriers with the ability to successfully convey information to first generation college students and their parents about the financial aid process. Especially as it relates to the process for applying for Federal Direct Plus Loans.

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 to graduation 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 of their undergraduate core curriculum.

Therefore, through implementation of the University College, FVSU has proven its commitment to providing intrusive academic advisement services. Furthermore, the University has implemented Degree Works to aid in the academic advising process, along with providing degree maps for students as a guide for better understanding and following academic degree program 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.

MEASURES OF PROGRESS AND SUCCESS:**BASELINE MEASURES**

Eighty-percent (80.2%) of credits attempted were successfully completed.

INTERIM MEASURES OF PROGRESS

Increase the percentage of GEC credits successfully completed by two percentage points each year over the next five years.

MEASURES OF SUCCESS

Realizing these goals will provide for a higher quantity of students graduating within a four or five year timeframe.

LESSONS LEARNED

None at this time.



Georgia College & State University

INSTITUTIONAL MISSION

Georgia College & State University (Georgia College) remains committed to being an integral part of the University System of Georgia’s Complete College Georgia (CCG) initiative for creating a more educated state. The CCG Campus Completion Plan, initially developed by Georgia College in 2012, was built around its mission as Georgia’s designated public liberal arts university where excellence, engagement, and innovation are essential components of an educational experience that according to its mission “supports the needs of the region and creates pathways to individual success and personal fulfillment.” This sentiment remains today as Georgia College continues to refine and improve upon the CCG goals, strategies, and objectives previously developed.

NARRATIVE REPORT

This narrative report describes four strategies that Georgia College is implementing to address two of the Complete College Georgia goals designated by the University System of Georgia and two of the goals designed to address specific completion goals of Georgia College. This report describes each strategy and its impact, summarizes the activities supporting each strategy, and outlines the baseline measurements, lessons learned, and points of contact.

HIGH IMPACT STRATEGY#1:

Increase the number of undergraduate degrees awarded by USG institutions by increasing high school completion from Georgia College Early College.

COMPLETION GOAL:

This high-impact 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 three years.

DEMONSTRATION OF PRIORITY:

This strategy is a priority because of its potential to have a direct, positive impact on over 250 high school students in Middle Georgia - increased high school graduation rates, college admission and completion - and to increase diversity at Georgia College.

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
2016-17	255	25 (1)	45.45%	25	9-62

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

SUMMARY OF ACTIVITIES:

We attribute this rise in the number of students graduating from the Early College program at Georgia College for the past two years to the initiatives implemented by the EC and GC administration, student groups, faculty mentors, academic advisors, and the clear goals set by the director of the EC program.

Collaboration and goal setting

Efforts by the GC administration during the 2016-2017 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 institutions of higher education (i.e. colleges and universities).

Highlighting the success of students admitted to college

This year, EC again 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 25 seniors graduating from GC EC, 8 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 all seniors in the EC program being accepted to Georgia colleges for the fall 2017 term.

Outreach from GC academic advisors

In an effort to provide additional mentoring outreach and to help in both academic and social preparation for college, GC academic advisors were asked to establish an outreach committee to begin to build 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 2016-2017.

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. We believe that that an intentional, ongoing institutional commitment to these students throughout their college career will help to ensure their retention and success. Academic advisors welcomed the students in the fall; and at the beginning of the spring semester, academic advisors and the Associate Provost met with all EC students to get an update on their progress and their acclimation to Georgia College. The continued outreach to GC EC students during their time at GC will help with the retention and graduation of these students.

BASELINE MEASURE OF SUCCESS:

In 2011, one EC student was enrolled at GC and only 10 students had graduated from the EC program. The number of students in the EC Program has steadily increased since 2011; and in 2016, Georgia College accepted and enrolled a record nine EC students. While the number of students that will enroll in Georgia College this year is lower, there will be 10 EC students (cumulatively) enrolled at GC overall. This year, 25 students (100% of the EC senior class) graduated from EC in spring 2017. There has also been steady improvement in the overall enrollment at Georgia College from 168 in 2011 to 255 in the fall of 2017. We want to continue to increase that number and to make sure that the students enrolled at Georgia College retain 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:

Rune Sallad, Director of the EC Program; Carolyn Denard, Associate Provost for Student Success

HIGH IMPACT STRATEGY#2

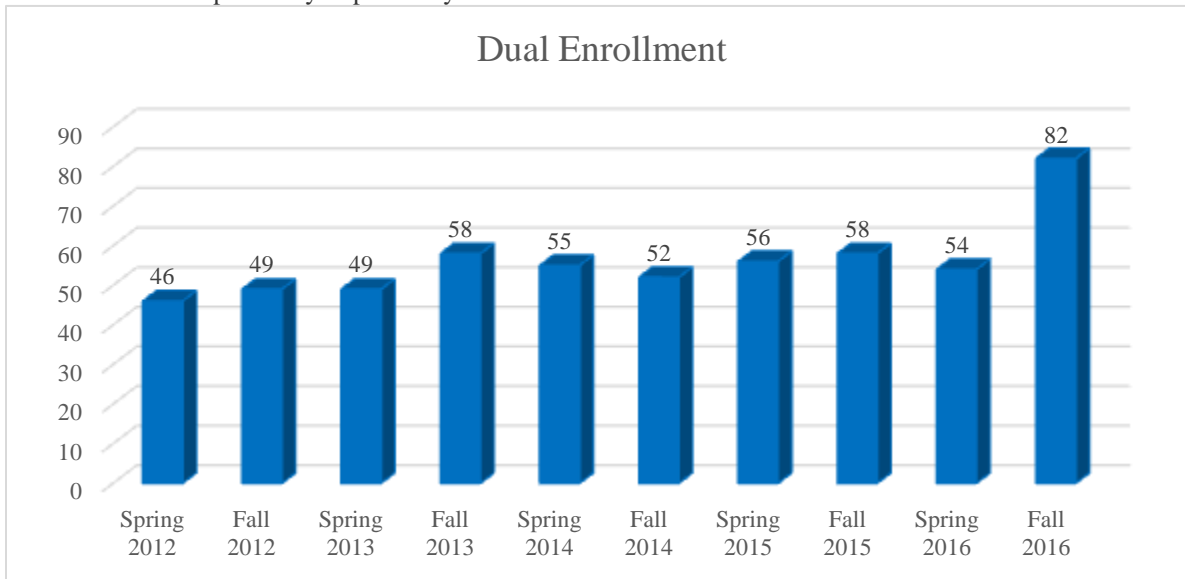
Shorten the time to degree through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

COMPLETION GOAL:

No target at this time. We would like to increase the number of students enrolled in the Dual Enrollment Program and increase the number of AP credits accepted as appropriately determined by the Registrar.

DEMONSTRATION OF IMPACT:

Increasing the number of Dual Enrolled students taking GC classes and the number of students earning college credit prior to high school graduation is a High Impact Strategy that can have a positive impact on graduation rates at Georgia College and in the state as a whole. Georgia College experienced an increase in Dual Enrollment students last year which is attributed to changes in the Move On When Ready program that provided additional cost savings to students. For the past five years, 100-150 Georgia high school students have been positively impacted by Dual Enrollment:



In addition to offering Dual Enrollment on our campus to our local area high school students, Georgia College also encourages entering students to enroll in advanced credit opportunities prior to arriving at GC, such as AP courses in high school and dual enrollment/MOWR classes at their local-area colleges. AP score reports received during summer 2017 (so far to-date) indicate that 502 entering freshmen (34.6% of the entering class) received credit from AP exams that equates to 1487 credit hours. Additionally, 394 first year students (27% of the entering class) brought in Dual Enrollment credit totaling 1791 credit hours. Combined, our entire entering first-year class in fall 2017 had a “head start” of 3278 credit hours. With over 800 students impacted by both of these programs that shorten the time to degree, Georgia College has the potential to significantly increase its four-year graduation rate.

SUMMARY OF ACTIVITIES:

- *Georgia College Office of Admissions has reached out to local schools to offer assistance* for students enrolling dually in high school and college. Admission counselors also work with high school counselors to encourage students all over Georgia to take advantage of dual enrollment opportunities in their local communities to gain advance credit and also improve their admission portfolio when considering application to Georgia College. Georgia College has an advisor specifically designated to work with Dual Enrollment students.
- *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 Office of Admissions works closely with local schools to explain the benefits of this program.
- In addition to offering Dual Enrollment, *Georgia College encourages entering students to enroll in Advance Placement (AP) courses in high school* with the intent to exempt college courses by AP exam score. Students are advised of the potential for AP credit through direct mailings, the admissions website, and at recruitment and orientation events.

BASELINE MEASURE OF SUCCESS:

The 2015 number of first year students with AP credit was 566 students. For fall 2016, it rose to 635. At the time of this report, for fall 2017, we have 502 freshmen with AP credit. We are working to appropriately increase these numbers in the coming years.

LESSONS LEARNED:

We have learned that Dual Enrollment can be positively impacted by providing free tuition for dually enrolled students and that encouraging students to take AP credits pays off in the number of students who enter the university with college credit.

PRINCIPAL POINTS OF CONTACT:

Suzanne Pittman, Associate Vice President for Enrollment; Kay Anderson, Registrar; and Mike Augustine, Advisor of Dual Enrollment Students

HIGH PRIORITY STRATEGY #1:**CONDUCTING TARGETED, INTRUSIVE ADVISING IN A SENIOR PROGRESSION PILOT.**

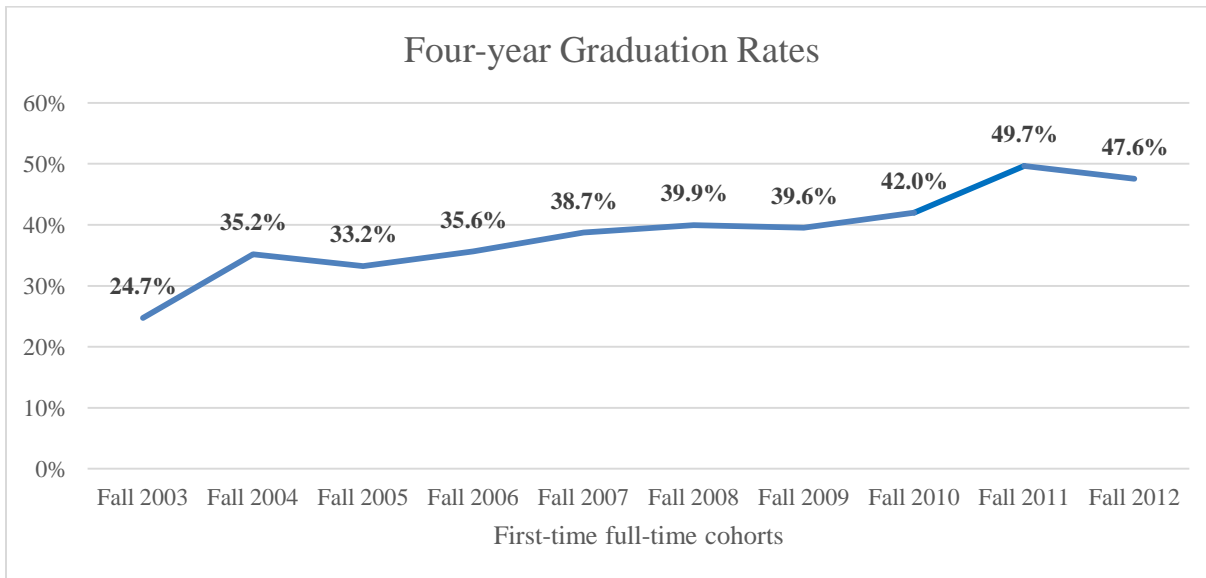
In the summer of 2016, the Associate Provost for Student Success launched a Pilot to aggressively monitor and intervene as necessary the progression of seniors to graduation. This effort, called the Senior Progression Pilot, was achieved through a series of activities implemented by academic advisors and led by the Provost Fellow in the Center for Student Success. It included interviews, surveys, and continuous review of the progression of students who had achieved 90+ hours at the beginning of the fall 2016 semester. The goal of the Pilot was to ensure that students with 90+ hours were meeting the final senior year requirements in time to graduate in the spring 2017 semester. The Pilot was also launched to determine what obstacles were preventing seniors from progressing toward graduation and to establish intervention strategies to make sure obstacles could be overcome. The intervention strategies would become best practices for academic advisors in their future work with students who entered each fall semester with 90+ hours.

COMPLETION GOAL:

Increase Four-Year Graduation Rate at Georgia College to 60% by 2020.

DEMONSTRATION OF PRIORITY:

For over ten years, Georgia College's graduation rate remained steady in the 30% range. In the spring of 2015, however, the graduation rate increased by 10 points—from 39% to 49%. Our assessment of the reasons for this increase were intentional changes in advising and in course delivery at the University (summer online courses and the benefits of centralized advising.) In the spring of 2016, the graduation rate slipped to 47.7%. In order to prevent the graduation rate from slipping again, we set out to engage in an intentional effort by academic advisors to monitor the progression of those students closest to completing the hour requirement of the institution and to intervene early as necessary to help to make sure that all students who were eligible for graduation in one year (those with 90+ hours), would meet additional requirements, graduate on time and would not be delayed by lack of course availability, lack of knowledge of requirements and deadlines, or other structural issues that could prevent their timely graduation.



SUMMARY OF ACTIVITIES:

The Senior Progression Pilot (SSP) included a series of activities over fall and spring designed to assess, monitor, and intervene in senior progression.

Interviews with Academic Advisors.

The first activity of the Pilot was to get qualitative feedback from advisors who could recount, based on their advising experience, the common roadblocks that students experienced that prevented their on-time graduation. The Provost Fellow who led the effort held interviews with each academic advisor and asked a series of open-ended questions such as: “What are the departmental practices and process that impact student progress to graduation?”; “Are there student populations that face particular obstacles?”; and “What are current advising practices related to seniors?” This data was recorded to determine patterns and future interventions. The goal of this activity was to get an assessment from those professionals who had the best on-the-ground knowledge of the obstacles that students routinely face in meeting graduation requirements.

Senior Survey.

This activity was created to complement the feedback from the advisors by surveying the students to determine their awareness of the status of their progression and to see to what degree their reporting matched the feedback from their advisors. A fifteen-question Senior Survey was designed to help identify common barriers to graduation. The instrument surveyed seniors in three broad categories of experience or awareness: 1) graduation requirements (such as exit exams, legislative requirements), 2) student proactivity (planning and awareness of their own progress, and 3) practical circumstances (such as the impact of work and living arrangement on their goals as students). We captured responses from 144 seniors. While this was not a statistically significant number of responses, an examination of the composition of the student respondents relative to race, gender, and major distributions matches the composition of the general student population. This led the authors of the survey to believe that the survey respondent population is reflective of the GC student population in general and could be useful in pointing to common barriers to graduation.

Senior Information Sessions.

In September, all seniors were invited to an information session to advise them of all graduation deadlines and requirements and to inform them about post-graduation scholarship opportunities. Seventy-five (5% of all student with 90 plus hours) seniors attended the session.

Manual Checks by Advisors.

The Senior Information Session in September was followed in October by manual checks by advisors of students’ status, including direct calls when necessary, of all 1354 students with 90+ hours. These calls revealed students who had not completed graduation applications, who needed to complete course petitions, and who needed to complete legislative exams. Advisor conversations with students also shed light on structural obstacles resulting from scheduling difficulties in majors that have course requisites that must be complete before students can register for required practicums or internships for graduation. All of these lessons will guide future advising practices and interventions.

Advisor Follow-Ups.

In December near the end of the fall semester, advisors were tasked with checking the progress and status of the students with 90+ hours completed. Using the data provided by the Office of the Registrar, each student was evaluated for proper registration for spring registration, completion of testing requirements, satisfaction of institutional and major credit-hour requirements, and completion of internships and graduation applications. Students were again contacted if they had not met requirements.

MEASURES OF PROGRESS AND SUCCESS:

The success of the SPP was measured in the following ways: 1) by the number of seniors who graduated in 2017 versus 2016, 2) by identifying obstacles preventing students from progressing, and 3) by the efficacy of the strategies that advisors need to employ going forward to prevent obstacles in senior progression from continuing. Of the 1358 students with 90 or more hours at the beginning of the fall of 2016, 1076 or 79.2% of those students graduated; 685(49.1%) of those students were members of the entering cohort of 2013 or four-year graduates. The other graduates were from a number of cohorts dating back as far as 2010. 191 of those 1358 students are still enrolled. The number of students who graduated in four years represented an increase of nearly 2 percentage points over the previous year's four year graduation rate of 47.7 percent. While the 685 seniors who graduated in four years represents 49.1% of the full number of students who entered in fall 2013, those 685 seniors represent 79% of the number of seniors (893 or 64%) who still remained at the university at the beginning of their senior year. *Note: Spring graduation rates are "unofficial and will be "official in mid-October.*

LESSONS LEARNED:

While all of the students with 90+ hours did not graduate and the overall four-year graduation rate only increased by 1.4%, we did graduate nearly 80% of all the students who had 90 plus hours at the beginning of the fall of 2016. This illustrates that the more aggressive intrusive advising implemented during the Pilot clearly has the potential to positively affect the overall number of seniors who graduate. We learned important information about the student profile and the obstacles that prevent these students from graduating. We also learned the new best practices that we needed to establish for advising students with 90+ hours in the fall semester and who are eligible to graduate by the spring or summer of the following academic year. Advisors learned areas where they need to intervene early with seniors to avoid delays later in the year.

PRINCIPAL POINTS OF CONTACT:

Carolyn Denard, Associate Provost for Student Success; Beauty Bragg, 2016-2017 Provost Fellow; and Mike Augustine, Director of Academic Advising

HIGH PRIORITY STRATEGY#2:

Conduct an in-depth analysis of the obstacles that prevent higher retention of sophomore students into their junior year with recommendations for addressing those obstacles.

COMPLETION GOAL:

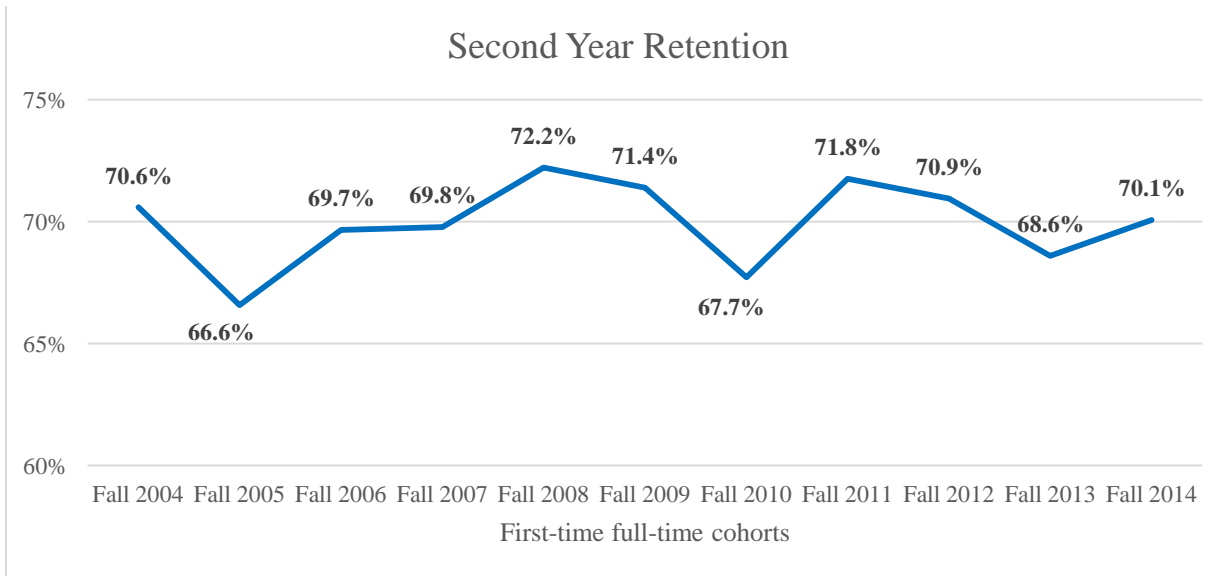
To increase second-year retention at Georgia College to 75% by 2020.

DESCRIPTION OF STRATEGY:

An in-depth analysis of the reasons second-year students do not return to Georgia College their junior year was completed by a subcommittee of the Strategic Enrollment and Retention Committee established by the Provost in January 2016. The Sophomore Retention Subcommittee included stakeholders from the Advising Center, Housing, Campus Life, Faculty, the Office of Institutional Diversity, Student Affairs, and Academic Affairs who were all members of the full committee. The work of the subcommittee was to research and identify the obstacles that prevent sophomores from returning to Georgia College their junior year and to make recommendations that would address each obstacle.

DEMONSTRATION OF PRIORITY:

Over the last 10 years, sophomore retention at Georgia College has been in the range of 65 to 70 percent. The 30-to-35 percent of students who leave Georgia College are students who go on to highly-ranked institutions mostly in Georgia and, to a lesser degree, to other highly-ranked institutions throughout the nation. Because these students who leave Georgia College each year are high achieving students (GPAs of 3.0 or above) who go on to complete college at competitive institutions, we believe that it is in our best interest to make concerted efforts to keep these students at Georgia College. Improving the retention numbers of second-year students is directly tied to increasing our overall graduation rates. High achieving students who return for their junior year are more likely to remain at the institution and graduate.



MEASURES OF PROGRESS AND SUCCESS:

Our baseline second-to-third year retention rate is roughly 68%. In 2016, that rate increased to 70%; but by the beginning of the spring semester, the number who returned slipped to 68%. The interim measures of success for this strategy would be the implementation of the recommendations made by the subcommittee over the next three years and, finally, the increase of second year retention to 75% by 2020.

LESSONS LEARNED.

We learned that over 90% of the students who leave Georgia College after their second year are students with GPAs above 3.00. Factors contributing to their withdrawal from the institution were the limited availability of spaces in second-tier admission programs like nursing; familial connections to other Georgia institutions that they wanted to be part of; perceived higher prestige of Georgia's flagship research institutions that they believed increased their chances for employment and acceptance into graduate programs; lack of qualitative engagements with the institution that made them want to stay including engagement with faculty, high impact programs, and student organizations; a lack of a full appreciation of the regional and national reputational prestige of Georgia College, and a limited understanding of the professional and personal value of a liberal arts education. We also learned that there are some factors that Georgia College cannot remedy - for example, the large number of students who would like to be admitted to the Nursing Program. Each year, close to 200 students enter Georgia College as "pre-nursing students." We know that we can only accommodate 112 of those students (56 per cohort). As a result of the limited number of students we can accommodate, Georgia College will always lose a large number of pre-nursing students to other state nursing programs who have greater capacity to accommodate them.

We know that Georgia College has many attractive opportunities for just the kind of students who are leaving the institution and that we want to keep them. Our challenge, in our effort to increase sophomore retention that would lead to higher institutional graduation rates, is to find ways to communicate to these students what they did not know about Georgia College's reputation and the qualitative reasons that they should continue and graduate from Georgia College.

PRINCIPAL POINTS OF CONTRACT:

Carolyn Denard, Associate Provost for Student Success; Mike Augustine, Senior Director of the Academic Advising Center; Chris Ferland, Assistant Vice President for Institutional Research and Effectiveness

OBSERVATIONS

Georgia College is participating in the larger efforts of the state to increase college completion rates in Georgia while also paying close attention to the ways that it can increase its institutional graduation rates.

Georgia College's Early College Program is providing a college pipe line to at risk high school students who without the intervention of the EC Program would not attend college at all. While many of the EC students do not get accepted as college students at Georgia College, the institution plays an important role in the success of these students who do attend other colleges in Georgia; and we consider the role we play and the resources we provide to be a significant contribution to the effort to have as many Georgia students as possible enter and complete college. Georgia College also plays an important role in the success of students who enter and progress in college as a result of Dual Enrollment and AP credits. In addition to awarding the credits, the university also seeks through advising to help these students make the social adjustments they must make because of their younger age. At Georgia College, we know that it is not just college credits that are needed to retain students and to continue at a regular pace to finish college on time. We seek to provide that social support. In the future, we hope to begin more robust initiatives that address the social adjustments that these younger students must make in order to succeed.

Georgia College is also focusing proactively and intentionally on increasing its institutional graduation rates. For the last three years, we have begun to systematically examine the factors that drive our college completion numbers. Our research has shown that a large number of students (slightly over 30%) transfer and complete their college education at research universities in Georgia and throughout the nation because of a perceived higher reputational value of a research institution. The ripple effect of these students leaving Georgia College after their sophomore year is the impact of the loss of these students on the four year graduation rate. We also realize that readiness for graduation at Georgia College requires that students complete many significant and varied requirements: legislative tests, capstone projects, residency terms, major and residential hours, and managed course progressions - even as they complete the daily assignments for regular courses and high impact co-curricular opportunities outside of class. Centralized advising is helping students manage these requirements, and we hope in the future - with expanded use of EAB's Success Campus Platform and its new mobile App, "Guide" - to help students manage requirements successfully and graduate in four years. Our work this year with the Senior Progression Pilot and the Sophomore Retention Project has shown us the distinctive challenges we face as an institution with largely high-achieving students in our effort to increase our four year graduate rate. That knowledge and the recommendations that we have received from faculty, academic advisors, staff, and the students themselves on ways to address our challenges will inform our goal setting for the next five years and constitute the next phase of our institutional work for Complete College Georgia.



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) operate has always operated in the context of a clear strategic plan derived from its mission. 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. Coordinating care and providing intersecting student success programs coincide with our attentive teaching and learning model. 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 form the basis of our institutional culture, affirming our commitment to supporting the success of every student.

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. These characteristics of GGC’s student population shape the College’s specific strategies for promoting completion. GGC continues to enroll significant numbers of students who have historically not had access to higher education: those who have relatively low levels of academic preparation, are first-generation college students, are low income, and are members of racial and/or ethnic minorities. The mean high school GPA of entering freshmen continues to be between 2.69 and 2.82 and over one-third require remediation in at least one subject. Approximately 40% of each entering cohort is a first-generation student and over 50% of each entering cohort is eligible for a Pell grant. GGC remains a majority-minority institution and the proportion of Hispanic students continues to increase.

GGC’s key priorities in support of Georgia’s college completion goals are 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 a network of support structures, careful course design and pedagogy, and advising. 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

HIGH IMPACT STRATEGY: 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

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.

The College invests in student-focused activities accessible to all prospective students, including:

GGC's Open House event welcomed approximately 196 guests for the Spring (April 29) 2017 event, which included a special Spanish-language session. Additional Open House events are planned for September and October 2017.

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, and in Spring 2017, and additional 9 attended ELI classes. Several of the participants indicated plans for enrollment as GGC students in upcoming semesters. At least 4 former participants in past ELI sessions or 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
- 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 of the Lumina Foundation. Following a comprehensive review of current campus knowledge and programs, GGC has identified several 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.

BEAR ESSENTIALS

Bear Essentials (BE), one of the School of Transitional Studies' key programs, offers students a robust one-day orientation to GGC and campus culture. During the AY16-17 pilot, registration was separated out from BE into B.E.A.R. (Beginning Enrollment and Registration), a two-hour program to explain core requirements and ensure student registration into blocks or other appropriate courses as necessary. BE refocused this extra time in its one day format to include more acculturation programming, such as the "Day in the Life of a GGC Student" skit and debrief, which illustrates and then opens conversation about different issues and challenges that first-year students commonly face, and the inclusion of a faculty panel, with faculty representatives of each of GGC's academic Schools. BE also absorbed several functions of the annual "Path to Success" event, including students receiving their Claw Cards (student IDs) and parking permits and touring campus to review class locations. All of these efforts aim to integrate students into the GGC community and to prepare them with practical knowledge to successfully start the school year.

Bear Essentials programming also includes parent/family orientation meetings to enculturate families to college life and GGC in particular. For the past two academic years, BE offered bilingual parent orientation sessions in Spanish, and this type of offering is likely to increase to address the needs of GGC's diverse student body.

FIRST GENERATION STUDENT PROGRAMMING

Over 40% of GGC students self-identify as first generation (FG). GGC is committed to serving the needs of this special population, creating more equitable access to college knowledge, and promoting progression and student success. To these ends, GGC staff and faculty have created several initiatives to develop self-efficacy and establish a strong sense of Grizzly community with our first generation students:

- **Make Your Mark Event during Grizzly Days** A two-hour event during the second week of classes to welcome new students and especially our FG population. The event will include time management workshops, Student Success Resources Bingo, College Knowledge Jeopardy, and dissemination of brochures and bookmarks regarding the GGC Lexicon.
- **GGC Lexicon** We know that one way we can provide access for incoming students into the college community is by demystifying and clarifying the many terms and acronyms used in academia. The GGC Lexicon is an online, searchable database of commonly used terminology, available at <http://www.ggc.edu/lexicon>. In addition, a shorter, targeted list of must-have terms for the first semester of college has been designed into brochure form, the College Terms and Acronyms User Guide. These brochures will be publicly available in high traffic offices and at student events. Bookmarks listing the website of the lexicon are also in circulation.
- **Grizzly First (G1) Scholars** A G1 Scholars learning community is launching this fall with one section. We hope to expand the numbers of sections of this LC offering and to provide student scholarship support as the program develops.
- **Faculty/Staff FG Community Campaign** Many of our faculty and staff are first generation college graduates. To create a visible community and encouragement for our FG students, this fall FG faculty and staff will be encouraged to take and display one of our FG doorcards. They state "I'm a first generation college grad" and have a place for faculty and staff to list their school name and year of graduation. GGC's student-focused team is committed to supporting our FG cohort and especially wants to emphasize the reality of their ability to graduate with a college degree.
- **Student Success Professional Development Badge** To better prepare our faculty and staff to support the needs and strengths of our learning support (including FG) students, STS is partnering with the Center for Teaching Excellence (CTE) to offer workshops in the Student Success Badge. These include Understanding the Whole Student, Building Rapport and Relationships, Placement and Pathways in Student Success, Best Practices in Working with Multilingual Students, and Best Practices in Learning Support Beyond: Math Instruction and Reading and Writing Instruction. The first three workshops will be offered for the first time Fall 2017, with the other three rolling out Spring 2018.

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, Associate Director, and 8 professional advisors. Advising efforts address students’ academic, social, and/or emotional needs, since successful retention, progression, and graduation are contingent upon recognizing and supporting the interconnectivity between these dimensions of students’ lives. In the 2016-17 academic year, 2035 students were served by the Advising Center in the Fall, with 1896 students served 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

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 number of students served by the Mentoring and Advising Center has grown from 1,087 students to 1896 in Spring 2017. The GROW program has likewise increased from serving 55 students on academic probation or suspension in Fall 2016 to serving 100 in Spring 2017.

Further progress will be assessed based on the College’s success in meeting staffing and service targets as the Advising Center expands to provide services to additional populations.

MEASURES OF SUCCESS

Data continues to show that the advising programs are meeting expectations. A review of data over time continues to show strong retention and academic performance among Learning Support students. The retention data show progress toward the long-term goal for Advising Center students to have retention rates and GPAs not more than 5% below those of the full first-year cohort in any given year. Since Fall 2013, the gap in GPA between the full first-year cohort and advising center students has dropped from 17% to 10%, a remarkable amount of progress in a fairly short time period. Retention data for the Fall 2016 cohort is not yet available.

Data for the GROW program are equally encouraging, as shown in *Table 1*.

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%)
Fall 2016	55	26	12	38 (69%)	18 (33%)
Spring 2017	100	34	16##	50 (50%)	TBD

* 343 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

2 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. A key lesson learned from our experience is that we need to expand the reach of support for all students via the implementation of effective, timely mentoring.

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 64 hours per week and offers support in high-demand subject areas in either a face-to-face or an online platform. The tutoring center, known as the Academic Enhancement Center (AEC), employs two coordinators (one for Writing, one for Math/Science), 1 Lead Tutor, 25 professional tutors, 10 student/peer tutors, and 7 student assistants. In addition, more than 88 faculty volunteers and a small number of community volunteers donated time to the center each academic year. In the 2016-17 academic year, the AEC tutored 3,114 students a total of 14,359 sessions indicating that each student utilized the AEC an average of 4.6 times in the academic year

GGC offers tutoring outside of the AEC through its TIC-TAC-TOE program. The TIC program embeds Tutors In the Classroom for selected courses (over 40 sections during the 2016-17 academic year). The TAC program provides Tutors Around Campus, professional tutors who provide drop-in tutoring in a variety of well-populated locations on campus. During AY16-17, 13 TAC tutors supported 157 unique students with a total of 283 visits. TOE offers Tutoring Online Everywhere through a partnership with Smarthinking (a Pearson service), which provides access any time of the day or night to online tutoring for GGC students. In the 2016-17 academic year, 1,390 unique students utilized 3,016 tutoring sessions and/or submitted essays for review in multiple courses. One hundred eighty-eight students used Smarthinking for assistance with more than one class.

AEC staff offer student success workshops across 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 AY 16-17, 90 workshops were offered and 294 students attended. This past year, the AEC began to offer in-class writing workshops for a variety of writing concerns, such as APA and General Essay Organization. In the 2016-17 academic year, 10 faculty members required numerous in-class writing workshops involving a total of 377 students. The AEC regularly participates in campus-wide events for prospective and current students and maintains a social media presence. These efforts invite students to engage where they are and reinforce that GGC is committed to supporting the whole student, academically and otherwise.

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. For this year’s report, GGC has focused on the impact of the AEC on student performance in two critical gateway courses: MATH 1111 and ENGL 1101, comparing course performance across two variables: whether or not the student was enrolled in a corequisite learning support course or not and whether the student made use of the AEC or not. *Table 2* shows the percentage of students in each group earning a grade of C or better and documents a clear benefit to the AEC support.

TABLE 2: COURSE SUCCESS IN GATEWAY MATH AND ENGLISH BY LEARNING SUPPORT STATUS AND AEC USE

Course and LS Status	Fall 2016	Fall 2016	Spring 2017	Spring 2017
	Use AEC	Not Use AEC	Use AEC	Not Use AEC
MATH 1111 No Learning Support	75.4%	74%	75.4%	74.5%
MATH 1111 CoRequisite LS	67.9%	61.2%	68.6%	67.8%
ENGL 1101 No Learning Support	89%	74.4%	90%	75.9%
ENGL 1101 CoRequisite LS	NA	NA	85.9%	72.9%

GGC 1000 FIRST-YEAR SEMINAR

GGC 1000 First-Year Seminar (FYS) is a course designed to promote first-year students' success by providing the knowledge and practical skills necessary to reach their educational and personal objectives. GGC 1000 supports first-year students in developing academic goals, fostering a greater sense of personal responsibility, engaging in intentional learning, and participating in campus culture. Anecdotal evidence from the SGA, faculty, and staff call for this model of FYS to help provide incoming students with valuable "college knowledge" and study and time management skills, as well as holistic care strategies. For students with under 30 credits, GGC 1000 may count for 1 credit in the “Additional Requirements” section of degree program plans.

Upon successful completion of GGC 1000, students will be able to:

- **Demonstrate** awareness of campus resources that address various academic, psychological, and social needs.
- **Describe** expectations of their degree programs and develop a realistic plan for achieving academic success.
- **Examine** challenges to achieving their goals and develop a plan to navigate individual circumstances.
- **Identify** relevant and reputable sources of information for academic and personal success.

SUMMARY OF ACTIVITIES

This 1 credit extended orientation FYS was revised and reintroduced in Spring 2017. Four sections were offered and 45 students completed the course. Of the 45 students who completed the course, 78% (35) earned a grade of A, B or C and 8.5% (3) received a grade of D. Four signature assignments were included, to evaluate student progress in the four learning outcome areas: the Campus Resources Scavenger Hunt, the DegreeWorks Evaluation Activity, the Career Research Reflection, and the Letter to a Future Grizzly (advising future GGC admits of things to definitely do and take advantage of and which to avoid for success). After reviewing samples of the four assignments (constituting ~60% of assessed work submitted), initial results suggest the success of the course in helping students meet or excel in all learning outcomes, as shown in *Table 3*.

Table 3: GGC 1000 Signature Assignments

Signature Assignment	Scale	Average Score	Notes
1: Campus Scavenger Hunt	0-4	3.6 (90%)	Scoring was based on a campus resource quiz.
2: DegreeWorks Evaluation Activity	0-9 (3 point scale per dimension, total 9 points possible)	8.45 (94%)	Dimension performance averaged between 2.6 and 2.95/3
3: Career Research Reflection	0-6 (3 point scale per dimension, total 6 points possible)	4.93 (82%)	Dimension performance averaged between 2 and 2.9/3.
4: Letter to a Future Grizzly	Narrative coding	N/A	20 samples of SA4/29 submitted were coded for patterns of developed mention. Four areas emerged as areas of repeated, developed discussion: success skills (especially time management), relationships (with faculty and each other), solutions to problems, and campus resources. These results demonstrate that the focus of GGC 1000 is aligned well with our students' needs and concerns. They also suggest the course's ability to foster growth mindset (in terms of problem-solving vs. quitting) and connection between students, faculty/staff, and campus resources.

GGC 1000 provides another valuable strategy towards GGC's coordinated care model of student success and commitment to access and attentiveness. Four stand-alone sections of GGC 1000 are offered for Fall 2017, with additional sections embedded in learning communities. Further scale-up is intended as part of the next strategic plan and its foci on communities of learners and equity approach to programming.

LEARNING COMMUNITIES

Alongside the GGC 1000 effort, GGC is piloting a series of learning communities (LC) for first-time freshmen in Fall 2017. Some are thematically based (those sponsored by the School of the Liberal Arts--SLA) and others are cohort-based. SLA is partnering with the School of Transitional Studies (STS) to transform several blocks of core curriculum classes into thematic learning communities, anchored by sections of GGC 1000. Each LC consists of three or four core courses + FYS and includes important first semester offerings such as ENGL 1101 Composition I. **SLA LCs** will coordinate two integrated assignments and include one or more co-curricular activities for their participants as a way of building community.

Summary of Activities

STS is sponsoring two different cohort-based LCs: **PASS (Promoting Access to Student Success)** and **Grizzly First (G1) Scholars**. **PASS LC's** consist of intentionally linked sections of Segue/corequisite Student Success English courses (ENGL 1101*/ENGL 0999) and Access/corequisite Student Success Math courses (either MATH 1001*/MATH 0997 or MATH 1111*/MATH 0999). These courses share an integrated assignment, have both Math and English tutors embedded in the classroom, and have a dedicated Student Success advisor who also serves as mentor to all of the students in the cohort. **Grizzly First Scholars** is a learning community targeted to incoming first generation students who need to take Student Success English Segue (ENGL 1101*/ENGL 0999). The G1 Scholars LC intentionally pairs Segue English with GGC 1000, includes a dedicated Student Success Advisor as mentor to the group, and involves students in an integrated community service project. These various LC efforts provide coordinated academic and personal support, campus acculturation, and challenge to our incoming students.

AUTHENTIC LEARNING

GGC focuses on delivering active, engaging instruction that provides authentic experiences and promotes 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.

SUMMARY OF ACTIVITIES

GGC faculty have dedicated extensive time to professional development in acquiring skills in curriculum design and teaching needed to promote authentic experiential learning. This requires sustaining partnerships with local companies, schools, and medical facilities so that ample opportunities are available for student internships, placements, field study and research, and similar real-world experiences.

GGC implements active and authentic learning through its disciplines and major programs.

GGC's STEM programs' peer supplemental instruction program (PSI) meets specific academic needs of GGC's STEM students by providing peer-assisted study sessions for subjects that are traditionally considered difficult, exposing students to active learning competencies specific to STEM education, and strengthening students' confidence in STEM learning. GGC's Educator Preparation programs 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. 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 other active teaching 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. CTE also offers badging initiatives in service-learning and student engagement.

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. Nursing program students in the School of Health Sciences logged 47,520 clinic instructional hours during the 2016-17 academic year, and 555 students in GGC's Educator Preparation programs were placed in field experiences ranging in depth from entry-level teacher assistance to student teaching practica. Also, during the 2016-17 academic year, 218 students from across majors in the Schools of Business, Science and Technology, and Liberal Arts were placed in internships as part of courses or for course credit.

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. Over the last three years, the Nursing Program and Educator Preparation program have seen nearly 100% of graduates successfully placed in employment positions predominantly in Gwinnett County.

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 4 and 5 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 4*.

LESSONS LEARNED AND NEXT STEPS

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. The College is moving forward with additional initiatives rooted in its commitment to an attentive teaching model and educational environment. We expect to see positive results from these expanding programs in continuing improvements in course performance, retention, and graduation.

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 cost. 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 4* in the Appendix. While overall figures fell slightly short of targets for many metrics, GGC continues to document strong performance by students entering the College with academic challenges. Further, early data suggest that, since hitting a low of 61.5% for the Fall 2010 cohort, first-year retention continues to 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 5* (also in the Appendix). Data for the Fall 2012 cohort shows a slight increase in 4-year graduation rates, which is consistent with the turnaround in retention rates seen for the same cohort. Further, the number of students graduating in each cohort has continued to climb, reflecting GGC’s rapid growth rate. In addition, GGC’s role as a starting point for many students is reflected in the system-wide graduation rates, which continue to show that substantial numbers of students who transfer out of GGC continue to successful completion. As reflected in *Figures 1, 2, and 3*, 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 4 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 4 and 5.

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.

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.



Georgia Highlands College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a limited-mission, four-year state college which serves as the associate-level access institution for northwest Georgia and offers limited number of bachelor's degrees targeting the economic needs of the region. The mission is to provide access to excellent educational opportunities for the intellectual, cultural, and physical development of a diverse population. GHC seeks to be a gateway to student success and has six goals in the 2016-2019 Strategic Plan, including to 1) Effect quality teaching and learning focused on academic achievement and personal and professional growth; 2) Provide comprehensive student services that encourage and enable all students to be successful learners; 3) Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment; 4) Utilize appropriate technologies to advance programs, services and operations to support teaching and learning; 5) Maintain efficient and effective administrative services and facilities to support all programs of the college; and 6) Foster community relationships that facilitate partnering for mutual success.

The motto of the most recently published strategic plan is "focused on student success." GHC has identified five directives to guide our growth and transformation as an institution over the next three years. These directives are institutional health and stability, enrollment management, academic excellence, diversity, and community engagement. The strategic plan and CCG efforts align to form processes, policies, and programs to improve student success and increase the number of degrees awarded at GHC. A large part of GHC's student body are considered traditionally underserved populations, such as first-generation, low socioeconomic groups, adult learners, veterans, and underprepared students.

This year, GHC has chosen to showcase five of our high impact strategies, including the African American Male Initiative program, Success Coaching programs, QEP-Academic Advising, Learning Support Co-Requisite Remediation and Math Pathways, and our Gateways to Completion work. These initiatives are driven by the need to increase retention, progression, and graduation rates. Our overarching goal is to help students identify and actively progress toward the achievement of the student's educational goals. The strategies that we highlight involve cross-campus collaborations amongst faculty, staff, administrators, and students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, & ACTIVITIES

HIGH IMPACT STRATEGY: AFRICAN AMERICAN MALE INITIATIVE (AAMI) PROGRAM

The African American Male Initiative (AAMI) program at GHC has a documented track record of increasing the retention and graduation of Black or African-American males.

COMPLETION GOAL: INCREASE ACCESS FOR UNDERSERVED AND/OR PRIORITY COMMUNITIES.

DEMONSTRATION OF PRIORITY 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 AAMI program at GHC started in 2008 with a focus on success, retention, and completion. It is included at GHC in a more general program toward minority male success, Georgia Highlands African American and Minority Male Excellence (GHAME), open to all males with a focus on minority males. The community partner for GHAME is the 100 Black Men of Rome-Northwest Georgia chapter.

SUMMARY OF ACTIVITIES

The AAMI program at GHC provided students in the program with mentoring from faculty and staff as well as from community volunteers, with academic and career advising, and with troubleshooting assistance for issues as different as financial aid planning to transportation challenges. To help retention, the program created involvement opportunities for the students such as leadership training, field trips and community service. By the end of the academic year, GHC's AAMI program was one of four remaining USG programs to be part of the MDRC research study. The study intends to establish best practices and sustainability for AAMI initiatives at GHC and elsewhere.

MEASURES OF PROGRESS AND SUCCESS

Participation rate (percentage of eligible students participating in AAMI in each Fall term), one-year retention rate for first time, full time students, three-year graduation rate for associate degrees, and annual degrees conferred for all African American Males and separately for members of the AAMI program (five-year view of all measures in Data Appendix).

Participation. The number of AAMI participants in Fall 2016 was 64 from a total enrollment of Black or African American males of 352 for a participation rate of 18%. This figure is below the historical level of participation (24%-29%). An important goal for 2017-18 is to increase the participation figure. The short-term goal is 50% participation in Fall 2017.

One-year retention. First time, full time (FTFT) Black or African American males who started in Fall 2015 and were members of GHC's AAMI were retained to Fall 2016 at a rate of 95%, while those who did not participate returned the following Fall at a rate of 59%. The overall retention rate for FTFT Black or African American males was 68% at GHC, compared with the State College average of 52%. The goal is to retain AAMI members at a one-year rate of 90% or higher.

Three-year graduation for associate degrees. FTFT Black or African American males who started in Fall 2013 and were members of GHC's AAMI graduated with associate degrees by the end of summer 2016 at a rate of 28.6%, while those who did not participate graduated at a rate of 4.8%. The overall three-year graduation rate for Black or African American FTFT students was 9.1%, compared with the State College average of 8.4%. The same substantial difference in graduation rates between AAMI and non-AAMI members is seen throughout the five-year view. The goal is to exceed the three-year graduation rate for Black or African American males at any college in our USG sector, which for the 2013 cohort would mean exceeding 16.3%.

Degrees conferred. The data table and chart in the Data Appendix show the number and percentage of degrees conferred to AAMs rising until FY 2017 after an all-time high in FY 2016. The percentage of the degrees awarded to AAMs that were awarded to AAMI members remains high at 58% compared with the participation rates in AAMI, which have not exceeded 29% in any of the past five Fall terms. The goal is to increase participation and thereby the likelihood of degree completion for African American Males.

LESSONS LEARNED

Needs and challenges have been primarily a shortage of personnel. Those faculty and staff who assist with the program can do so only in addition to their official jobs, as time permits. This has led to an inconsistency of services. One full-time position has been added as of May 2017, an assistant in the AAMI initiative to the director, and this is a tremendous move forward. In addition, the MDRC study will assist GHC to better organize its services across the five campus sites of the College.

PRIMARY POINT OF CONTACT

Dr. Jon Hershey, Academic Dean, Division of Humanities, jhershey@highlands.edu

HIGH IMPACT STRATEGY: SUCCESS COACHING EFFORTS

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

DEMONSTRATION OF PRIORITY OR IMPACT

The Success Coach Program: The Success Coach Program developed from small-scale mentoring efforts that took place in the previously mentioned AAMI and GHAME efforts. The program began in Fall 2015 by assigning a faculty, staff, or administrator as a success coach to each FTFT freshmen. In Fall 2016 the program targeted General Studies students. The program was a two-part effort: 1) email newsletter to all General Studies students with the option to opt-in to be matched with a coach and 2) students who opted-in were matched with a coach on the same campus and with similar interests. In the Spring 2017, all students had the opportunity to opt-in to the program through Desire2Learn (D2L).

STEM-Success Coach Program: In the Fall 2016, the STEM Center decided to offer targeted success coaching to STEM majors.

SUMMARY OF ACTIVITIES

A first-year assessment of the Success Coach Program revealed that although GHC had a large number of employees volunteer to serve as Success Coaches, the students did not respond to their attempts to engage. As a result, the program managers decided to target a new audience: General Studies students, since at GHC all undeclared students Fall into the General Studies pathway. Research shows undeclared students are at higher risk of attrition and have lower levels of academic achievement than students who have declared a program of study (Kittendorf, 2012). We also decided to make a portion of the the program optional.

Activities to increase awareness. All students attending new student orientation received a handout explaining mentor programs at GHC. Advertisements were placed on the College television screens. The Success Coach Program set up a table at Student Life's Club Round Up during the first few weeks of class each semester. The Success Coach Program sponsored "Questions, Ask Me" tables during the first week of class. All students received an announcement about the program in the Desire2Learn accounts. All General Studies students received monthly student success newsletters, and each ended with the option to be matched with a personal success coach.

Activities to train coaches. GHC assessed the experiences of past coaches by hosting focus groups and administering a survey. Most of the feedback from new and returning coaches, as well as coaches who decided not to volunteer, reflected the level of work versus the return on the investment. Coaches felt the effort put into trying to get the students to participate outweighed the student response rate. Coaches were discouraged. The system used to track the interactions was cumbersome resulting in

coaches not logging their attempts to reach out. A goal of the second year of the program was to simplify the process of contacting students and documenting the interaction. A formal training manual was created. As a part of the manual, coaches received curriculum for four checkpoints to cover with students who opted into the program. The checkpoints focused on self-discovery, academic planning, and goal setting. We did away with tracking the program through TutorTrac and worked with ITS to create a form for logging interactions. We also added a piece for referring students to other departments for an intervention.

Activities to incentivize program. Attempts to incentivize participation included coaches receiving wristlet key chains at the end of year one as a thank you for their efforts. Year-two coaches received tee shirts. Each student who opted into the program and met with a coach also received a tee shirt.

MEASURES OF PROGRESS AND SUCCESS

Although many new efforts were made to improve the experience of both the student and the coach, results were the same as the first year. Students were taking the extra step to opt-in to the program, however they were not showing up for appointments or responding to the coaches (See Success Coach Programs in the Appendix). In-take forms from students who opted-in revealed the most common reasons students wanted to be matched with success coaches were to receive affirmation about their academic program, to have someone to motivate them to set and achieve future goals, and to seek advice about what careers they could pursue after graduation. This desire for students to have more academic planning and goal setting in an academic advisement and career services environment led to the beginning discussions of the upcoming QEP (discussed later in this document).

LESSONS LEARNED

GHC had a difficult time launching a program that was successful at the smaller scale to full-scale. Employees wanted to volunteer. Students expressed an interest in having a coach, but they still are not following through with the program. Assessment revealed students are unsure of their choices in academic programs, careers, goals, and what to do after college. The results of this program led to campus-wide discussions of how we can move our academic advisement away from course selection and registration and more toward an intrusive experience. The future of this program is uncertain at this time. The STEM program had a similar experience and as a result, the Division of Natural Sciences has decided to abandon their efforts.

PRIMARY POINT(S) OF CONTACT:

Success Coach Program: Crystal L. Edenfield, Program Manager, New Student & Retention Programs; STEM Success Coach Program: Lisa Branson, Assistant Professor of Biology

HIGH IMPACT STRATEGY: ACADEMIC ADVISING AS THE QUALITY ENHANCEMENT PLAN (QEP)

COMPLETION GOAL: DECREASE EXCESS CREDITS EARNED ON THE PATH TO GETTING A DEGREE; PROVIDE INTRUSIVE ADVISING TO KEEP STUDENTS ON TRACK TO GRADUATE; RESTRUCTURE INSTRUCTIONAL DELIVERY TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS; AND INCREASE THE NUMBER OF DEGREES THAT ARE EARNED "ON TIME."

DEMONSTRATION OF PRIORITY OR IMPACT

In Fall 2016, the QEP team administered a survey that revealed strong college-wide support for focusing on improvements to academic advising as the GHC QEP. During Fall 2016 and Spring 2017, a QEP team of approximately 30 faculty, staff, and students researched advising best practices and designed a QEP plan to implement a new advising model at GHC. With the current model, students are encouraged, but not required, to participate in what is called Early Bird Advising each semester with a faculty or staff advisor. In Fall 2016, 38.5% of our student population chose to participate. In Spring, 26.3% of our student population chose to participate. To address low participation of students who receive academic advising, the new model, which will be implemented summer 2018, will require that all students new to GHC participate in two advising activities during the first term enrolled at GHC and a third activity during their second term at GHC. During term one, students will meet with other students in small groups with an advisor during the first few weeks of the semester. These small group meetings will address such issues as time management, technology concerns, and study tips. Mid-semester, students will be required to meet in one-on-one sessions with advisors to create an academic plan tailored to each student's goals. During the student's second semester, the student will have a required follow-up advising session to make sure progress is on track. In addition to these activities, the QEP team chose to implement a software system to aid in tracking advising activities and referrals to campus resources.

SUMMARY OF ACTIVITIES

GHC chose academic advising as a QEP. The QEP team is currently transitioning from planning to implementation.

MEASURES OF PROGRESS AND SUCCESS

Establishing baseline data

LESSONS LEARNED

CCSSE data and PASS data as well as Success Coach Program data indicated students lacked sufficient career counseling and discussions of academic goals beyond GHC degree pathway. The QEP has the potential to transform the way students experience academic advising, as well as interactions with faculty at GHC.

PRIMARY POINT(S) OF CONTACT:

Sharryse Henderson, QEP Chair; Jennifer Hicks, Director, Academic Success Center

HIGH IMPACT STRATEGY: LEARNING SUPPORT – CO-REQUISITE REMEDIATION AND MATH PATHWAYS

Co-requisite remediation and math pathways that start in Learning Support have had a substantial impact on students' success in gateway classes and follow-on classes after those, and students following the new model are expected to increase credential attainment at the end of three years from the first group at scale with LS changes in Fall 2014 (end of summer 2017).

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

DEMONSTRATION OF PRIORITY OR IMPACT

In Fall 2016 and historically, half the incoming freshmen at GHC require remediation, so steps taken to increase their success can have a dramatic impact on progression and completion. GHC keeps a running comparison of cohort success between students starting in Fall 2009, before the transformations currently in place were begun, and cohorts in Fall 2014 (first term with transformations at scale) and the most recent Fall term to track the impact.

SUMMARY OF ACTIVITIES

The focus during 2016-17 was refining the courses in the current format. English and mathematics faculty put together groups to look and develop the courses. Data was compiled to review student success and look at areas of improvement. The English group has worked to create an across the board curriculum for ENGL 0989. MATH 0989 and MATH 0987 course material were adjusted. Work has been done to try to align the delivery of the co-requisite MATH 0999 course by creating day-by-day materials for instructors. The material in all MATH 1111 classes has been restructured to better align with the MATH 0999 co-requisite. The same is true for MATH 1001 and MATH 0997.

MEASURES OF PROGRESS AND SUCCESS

For the overall program, the goal is student success in the college level courses beyond the gateway classes, equivalent retention to those not starting in Learning Support, and increased degree completion.

In the Data Appendix, two baseline comparisons are made with 2016-17 Learning Support students: 1) a historical comparison of success, progression, and retention with students starting in Fall 2009, before co-requisite remediation and math pathways were at scale, and 2) success, progression, and retention comparison with students taking the gateway and follow-on classes who did not start in Learning Support. Comparisons are provided at two levels of Learning Support: the highest level (in Fall 2009, MATH 0099, ENGL 0099, READ 0099; in Fall 2016, co-requisite placement) and the lowest level (for Math only, in Fall 2009, MATH 0097; in Fall 2014 and Fall 2016, foundations placement). The comments in this section refer to students starting in co-requisite remediation.

Gateway Class Success. The Fall 2016 cohort of Learning Support students in Math continues the patterns of improvement on these measures begun with the Fall 2014 cohort, GHC's first term at scale with changes to remediation. GHC has noted in prior updates the improvements in timely completion of gateway classes after co-requisite remediation and math pathways were adopted. In Fall 2016, 81% of students who started in co-requisite remediation in math passed the corresponding gateway course in two terms, exceeding the goal of 70% and exceeding the progress of the Fall 2014 cohort (71%).

Similarly, the Fall 2016 cohort of Learning Support English students passed the gateway class (English 1101) in two terms at a higher rate than the Fall 2014 students (89% compared with 77%, respectively). Both figures compare favorably with the gateway pass rate in two terms for the Fall 2009 cohort (50%).

Follow-on Class Success. Improvements to success rates dropped off for the Fall 2014 LS Math cohort as they progressed through the corresponding follow-on classes (either Statistics or Pre-Calculus). The rate for passing a follow-on math class in three terms for the Fall 2014 cohort was higher than the rate for the 2009 cohort (38% compared with 13%, respectively) but not as much higher as the gateway pass rates (71% compared with 34%). Corresponding data for the Fall 2016 cohort will not be available until the end of Fall 2017.

The Fall 2014 cohort of LS English co-requisite students completed the follow-on course (English 1102) in three terms at the same rate as the Fall 2009 cohort (35%), unexpected when the gateway completion rate was so much higher (79% compared with 50%). However, the Fall 2016 cohort is on track to exceed timely completion of the follow-on course, with 48% of the cohort having completed English 1102 in two terms. The rest of the follow-on data for Fall 2016 will be available at the end of Fall 2017.

Retention. After a year in which one-year institutional retention of first time, full time Learning Support students was higher than retention of non-LS FTFT students (63% for Fall 2014 LS students, 62% for non-LS), the Fall 2015 cohort was retained at a lower level (67% compared with 72%), though still with only half the gap of previous cohorts, before GHC was at scale with LS transformations. The goal is to retain students who start in LS at the same rate as students who did not.

Completions. Having started at scale with transformed remediation in Fall 2014, GHC can begin at the end of Spring 2017 to examine whether improvements in success and progression for Learning Support students are translating into increased completions. The full historical comparison for completions for LS Math students is shown in the Data Appendix, extending to as far as the Fall 2014 students have gotten (the end of the second Spring semester of enrollment).

As of the 2.75-year mark (for the Fall 2009 cohort, the end of Spring 2012; for the Fall 2014 cohort, the end of Spring 2017), the percentage of students in the two cohorts who had completed a credential of any kind, anywhere, is almost identical

(9.43% for the 2009 cohort; 9.76 for the 2014 cohort). Credential attainment for the Fall 2014 cohort is lower than that of students who did not start in LS Math as well (9.7% compared with 13%).

LESSONS LEARNED

For co-requisites, the greatest challenges have been format and student engagement. As the co-requisite and college level courses are not tied together or necessarily taught by the same instructor, keeping the material in the courses at the same pace has been an ongoing concern. Another continuing discussion is how much of the co-requisite material should be remedial and how much of it should be reemphasizing the coursework in the connected college course. The co-requisite classes have also struggled with higher student absentee rates—this has been approached on an instructor by instructor basis, focusing on suggested strategies rather than creating a departmental policy.

With an eye to the overall student success goal (success in college-level courses beyond the gateway classes), the changes stated in the Summary of Activities section were incorporated this year. Increasing that success and the overall level of completions among students who begin with Learning Support requirements will most likely be an ongoing challenge.

PRIMARY POINT OF CONTACT

Kelly Shane, Coordinator of Learning Support, kshane@highlands.edu

HIGH IMPACT STRATEGY: GATEWAYS 2 COMPLETION (G2C) EFFORTS

Gateways to Completion (G2C) is an effort to develop and implement strategies to improve success and completion in gateway courses, ones that students take in their first terms in college and/or are prerequisite to other required classes

COMPLETION GOAL: INCREASE THE NUMBER OF STUDENTS WHO SUCCESSFULLY COMPLETE GATEWAY COURSES AND THUS SHORTEN TIME TO DEGREE.

DEMONSTRATION OF PRIORITY OR IMPACT

Students who fail to complete work in courses that most college require in initial semesters also do not graduate. Time to degree and thereby costs of a degree increase as well.

SUMMARY OF ACTIVITIES

As part of a cohort of ten University System of Georgia institutions, GHC partnered with the John Gardner Institute's Gateways to Completion project. Academic leadership identified five gateway courses that can impede progress that have both high annual enrollments and low pass rates: BIOL 2121K (Anatomy and Physiology), ENGL 1101 (Composition I), HIST 2111 (American History I), MATH 1001 (Quantitative Skills and Reasoning), and MATH 1111 (College Algebra).

Participants in the project include a team of academic leaders serving as GHC Liaisons and headed by VPAA, a G2C overall coordinator, faculty who teach in the five courses to serve on G2C Course Teams, and a roster of representatives including faculty and staff from across the institution serving on an advisory Steering Committee. In the first year of this effort, which began in February 2016, members of these groups met frequently, gathering and reviewing data about the five courses and overall systems for student and faculty support at the college. Based on this foundation each course team has now identified approaches and techniques that will be piloted in Fall 2017, the beginning of Year 2 of the G2C effort.

MEASURES OF PROGRESS AND SUCCESS

One measure is increased student success both in the five gateway courses and in the associated follow-on courses (BIOL 2122K, ENGL 1102, any subsequent HIST course, MATH 2200 [Statistics], and MATH 1113 [Pre-Calculus]). Course ABC rates will be used to assess the overall goal of improvement. Specific targets have not yet been set.

As a second measure, GHC seeks participation from across the college, eventually involving all departments a majority of faculty members, and students. Third, data gathering and analysis procedures will be formed to provide strong reporting and formats that are easy to understand. Fourth and ultimately, these changes should lead to improvements in retention or persistence among students who take the gateway classes and in increased attainment of credentials.

Student success. Piloting begins in Fall 2017. A four-year view of DFWI rates in the selected courses and the follow-on courses appears in the data appendix. An example of interventions that have already been piloted and corresponding outcomes is also provided (BIOL 2121K).

Involvement. So far, 60% of departments at the college have been involved in the G2C project and 19% of faculty members.

Retention. Baseline one-year institutional retention figures for first-time students (full time and part-time separately) appear in the data appendix. Baseline retention figures for students enrolled in the target classes are in progress.

Degree completion. Baseline three-year and six-year institutional graduation rates for first-time students (full time and part time separately) appear in the data appendix.

LESSONS LEARNED

The initial work has been to identify the appropriate courses, support the faculty who are involved in the pilot efforts, and maintain the focus of all the people involved. Many are also involved in other efforts to improve student success and services. Maintaining the GHC G2C effort with all that is happening is a challenge. Laying an appropriate foundation for G2C and how it fits with other efforts will be a key to future success. In addition, data must be readily available and understandable to all.

PRIMARY POINT OF CONTACT

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OBSERVATIONS

AAMI

- 2015-2016 one-year retention rates for AAMs who participated in AAMI are notable. This signals the continued need to broaden participation and further resource the program.
- 2013-2016 graduation rate among participants is remarkable on its own and compares favorably with the State College average.
- Degrees conferred continue to increase; after an all-time time in 2016, AAMI members graduated at nearly 30% higher rate than among the GHC general population.
- GHC's AAMI program is one of only four included in the MDRC study grant, clearly a stellar opportunity to analyze, scale, and learn more that converts to student success.

SUCCESS COACHING

- Our experience tells us that efforts in this regard require more research and greater targeting, broad-based volunteerism among faculty and staff notwithstanding.
- Despite good intentions, the connection was unclear for students, with both assigned and opt-in mechanisms falling short of our desired outcomes.
- With our Quality Enhancement Plan (QEP) focused on progressive and assigned academic advising, we intend to incorporate best practices to realize our goals in both academic and career advisement.

QUALITY ENHANCEMENT PLAN (QEP)

- GHC has conducted a widespread, thoughtful process to choose academic advising for focused student learning improvement; student learning outcomes are intentional, goal-oriented, and data-driven.
- A solid plan for digital implementation accompanies this plan, with multiple authentic assessment mechanisms embedded.
- Our QEP advising model is designed to launch with all new students beginning in summer 2018 and will scale to all GHC students through the course of implementation.

LEARNING SUPPORT – CO-REQUISITE REMEDIATION AND MATH PATHWAYS

- While improvement in timely completion of gateway course is in good evidence, success rates in follow-on classes and one-year retention of LS students are not as promising. Certain 2017 findings are still out, though.
- Concerns regarding LS through co-requisite and on to credit attainment continue.
- We plan a digital courseware implementation pilot through a Gates Foundation Digital Fellowship of which GHC is a part, and it will be aimed at learning support mathematics.

GATEWAYS TO COMPLETION (G2C)

- Our institutional awareness of high enrollment/high grades of DFW is heightened, and the connection between gateway success and retention, progression, and graduation is clearer.
- We are tacking gateway course trends in four of five divisions at GHC, with thousands of students affected in targeted sections of English, math, history, and biology.
- Pilots of best practices officially launch in Fall 2017, but prior, smaller trials are promising; three of the five targeted courses already show positive movement toward higher pass rates.



Georgia Institute of Technology

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The Georgia Institute of Technology (Georgia Tech) is a science and technology-focused research university 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 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 2016, Georgia Tech achieved a first-to-second-year retention rate of 97% for the first-time, full-time freshman 2015 cohort and a six-year graduation rate of 86% for the 2010 cohort. Our five-year graduation rate was 80% (2011 cohort). The 97% retention rate and 80% five-year graduation rate have been maintained for two consecutive years. The 86% six-year graduation rate is a historic high for the Institute. Steady improvements in retention and graduation rates have been achieved since 2012, when the Institute submitted its initial CCG plan.

See Appendix A for retention and graduation tables.

In fall 2016, Georgia Tech enrolled 15,489 undergraduates, 81% of whom were enrolled in STEM majors². In addition to its undergraduate population, the Institute had a fall 2016 enrollment of 11,350 graduate students for a total enrollment of 26,839. Between 2011 and 2016, the Institute experienced an annual increase in undergraduate enrollment with an 11% increase over this six-year period. In 2016-17, 3,606 degrees were earned by Tech undergraduates, a 26% increase in the number of degrees conferred since 2011-12. Appendix B illustrates enrollment and degree trends.

Georgia Tech values the diversity of its student population. In 2016, Tech achieved a historic high in undergraduate female enrollment of 5,662 students. Current enrollment of women has grown by 32% since 2010, when female enrollment stood at 4,275. The proportion of women has risen from 31% of the undergraduate student body in 2010 to 37% in 2016. Underrepresented minorities comprise 17% of the undergraduate student body. To improve access for low-income students, the Tech Promise program is offered 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. Georgia Tech is also one of 30 founding members of the *American Talent Initiative*, which seeks to expand access and opportunity for talented low- and moderate-income students.

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, certain populations of students may be at a higher risk not to complete their degrees. In fall 2016, 5% of our 15,489 undergraduates were on academic probation or warning with 317 students on probation and 382 on warning at the beginning of the term.³ Other populations for which Tech provides outreach are underrepresented minority students, students with midterm unsatisfactory progress report grades, students enrolled in certain gateway courses, and students who have not registered for fall semester by the end of the spring semester.

Georgia Tech offers high-impact curricular and co-curricular opportunities to enhance engagement and academic development. Among these options are a first-year seminar (GT 1000), living learning communities, an undergraduate research program, a study abroad program, and experiential learning (internships, co-op, and service learning). Participation levels in these optional programs are significant, and the graduation rates for program participants are among the highest at Georgia Tech (Appendix C). Innovation is inspired through options such as Create-X, InVenture, and VIP (the Vertically Integrated Projects Program). Georgia Tech is also promoting student engagement through Student Life via a wide range of services, programs, and over 500 student organizations. Georgia Tech Health & Well-Being promotes, nurtures, and enriches a culture of health well-being, and caring for Georgia Tech students and employees so they can flourish and be fulfilled individually and within the communities in which they live, learn, work, and play.

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.

Georgia Tech students are highly recruited by major corporations, small businesses, non-profit organizations, and government. In 2016-17, 7,358 interviews were held on campus for full-time, co-op, and internship opportunities. In May 2017, 86% of graduating seniors reported in their exit survey that they had received one or more employment offers by commencement. Moreover, 76% reported having already accepted offers at a median starting salary of \$70,000.

Georgia Tech's retention and graduation rates, positive enrollment trends, number of degrees conferred, and job offer rates underscore its ability to help meet 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 gateway 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.

PRIMARY CONTACTS:

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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. 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 2016-17, more than 75 individual K-12 STEM programs were held at Georgia Tech (<http://oue.gatech.edu/content/2017-k-12-stem-outreach-georgia-tech>). In addition, Georgia Tech offers distance math courses to dual enrolled high school students through the School of Mathematics and the department of Professional Education. In 2016-17, *Distance Math* served students in 47 Georgia high schools with 449 enrollments in fall and 428 enrollments in spring.

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 K-12 teaching in the future. During 2016-17, 52 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 coordinated by the Office of Minority Education (OMED). In a simulation of the Georgia Tech experience, *Challenge* students take computer science, chemistry, calculus, and a success seminar as a "test run" before fall semester. *TechPrep* is a 5-day residential summer program offered by the Center for Academic Success that focuses on pre-calculus and academic success workshops.

Support mechanisms for currently enrolled students span the campus. For example, Georgia Tech offers 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, 1,307 undergraduates completed 1,537 individual semester-long, major-related work terms in academic year 2016-17. Of this total, 95% of the positions were STEM related. Additionally, in 2016-17, 1,069 undergraduates completed 1,150 semester-long internships, 84% 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. Tech has achieved a steady increase in STEM enrollment from 10,389 students in fall 2010 to 12,611 students in fall 2016 (a 21% increase over seven 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 seven years, the number of women enrolled in STEM majors at Georgia Tech increased from 2,793 (27% of total undergraduate STEM enrollment) to 4,226 (34% of total undergraduate STEM enrollment). Once enrolled, women at Georgia Tech consistently graduate at a higher and faster rate than men. For the 2010 overall cohort, the six-year graduation rate for women was 90% compared to an 84% rate for men; women in STEM majors had an 89% six-year graduation rate compared to an 85% rate for men. See Appendix D for overall STEM graduation rates and STEM graduation rates by gender.

Table 1 illustrates enrollment of women in STEM from 2010 through 2016.

TABLE 1: STEM ENROLLMENT FALL 2010-FALL 2015

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	10,389	10,718	11,459	11,701	11,822	12,330	12,611
Women	2,793	2,990	3,301	3,475	3,638	3,975	4,226
% Women	27%	28%	29%	30%	31%	32%	34%

The number of STEM degrees earned is a key measure of our success for this strategy. In 2016-17, 3,038 STEM degrees were earned, a 41% increase from the number of STEM degrees earned in 2011-12.

TABLE 2: NUMBER OF STEM DEGREES EARNED

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
2,157	2,389	2,578	2,577	2,799	3,038

Below, Table 3 demonstrates job offer rates, acceptance rates, and average starting salaries based on an exit survey of graduating seniors in May 2017.

TABLE 3: CAREER AND SALARY SURVEY FOR GRADUATING STEM SENIORS - SPRING 2017*

School	Offer Rate	Acceptance Rate	Median Starting Salary
College of Computing	91%	87%	\$85,000
College of Engineering	84%	74%	\$68,000
College of Sciences	75%	61%	\$54,000

*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.

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 (URM) students, who have frequently experienced lower retention and graduation rates than their Asian and White counterparts. As of fall 2016, 17% of all undergraduates were underrepresented minorities.⁴

To encourage academic excellence, the Office of Minority Education: Educational Services (OMED) provides programming specifically targeted to underrepresented minorities. OMED, a unit within the Center for Student Diversity and Inclusion (CSDI), provides a range of services designed to promote the success of underserved minorities.

⁴ For CCG, underrepresented minorities include students who self-identified as Hispanic or Latino, African American, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander or two or more races where at least one race is URM; includes U.S. citizens and permanent residents.

- *Challenge* is a five-week, intensive residential summer 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.
- Workshops, study groups, tutoring, and *Concept Classes* cover course material historically found to be the most challenging.
- The *African American Male Initiative (AAMI)* helps to improve performance trends in the African-American male population. AAMI is the first-ever statewide effort specifically focused on increasing post-secondary education attainment among African American males. *AAMI* students participate in monthly workshops and are paired with faculty, staff, or alumni mentors.

Metrics used 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 program participants compared to the average GPA of non-participating matched peers at the end of the first semester plus retention rates of *Challenge* participants.
- 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.

Progression metrics demonstrate positive program-level outcomes:

- For the 232 URM students participating in the *Edge Program* (peer mentoring), the average cumulative GPA achieved at the end of the first year was 3.19 compared to 3.14 for URM non-participants.
- For *Challenge* (75 participants), average GPA's were higher for African-American/Black students and Hispanic students compared to GPA's of non-participating matched peers. Moreover, 16 of 75 *Challenge* participants completed their first semester with a 4.0 GPA and 52 of 75 participants had a 3.0 or higher GPA at the end of their first semester. By fall 2016, 100% of the previous summer's *Challenge* participants had been retained after one year.
- *AAMI* students (109 participants) had an average first-semester GPA of 3.09 compared to a 2.85 GPA for non-participating African-American males. When we look at first-to-second year retention for *AAMI* students, 100% were retained to the second year compared to a 95% rate for non-participating matched peers. *AAMI* is demonstrating the importance of peer leadership towards raising expectations and cultivating a climate of excellence.

See Appendix E for more information about *Challenge* and *AAMI* outcomes.

By fall 2016, the overall URM first-to-second-year retention reached a historic high of 97% (equal to the overall institutional rate), and the six-year URM graduation rate for the 2010 cohort was 80% (compared with an 86% overall rate). URM graduation rates have improved dramatically over the past six years (from 71% for the 2005 cohort to 80% for the 2010 cohort). In looking at our two largest URM groups—Black or African-American and Hispanic or Latino—six-year graduation rates for the fall 2010 cohort were 76% for Black or African-American students and 87% for Hispanic or Latino students compared to 86% for the overall campus population. While the graduation rate for Black or African-American students compared to the previous year decreased from 78% to 76%, the six-year graduation rate for Hispanic students improved from 85% to 87% (and in fact exceeded the graduation rate for the overall campus population). See Appendix F for URM graduation rates.

Individual programs for URM students continue to demonstrate success. Plans are underway to increase the number of students served by *Challenge*, our summer bridge program, from 75 to 175 students over the next three years.

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,

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Georgia Tech's early alert system provides useful feedback for students adjusting to its academically rigorous environment. We identify students 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). All students with U's are contacted by the Center for Academic Success (CAS), offered tutoring and success resources, and 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 2016, 37,624 midterm grades were provided for 1000- and 2000-level courses, and 3,454 U's were assigned to 2,577 students. During spring 2017, 30,900 midterm grades were entered

for 1000- and 2000-level courses, and 2,699 U's were assigned to 2,043 students. With support from the Registrar's Office, we achieved a 99% faculty response rate in both fall and spring semesters.

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 program or Clough Commons tutoring after receiving midterm grades, and (3) U-to-final-grade convergence.

TABLE 4: MIDTERM PROGRESS REPORT METRICS

Midterm Progress Report Outcomes	Fall 2016	Spring 2017
Students with 2 or more U's participating in academic advisement	90%	92%
Students with at least one U who began using a CAS program or Clough Commons tutoring after being invited to do so at midterm	30%	32%
U-to-A/B/C/S convergence	55%	49%

In reflecting on our progress with this strategy, we are pleased to see outstanding faculty response rates and academic advisement rates. We would like to see a higher percentage of students with U's participating in tutoring and success programs, and to that end we continue to hone our messaging for these students. In addition to improving our underperforming students' participation in tutoring and 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.⁵ In the future, we plan to track the progress of students who did not participate in academic advising after receiving two or more U's.

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:

Donald Pearl, Director, Center for Academic Success, dpearl3@gatech.edu;

Beth Spencer, Director of Undergraduate Academic Advising;

Debbie Pearson, Retention and Graduation Manager, debbie.pearson@gatech.edu.

As shown 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. The Director of Undergraduate Academic Advising provides leadership for advising initiatives related to these populations.

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 2016-17, 319 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 (see www.success.gatech.edu). In 2016-17, CAS provided 26,316 contact points with 8,257 Georgia Tech Students.

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, taught by CAS staff, 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 the course's beginning in 2014 through spring 2017, 186 of 360 GT 2100 students (52%) have either graduated or are continuing. This represents a significant improvement from our pre-initiative baseline of 14%.

⁵ *Midterm Progress Report Study*, Georgia Tech Institutional Research and Planning, April 2015.

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 and in spring 2017. Of the probation students who took the course since its inception, 75% have remained enrolled or have graduated.

Even with these positive outcomes, 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 or Clough Commons tutoring during 2016-17.

TABLE 5: PERCENTAGE OF STUDENTS ON ACADEMIC PROBATION OR WARNING USING CAS SERVICES*

	Fall 2016	Spring 2017
Academic Probation	25%	29%
Academic Warning	19%	18%

*Excludes GT 2100 students

In reflecting on lessons learned with outreach to students in academic distress, we are finding that our outreach to these students in distress must be more robust. In comparing six-year graduation rates for the 2010 cohort, we observed that among the students who were on probation at any time in their academic history only 36% graduated compared to an overall six-year graduation rate of 86%. Members of the CCG-GT Steering Committee (Appendix G) are considering more effective ways to intervene early with these populations. A more intrusive approach will be piloted in fall 2017 with first-year students who are on academic probation, academic warning, or who have a cumulative GPA of 2.0 or below.

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:

Donald 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. An increase in departmental support allowed PLUS to expand into chemistry, organic chemistry, and biomechanics during 2016-17. 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 2016, 1,568 students participated in PLUS for total of 5,625 visits. During spring 2017, 1,693 students participated for a total of 6,432 visits. Also useful for gauging the impact of this strategy is the percentage of participation for courses in which PLUS was offered. In fall 2016, 38% of students in the courses for which PLUS was offered participated in the program; in spring 2016, 43% 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 2016 and spring 2017, this goal was achieved.

- In the fall 2016, 96% of PLUS regular participants (>5 visits) earned a grade of A/B/C/S compared to 84% of their peers in the same classes who did not participate in PLUS.
- In spring 2017, 94% of PLUS regular participants earned a grade of A/B/C/S compared to 83% of their peers who did not participate.

See Appendix H for outcomes by course.

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.

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:

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The Summer Online Undergraduate Program (SOUP) is a high-priority strategy that offers opportunities for students to take online classes during summer semester. SOUP allows us to engage with 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. We are also tracking the retention of SOUP students to the following fall semester. From a baseline of 12 courses offered in summer 2013 (SOUP’s first year), we have expanded to 30 courses in summer 2017. The number of course registrations increased from 112 in 2013 to 778 in 2017. A/B/C/S rates were earned in 87% of SOUP courses in summer 2016. Since 2013, an average of 98% of SOUP participants have graduated or have been retained by the end of the fall semester following the SOUP semester. Understanding how participation in summer classes impacts time to graduation is a metric we plan to track in the future.

OBSERVATIONS

With our 2016-17 CCG successes, we continue to face challenges, such as a high advisor-to-student ratio for some majors, academic coaching requests that exceed current resources, and low participation rates by students on academic warning or probation in success programming and support services. In addition to maintaining our current strategies, our plans for the coming year include the following:

- Employ a more robust, intrusive outreach with our first-year students in academic distress.
- Expand summer programming to encourage timely graduation.
- Provide increased professional development opportunities for academic advisors and establish an academic advisement task force.
- Implement the DegreeWorks student planner module to help students monitor their progress towards graduation.
- Encourage higher levels of participation in our high-impact academic enrichment options including the expansion of living learning communities.
- Expand participation in *Challenge*, our summer bridge program for underrepresented minorities.

As we reflect on our first five years with *Complete College Georgia*, we see how aligning the Institute's retention-progression-graduation goals and strategies with those of CCG has encouraged continual self-study, measurement of outcomes, and sharing across the campus community and the University System of Georgia. Some of our major accomplishments for the first five years include the following:

- Creation of a CCG-GT Steering Committee comprised of leaders across all colleges and major departments on campus. Support of CCG from Georgia Tech's top leadership has been an important ingredient in our success.
- Expansion of the Center for Academic Success (CAS), whose rich and tailored programming has positively impacted the academic progress of thousands of undergraduates.
- Increase in meaningful outreach for students with unsatisfactory midterm progress grades through a cross-campus intervention model.
- Increased outreach for students who may be at risk for not completing their degrees.
- Development of GT 2100, Seminar on Academic Success, as a requirement for students permitted to return to Georgia Tech after academic dismissal. Retention and graduation outcomes for participants are attributable to the remarkable success of this strategy.
- Increased human resources to carry out our RPG goals, including a Retention and Graduation Manager, a Director of Undergraduate Academic Advising, a Director of Summer Session Initiatives, expanded staff for CAS (including academic coaches), and additional academic advisors in some schools.
- Creation and steady growth of our Summer Online Undergraduate Program (SOUP).

By fall 2016, Georgia Tech had achieved a 97% first-to-second-year retention rate and a six-year graduation rate of 86%. These rates have increased dramatically since the inception of CCG (from 79% to 86%) and have in fact exceeded the goals we established in our initial CCG plan. The number of degrees conferred by Georgia Tech has also increased significantly over the past five years. While we believe current strategies are demonstrating success, we continue to seek out opportunities for improvement and look forward to our continued collaboration with CCG.



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 2016 UNDERGRADUATE STUDENT PROFILE

As evidenced by fall 2016 student demographic data, Georgia Southern University enrolls a primarily full-time, residential, undergraduate population. Of 20,673 students enrolled in fall 2016, 18,005 (87%) were undergraduates and 17,122 (83%) were full-time. With a freshman on-campus residence requirement, the University housed 91% of beginning freshmen on campus. Consistent with its mission as a University System of Georgia institution, 94% of undergraduates were state of Georgia residents. The University enrolled 51% (n=9,126) undergraduate female students and 49% (n=8,879) undergraduate male students. Minorities accounted for 36% of the total University enrollment. Only 6% (n=1,114) of undergraduates were transfer students with most of these coming from other System state colleges.

Georgia Southern's first-year retention rate for first-time, full-time, degree-seeking freshmen who entered in fall 2015 (and returned in fall 2016) was 81%. The six-year graduation rate for first-time, full-time, degree-seeking freshmen who entered in fall 2010 and completed a bachelor's degree was 51%. Approximately, 15% of this cohort completed their degree at another institution of higher education, representing a total degree completion rate of 66%.

EVIDENCE OF UNDERGRADUATE STUDENT ACADEMIC PREPAREDNESS

REGULAR ADMISSION

While not a "highly selective" institution, Georgia Southern University generally enrolls above average freshmen. For fall 2016⁶, regular freshman admission at Georgia Southern University still required that students 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 six years. The data indicate that the average SAT composite score of Georgia Southern freshmen continues to hold steady at 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.

⁶ For fall 2017, SAT minimum scores have changed based upon the redesigned exam.

TABLE 1: AVERAGE SAT SCORES OF BEGINNING FRESHMEN COMPARED TO UNIVERSITY SYSTEM, STATE, AND NATIONAL AVERAGES FOR PAST SIX FALL TERMS

	2011	2012	2013	2014	2015	2016
Composite						
Georgia Southern	1112	1115	1112	1113	1112	1113
University System	1096	1110	1111	1065	1052	1056
State Average	972	977	977	973	975	983
National Average	1011	1010	1010	1010	1006	1002

Source: University Fact Book, Office of Strategic Research and Analysis

Table 2 displays the average high school GPA for beginning freshmen for the past six 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 SIX FALL TERMS

2011	2012	2013	2014	2015	2016
3.20	3.21	3.24	3.27	3.29	3.33

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 with 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 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 93 (2011-12) to 51 (2014-15), rising to 66 (2015-16) but still hovering 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 was an unexplained downturn this past year.

TABLE 3: LEARNING SUPPORT STUDENTS FOR PAST FIVE YEARS BY TYPE OF LEARNING SUPPORT

Learning Support	Summer 2011-Spring 2012	Summer 2012-Spring 2013	Summer 2013-Spring 2014	Summer 2014-Spring 2015	Summer 2015-Spring 2016
Math					
Total #	57	47	45	33	51
# Completed	24 (42%)	25 (53%)	29 (64%)	23 (70%)	24 (47%)
# Stopped Attending	21 (37%)	16 (34%)	12 (27%)	8 (24%)	20 (39%)
# Dismissed	12 (21%)	6 (13%)	4 (9%)	2 (6%)	7 (14%)
English					
Total #	18	7	6	12	15
# Completed	14 (78%)	5 (71%)	5 (83%)	11 (92%)	10 (67%)
# Stopped Attending	4 (22%)	2 (29%)	1 (17%)	1 (8%)	5 (33%)
# Dismissed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	<i>Students are no longer dismissed for English Learning Support.</i>
Reading					
Total #	18	7	11	6	<i>USG Learning Support (LS) structure was changed to combine the LS Reading class with LS for English.</i>
# Completed	12 (67%)	7 (100%)	11 (100%)	6 (100%)	
# Stopped Attending	6 (33%)	0 (0%)	0 (0%)	0 (0%)	
# Dismissed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	
Total Learning Support	93	61	62	51	66
% of University Freshmen Enrollment	3%	2%	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%; the retention rate remained stable for 2016. 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 six 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 barriers where possible to help students return for successful junior and senior years.

Goals I and II of the 2016-2017 CCG plan continue the focus on progression of sophomores to juniors, established in last year’s CCG plan.

TABLE 4: RETENTION RATES OF IPEDS FIRST-TIME, FULL-TIME, DEGREE-SEEKING FRESHMEN AND TRANSFER FRESHMEN
FALL 2010 THROUGH FALL 2015 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)	4th year retention: Fall 2014 (percentage point difference from prior year)
Fall 2010 Cohort				
First-time Freshmen	79.6%	64.8% (-14.8)	56.7% (-8.1)	29.1% (-27.6)
Transfer Freshmen	68.6%	53.9% (-14.7)	37.3% (-16.6)	15.7% (-21.6)
	Fall 2012	Fall 2013 (percentage point difference from prior year)	Fall 2014 (percentage point difference from prior year)	Fall 2015 (percentage point difference from prior year)
Fall 2011 Cohort				
First-time Freshmen	77.2%	61.9% (-15.3)	56.0% (-5.9)	27.5% (-28.4)
Transfer Freshmen	73.7%	55.8% (-17.9)	43.2% (-12.6)	21.1% (-22.1)
	Fall 2013	Fall 2014 (percentage point difference from prior year)	Fall 2015 (percentage point difference from prior year)	Fall 2016 (percentage point difference from prior year)
Fall 2012 Cohort				
First-time Freshmen	80.5%	65.8% (-14.7)	58.8% (-7)	28.7% (-30.1)
Transfer Freshmen	60.6%	54.9% (-5.7)	38.0% (-16.9)	14.1% (-23.9)
	Fall 2014	Fall 2015 (percentage point difference from prior year)	Fall 2016 (percentage point difference from prior year)	Fall 2017 (percentage point difference from prior year)
Fall 2013 Cohort				
First-time Freshmen	80.6%	64.9% (-15.7)	58.0% (-6.9)	
Transfer Freshmen	65.7%	57.1% (-8.6)	44.3% (-12.9)	
	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%	67.6% (-13.9)		
Transfer Freshmen	76.3%	62.5% (-13.8)		
	Fall 2016	Fall 2017 (percentage point difference from prior year)	Fall 2018 (percentage point difference from prior year)	Fall 2019 (percentage point difference from prior year)
Fall 2015 Cohort				
First-time Freshmen	80.8%			
Transfer Freshmen	71.2%			

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 and English 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. Therefore, goal III of the 2016-2017 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

For summer/fall 2016, the University continued 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 513 admits each summer. For fall 2016, 45.7% (n=211/461) of fall enrolled EIP students were Pell-grant eligible; 39.4% (n=182/461) were first generation. Table 5 displays the number of freshmen admitted each summer into the Eagle Incentive Program since summer 2007; 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 IPEDS Freshman Enrollment)	% Retained Subsequent Fall	% Retained Next Fall (% Non-EIP Retained)
2007	435 (14%)	92%	78% (81%)
2008	484 (16%)	90%	81% (81%)
2009	492 (14%)	92%	80% (79%)
2010	476 (13%)	90%	82% (79%)
2011	505 (14%)	90%	83% (76%)
2012	529 (15%)	90%	81% (80%)
2013	582 (16%)	94%	76% (81%)
2014	572 (16%)	88%	81% (82%)
2015	547 (16%)	91%	80% (84%)
2016	508 (14%)	91%	
Ten Year Average	513 (15%)		

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 2007 through Fall 2016 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 2010. The data shows mostly an upward trajectory for EIP student graduation success, culminating in a comparable six-year graduation rate to that of non-EIP students. There was a slight dip in 2010, but the program does demonstrate success at getting EIP students to graduation.

TABLE 6: SIX-YEAR GRADUATION RATES: EIP VERSUS NON-EIP

Fall Cohort	2005	2006	2007	2008	2009	2010
EIP	40%	45%	46%	51%	51%	48%
Non-EIP	47%	50%	51%	51%	50%	52%

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 2015 Cohorts, Office of Strategic Research and Analysis

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (MATRIX)

HIGH-IMPACT STRATEGY

Improve academic alert communications and expand to all students in area A-E core courses along with other key courses as designated by departments.

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 the first-time freshman cohort between the junior and senior years; however, it can be argued that this attrition is a consequence of students experiencing academic difficulties in their sophomore year. For instance, students whose experience 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 barriers where possible to retain students for successful junior and senior years. A more robust academic alert system, communicated more effectively and open to more students, will address these issues

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christopher Caplinger

Title: Director of the First-Year Experience Program

Email: caplinca@georgiasouthern.edu

SUMMARY OF ACTIVITIES

In 2016-2017, the CCG team successfully navigated a revised Academic Alert Policy through the institutional approval process, culminating in Faculty Senate and presidential approval. Under this revised policy, which becomes effective fall 2017, academic alerts are expanded from the freshman population to all students enrolled in core courses in areas A-E as well as in other key courses as designated by departments. Academic alerts were also renamed from early alerts to emphasize that they are not midterm grades, but rather indications that students are not performing satisfactory work in one of several categories (i.e., grades, attendance, participation, missed assignments, or some combination of these categories). Faculty are encouraged to submit academic alerts as early as possible to allow more time for students to make improvements and, in some cases, for academic advisors to intervene. Faculty may submit academic alerts as early as the first day of the term, but must submit no later than the 34th day of classes during the fall and spring semesters (the calendar varies for the summer term). Faculty submit “no alert/satisfactory” for all students in the course who are performing satisfactorily at that point in the semester. Faculty may change academic alerts prior to the deadline as additional assessment occurs.

MEASURES OF PROGRESS

METRIC/DATA ELEMENT:

Fall Term Retention and Graduation Rates Table 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 2015: 64.9%

INTERIM MEASURES OF PROGRESS:

Fall 2016 (*before revised Academic Alert Policy implemented*): 67.6%

Fall 2017 (*post implementation*):

It is anticipated that faculty will submit approximately 75% more academic alerts under the new policy. Of this number, 71% of academic alerts will come from courses in A-E of the core, while 29% will come from courses that departments have asked to be included under the academic alert policy. Academic alerts still cover the majority of classes freshmen take (86%), and these freshman alerts comprise almost half of all academic alerts (49%) given. Thirty percent of alerts are given to sophomores, representing 67% of the classes they take. Another 13% of alerts are to juniors (33% of classes they take) and 7% to seniors (16% of the classes they take).

Fall 2018: 69%

MEASURES OF SUCCESS:

Fall 2020: 70%

LESSONS LEARNED

One of the problems with early alerts was that faculty were not aware when they had some students classified as freshmen in their course and, therefore, were supposed to submit an early alert. Under this new policy, the total number of alerts will increase, however, the number of courses for which faculty will submit academic alerts falls from 367 to 187.

HIGH-IMPACT STRATEGY

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

The study, “Redefining Full-Time in College: Evidence on 15-Credit Strategies” (Klempin, 2014), documents the benefits of a 15-credit course load per semester. 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

Dr. Christopher Caplinger
 Title: Director of the First-Year Experience Program
 Email: caplinca@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 are more likely to 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 \$15,000+. In spring 2017, the University expanded its SOAR in 4 marketing efforts to include social media placement, bus advertisements, yard signs, door decals, and posters. Promotion continues through orientation for fall with an updated video shown to students and parents and an advertisement in the new student “Our House” publication.

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 CCG team met its interim measure of progress (41% of sophomores registered for 15 credits or more and 45% of juniors registered for 15 credits or more) for 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%

Fall 2017 Sophomores: Targeting 45% registered for 15 or more credit hours

Fall 2017 Juniors: Targeting 47% registered for 15 or more credit hours

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

Revise Georgia Southern University’s Academic Standing Policy and develop a limited Grade Forgiveness Policy. (*See lessons learned.*)

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 and revision of institutional academic policies which may impede a student’s ability to progress academically and through transforming the way that remediation is accomplished.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Each semester, a number of students fail to register for the subsequent semester. While many of these students have valid reasons for not registering (such as graduating or transferring), others do not register due to difficulties experienced with registration or academic success issues. In fall 2016, 16,319 undergraduates were eligible to register for spring 2017. As of January 18, 2017, 692 (4.24%) were still not registered for spring 2017. The reasons why undergraduate students were still not registered for spring 2017 as of January 18, 2017 are shown Table 5. These data were collected from the survey portion of the injection pages (with a 48% response rate). Of the 335 responding undergraduate students, 33 noted reasons that are under the control of Academic Affairs (i.e., financial, academic, and courses unavailable), representing 9.9% of the total respondents.

TABLE 5: REASONS FOR NOT REGISTERING FOR SPRING 2017 FOR STUDENTS WHO RESPONDED TO SURVEY

Reason | Number of Students

	Listing as Reason
Transferring	169
Personal	66
Financial	18
Military	14
Academic	12
Internship	11
Graduating	10
Family	8
Courses Unavailable	3
Other	24
Total	335

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christine Ludowise

Title: Interim Vice Provost

Email: ludowise@georgiasouthern.edu**SUMMARY OF ACTIVITIES**

The strategies for this goal (revision and development of academic standing and grade forgiveness policies) are still under active development. Interim measures were 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 allow progress to be tracked once policy changes have been fully implemented. Additionally, getting students to register is the first step in enabling them to progress and graduate.

Each semester, more than 3,500 undergraduate students fail to register during their scheduled registration period. To encourage them to register, the Assistant Provost for Academic Advisement administers an electronic survey (commonly referred to as the injection pages) to unregistered students twice each semester. The first injection page is sent the day after registration begins for that particular group of students. The page is sent via My.GeorgiaSouthern to any student who has not registered for the subsequent semester. The injection page asks whether the student plans on registering for the following semester. If the student replies “no,” then the injection page asks for the reasons why: academic reasons; courses unavailable; family issues; financial issues; graduating; internships; military duties; personal reasons; transferring to another college; or other. Some of these reasons (like internships, graduating, transferring, military duties) are valid and do not require any further action. Others (academic reasons, courses unavailable, financial issues) are more within the control of the University and are the areas where our efforts are most likely to result in conversions from unregistered to registered status. If the student replies “yes,” then the injection page inquires as to why they have not registered. The second injection page is sent towards the end of classes for that semester. This page is sent to all students who originally indicated that they plan to register, but have still not done so. The injection page asks whether they plan to register and the reasons why they will not register or have not registered thus far.

To convert ‘not registered’ students in areas within our control, the following activities are employed:

Current data on each college’s ‘not registered’ student population is shared by the Assistant Provost for Academic Advisement with the applicable college dean’s office and academic advisement coordinators. Academic advisors use the information to reach out to ‘not registered’ students (through letters to the parents, emails, and phone calls) to assist students in getting registered before the end of the semester.

Beginning in fall 2016, a Student Dashboard through My.GeorgiaSouthern was implemented. Student Dashboard is another tool for communicating with students to ensure that they are aware of critical deadlines and other alerts that could affect their registration and academic progression. For this initial phase, the alerts will focus on tuition and fees, financial aid, and registration and advising. Alerts will be time-bound and triggered throughout the semester so students will receive personalized, timely communications as needed. For example, a student with an outstanding balance will receive a student account balance pop-up immediately after logging into My.GeorgiaSouthern. Clicking on the “view details” routes the student to the Student Dashboard where the student can find additional information on how to resolve the problem.

MEASURES OF PROGRESS**METRIC/DATA ELEMENT:**

The percentage of ‘not registered’ undergraduate students in spring term ($n = \text{number of ‘not registered’ undergraduate students as of the Wednesday in January after the end of drop/add divided by the number of prior fall semester ‘eligible to register’ undergraduate students.}$) 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. The baseline measure (fall 2016 eligible to register students) was 16,319.

INTERIM MEASURES OF PROGRESS:

The strategies for this goal (review of academic standing and grade forgiveness policies) 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.

Of the 1,456 undergraduate students who began the spring 2017 semester in academic warning (W1, P1, W2, or P2), 340 (23%) earned spring 2017 grades to convert them to good academic standing. See Table 6.

TABLE 6: ACADEMIC STANDING AT END OF SPRING 2017 FOR STUDENTS WHO BEGAN SPRING 2017 NOT IN GOOD ACADEMIC STANDING

Academic Standing Entering Spring 2017 Semester for Students Not in Good Standing	Academic Standing End of Spring 2017 Semester for Students Who Began Semester Not in Good Standing							
	GS	W1	P1	E1	W2	P2	E2	Total
W1	232	30	717					979
P1	55	1	15	166				237
W2	31	1			7	112		151
P2	22	2				4	61	89
Total	340	34	732	166	7	116	61	1,456

Of the 1,456 undergraduate students who began the spring 2017 semester on academic warning, 681 (47%) earned a spring 2017 term GPA of 2.0 or better; but still ended the semester in academic warning and in danger of being excluded despite a successful spring 2017 semester. See Table 7.

TABLE 7: NUMBER OF STUDENTS BY ACADEMIC WARNING STATUS AND GPA RANGE AT END OF SPRING 2017 SEMESTER

Spring 2017 Term GPA Range	Spring 2017 Academic Standing Classification				
	W1	P1	W2	P2	Total
4.0-3.0	103	41	31	15	190
2.99-2.5	144	37	31	16	228
2.49-2.25	76	21	15	5	117
2.24-2.0	110	18	11	7	146
Below 2.0	546	120	63	46	775
Total	979	237	151	89	1,456

MEASURES OF SUCCESS:

Reducing the spring percentage of ‘not registered’ students by 5% from the prior fall semester. By the end of spring 2017, we successfully converted 23% of students who ended fall 2016 in academic warning to good standing status.

LESSONS LEARNED

During FY 2016, an unsuccessful effort was made to revise the Academic Standing Policy—the revision was not approved by the Academic Standing Committee. It became clear that more work needed to be done to garner the necessary support; hence, the Interim Provost (FY 2016) planned a series of campus-wide student success workshops which were designed for deans, associate deans, department chairs, and, most importantly, faculty. Unfortunately, due to transition in the leadership within the Provost's Office, these student success workshops were not held during 2016-2017, resulting in no movement on revising the Academic Standing Policy nor developing a Grade Forgiveness Policy.

The institution now hopes to achieve both of these goals through consolidation with Armstrong State University. At the July 12th CIC meeting, a recommendation was put forward to develop an Academic Standing Policy that holds students accountable without imposing excessively punitive requirements for continued enrollment at the institution. For instance, students struggle academically for many reasons and some stumble spectacularly during their academic careers. An academic standing policy should both hold students accountable and provide them with a safety net of support, resources, and opportunities. It should also reward, not continue to punish, movement in the right direction (i.e., term GPAs above 2.25). Consolidation provides the opportunity for the institution to articulate the standards we expect of students, outline the consequences of failing to meet those standards, and clearly explain both the pathways to success and the tools, resources, and support a student can reasonably expect to receive as they strive for academic excellence.

Through consolidation, Georgia Southern also hopes to establish a limited Grade Forgiveness Policy. Not having a grade forgiveness policy means that missteps in the transition from high school to college are often punitive rather than instructional and transformative. In addition, many students who end up in poor academic standing require additional semesters to bring their GPAs up to 2.0. These students end up with anywhere from 10% to 40% more credit hours than required for graduation alone. Limited grade replacement policies tend to (a) require an application from the student; (b) limit both the number of retake attempts and the number of grade replacements; (c) limit the grade forgiveness to courses in which a D or an F was earned; and (d) limit the type of course for which a student can apply for grade forgiveness (e.g., lower division or CORE courses).

HIGH-IMPACT STRATEGY

Reduce barriers to degree completion via participation in Gateways to Completion® and lowering DFW rates in high-enrollment foundational courses.

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

Gateways to Completion® is a faculty-led self-study process “designed to create and implement an evidence-based plan for improving teaching, learning, and success in historically high-failure rate courses.”⁷ “Success in foundation level courses, such as: accounting, math, chemistry, biology, and writing and rhetoric, is a direct predictor of retention.”⁸ The John N. Gardner Institute for Excellence in Undergraduate Excellence lists outcomes of Gateways to Completion® as: “increases in first-to-second term retention rates; decreases in number of students in poor academic standing; increases in A, B, and C grades; decreases in D, F, W, and I grades; lower course repetition rates; and high performance in the next course in the sequence.”⁹ Getting students through these foundational courses successfully the first-time will alleviate one barrier to degree completion and enable students to proceed smoothly along their program of study.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Christopher Caplinger

Title: Director of the First-Year Experience Program

Email: caplinca@georgiasouthern.edu

SUMMARY OF ACTIVITIES

In the 2016-2017 academic year, Georgia Southern identified Calculus I (MATH 1441) as a high-enrollment course in which students often struggle, with a DFW rate often approaching 40% in a given semester. Lack of success in MATH 1441 is a major stumbling block to degree completion for many students in the STEM fields, and especially engineering, computer science, and physics. The College of Engineering and Information Technology and the College of Science and Mathematics together account for over 1/3 of the first-year entering student population for fall 2017; therefore, improving student learning in MATH 1441 could have a major impact on overall retention and on-time graduation rates. The self-study process has led faculty to recommend piloting ALEKS Adaptive Technology in fall 2017. Data have shown that students weak in algebra and trigonometry perform very poorly in MATH 1441. To prepare students for the rigor of Calculus I, all new students placed in a Calculus I class are expected to complete an online review of prerequisite algebra and trigonometry skills utilizing ALEKS Adaptive Technology. Students are asked to practice each topic in ALEKS until a 70% proficiency of the subject matter is achieved. While ALEKS is the major initiative for fall 2017, other, smaller projects are in the works as well. Two faculty are working on course re-design, and we are also bringing in Dr. Sandra McGuire, a nationally renowned expert on metacognition, to speak to students, faculty, and academic advisors (in separate settings) about promotion of student success. For the coming year, Georgia Southern will be assessing ALEKS for possible implementation as part of the formal curriculum in MATH 1441

⁷ www.jngi.org/g2c/, retrieved 7/13/2017

⁸ Ibid.

⁹ Ibid.

and will continue to focus on course re-design and other efforts to improve student learning in MATH 1441, including the possibility of learning assistants in the classroom.

MEASURES OF PROGRESS

METRIC/DATA ELEMENT:

We will measure progress toward the overall goal using the Fall Term Retention and Graduation Rates Table 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:

The goal baseline graduation rate will be the fall 2009 first-time freshman cohort: 50.4%

INTERIM MEASURE OF PROGRESS:

The interim measure of progress will be measuring the high impact strategy, seeking DFW rates consistently below 30% for MATH 1441. In this case, we will use DFW rates for Calculus I, comparing fall 2017 (post-implementation) DFW rates to the prior three years.

COMPARISON OF DFW RATES IN MATH 1441 (CALCULUS I) FOR PAST THREE YEARS

Semester	% of DWFs	Total Enrollment
Fall 2016	30%	926
Fall 2015	36%	778
Fall 2014	36%	768

LESSONS LEARNED

While the work of Gateways to Completion® is intensive, its focus on student learning is rewarding to faculty involved. Georgia Southern will need to think strategically about expanding the Gateways process to other courses in ways that will have the most impact on student success.

OBSERVATIONS

In January 2017, the University System of Georgia Board of Regents voted to consolidate Armstrong State University and Georgia Southern University. The resulting 27,000-student university will have campuses in Savannah, Statesboro, and Hinesville with the expected timeline for the first entering class in fall 2018. An Operational Working Group has been tasked with reviewing the Complete College Georgia Plans for each institution and writing a new plan based upon the demographics and needs of the consolidated institution. This work will occur during fall 2017 and will most likely result in new goals and high-impact strategies.



Georgia Southwestern State University

INSTITUTIONAL MISSION AND STUDENT BODY

Georgia Southwestern State University's (GSW) mission is to "cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community." 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. Therefore, majority of GSW's student body are Pell eligible or First-Generation college students. Our focus is on cultivating growth in these high-risk student groups specifically, while improving retention, progression, and graduation rates for all GSW students. The strategies GSW pursued during the first five years of Complete College Georgia were chosen to cultivate excellence and persistence in all GSW students.

GSW's total enrollment in fall 2016 was 2974. At that time, the gender distribution of the student POPULATION was 64.9% women and 35.1% men. The ethnicity of the fall 2016 student population was 64.5% White, 26.2% Black, 2.8% Asian and Pacific Islander, 4.3% Hispanic, 1.7% Multiracial, 0.2% Native American and 0.3% Unknown. Approximately 42% of GSW undergraduates receive Pell Grants; 52% are First-Generation college students (no parent/guardian with bachelor degree or higher); 20% began college for the first time as adults (25 years old or older); and 26% are age 25 or older. The majority of our undergraduates (69.2%) are classified as full-time (taking 12 or more hours); 32.4% live on campus; 50% are enrolled in one or more online classes; and 23% 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 FY17, 57% had received the Pell grant while enrolled at GSW, 54% were first-generation students, and 26% were 29 or older at the time of graduation.

This past year, GSW has concentrated upon five high-impact strategies targeted at improving growth, retention, progression, and graduation in our most vulnerable students, many of which will also positively impact all GSW students. We have re-established our summer bridge program, now called the Hurricane Jumpstart Academy, as a more comprehensive experience for the students in the program. As part of our participation in Gateway to Completion, we have begun a comprehensive redesign of our MATH 1111 College Algebra course to improve pass rates and thereby improve retention and progression rates, as well. A personal finance education program, established as a pilot in 2014-15 by GSW's Career Services Office, continued to expand in 2016-17. This program is important because although all student are vulnerable to financial issues to some degree, Pell-Eligible and First-Generation students are especially. We began getting encouraging assessment results for GSW's Windows to the World Program that suggest our students are experiencing gains in their intercultural knowledge and communication skills. Lastly, GSW continues to use and improve our use of the Beacon Early Warning System to monitor student academic success and intervene to support at-risk students, and the Canes Connect Student Engagement System to encourage engagement in campus and community activities.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY #1: HURRICANE JUMPSTART ACADEMY

The Hurricane Jumpstart Academy is a summer bridge program designed to help presidential exceptions transition from high school to GSW as smoothly as possible.

COMPLETION GOAL

The institutional goal for this program is to make access a meaningful opportunity for students who might not otherwise start at a four-year university by not only giving them access, but also giving them the additional support they need to thrive.

DEMONSTRATION OF PRIORITY OR IMPACT

GSW staged its first summer bridge program just prior to orientation in fall 2014, and our retention rate for the fall 2014 cohort was higher than it has been for any cohort since 2007. While we are not asserting that this program was the sole cause of the 2014 retention rate, we believe it was a contributing factor, responsible in part for the less impressive numbers for the 2015 and 2016 cohorts.

SUMMARY OF ACTIVITIES

The 2014 summer bridge program was presented as a one-week academic skills and engagement “boot camp.” Although this program was apparently successful in improving retention, it was funded through a grant and it was decided that this was not a sustainable model. In 2017 GSW developed and implemented a more traditional summer bridge program similar to those used by several USG institutions. For this program students admitted as presidential exceptions were invited to participate. All students enrolled in two courses (ENGL 1101 and SOSC 1101) during a five-week summer semester. Students were encouraged to live on campus and all residential students were housed on the same floor. Students were also presented with a variety of academic skills classes and were required to attend tutoring for both courses. There were also a variety of activities on and off campus to help encourage engagement with the campus community. Each week of the program students also participated in a service learning activity in the Americus area.

MEASURES OF SUCCESS AND PROGRESS

It is far too early to assess any effects on retention or graduation from this program. However, all of the students who participated in the Hurricane Jumpstart Academy successfully completed both of the courses and all have enrolled for the fall semester. Feedback from the students was universally highly positive. The faculty members who taught the two courses reported a remarkable level of engagement among the students and found it a highly positive experience. We will track the progression of these students for comparison with presidential exceptions in the same cohort who did not participate.

LESSONS LEARNED

Planning for the 2017 Jumpstart Academy began fairly late in the 2016/2017 academic year. This limited our ability to advertise the program to potential student participants. The main lesson has been that we need to initiate communication with the students much earlier in the year and take additional steps to ensure solid commitment to the program. We also found that a brief overall orientation session would be helpful.

POINT OF CONTACT

J. Kelly McCoy, Dean, College of Arts and Sciences

HIGH IMPACT STRATEGY #2: GATEWAY TO COMPLETION REDESIGN OF MATH 1111

MATH 1111 College Algebra is among the gateway courses at GSW with the highest DFWI rates historically, so it was a natural choice for our participation in the USG’s first cohort of Gateway to Completion institutions.

COMPLETION GOAL

The redesigned MATH 1111 is part of a two-pronged strategy to increase persistence and progression by restricting the delivery of MATH 1111 primarily to STEM majors, and to get non-STEM majors in the right Core Area A2 course by adding MATH 1001 Quantitative Reasoning as a Core curriculum option.

DEMONSTRATION OF PRIORITY OR IMPACT

MATH 1111 College Algebra is a gateway course for many STEM majors, especially the more unprepared students, so this redesign may affect the timely progression of significant numbers of our STEM major candidates and therefore increase degree productivity in some of GSW’s lower producing programs.

SUMMARY OF ACTIVITIES

2016-17 was GSW’s first full year of the three-year Gateway to Completion course redesign cycle in which the activities encourage a comprehensive consideration of the current state of the course slated for redesign and of ways to improve the delivery and outcomes of the course. GSW’s MATH 1111 course-level committee worked through six sets of Principles and Key Performance Indicators during spring 2017 and the G2C steering committee facilitated three synthesis meetings that lead to a comprehensive report on the current state of MATH 1111 and a set of recommendations for improvement. The final version of this report is currently in progress. In addition, GSW undertook two parallel and complementary course design efforts. Discussions during the first year of the G2C process also led the Department of Mathematics to propose the inclusion of MATH 1001 as an Area A2 option in GSW’s Core curriculum. MATH 1001 was approved by the USG General Education Council for inclusion in Area A2 of GSW’s Core curriculum at the council’s July 2017 meeting, and is being taught for the first time in fall 2017. This move complements the G2C redesign of MATH 1111 by implementing the Regent’s Advisory Committee on Mathematical Subjects recommendation for MATH Pathways. Finally, GSW’s Mathematics department is also undertaking a redesign of the co-requisite support class MATH 0999 and developing the co-requisite support class MATH 0997 to complement its comprehensive redesign of GSW’s Area A2 curriculum that promises to improve success rates in that area of the Core for all GSW students.

MEASURE OF PROGRESS AND SUCCESS

GSW’s primary measures of success for this strategy are the overall DFWI rate for MATH 1111, as well as the success rate of first year students in the course, defined as percentage of student receiving an A, B, or C in the course during fall term. The DFWI rate in MATH 1111 during 2014-15 was 34.9%, while the success rate for the 2015 cohort of incoming freshmen was 71.8%. GSW monitors these measures on a year-to-year basis. GSW’s long-term goals are to decrease DFWI rates to below 25% and increase first-term freshmen success rates to above 80%.

LESSONS LEARNED

The primary lesson learned is that GSW needs to devote more resources to faculty development to bring greater awareness to all its faculty of high-impact pedagogical strategies with emphasis on developing its MATH faculty. We will be initiating series

of symposia on engaged-learning strategies during the 2017-18 academic year. In addition, we hope to be able to undertake G2C redesign on two other courses, ENGL 1102 Composition II and BIOL 1107 Essentials of Biology during 2017-18.

POINT OF CONTACT

Lynda Lee Purvis, Interim Vice President of Academic Affairs

HIGH IMPACT STRATEGY #3: FINANCIAL LITERACY COURSE

The GSW Office of Career Services provided a financial literacy course for the third year that was a non-credit and voluntary course. Participating students learn the importance of managing their financial resources well and completing college while hearing about saving for emergencies and school expenses, budgeting, avoiding credit card debt, “wants,” “needs,” and more. They learn how to make effective financial planning decisions in the future.

COMPLETION GOALS

Increased financial literacy among all students will result in increased persistence and progression towards degrees since financial difficulties are a major cause of students stopping out of college. Financial literacy also aligns with GSW strategic plan goal of “expanding high-impact teaching and learning experiences” in and out of the classroom.

DEMONSTRATION OF PRIORITY OR IMPACT

Forty-two percent of GSW’s fall 2016 students were Pell Grant recipients, fifty-one percent were First-Generation students, and twenty-six percent were non-traditional students who likely have more financial responsibilities than traditional college students. Moreover, all students, not just those students identified by both CCG and GSW as critical to the success of our efforts, should benefit from a higher level of financial literacy. Importantly, offering the course to the entire student body in a broad-based manner will remove the stigmas that may prevent students from seeking help as recommended in the CCG-BFA resource, and has the potential to have a significant impact on all students.

SUMMARY OF ACTIVITIES

In 2016-17, GSW’s Career Services Office purchased annual site license for the second year for the *Foundations in Personal Finance* materials, and incorporated financial literacy into the Hurricane Force Program, which guides students in career planning throughout their years at GSW. Career Services also introduced the topic of financial literacy in classes and group presentations, and at each Preview Day, as well as at Storm Day orientations for fall term 2017. Career Services offered the program in the evenings, as well as by appointment.

MEASURES OF PROGRESS AND SUCCESS

Tracking student attendance and administering a pre- and post-test at each presentation are interim measures of success. Tracking progression and graduation of students who attended presentations for comparison with those who did not are long-term measures of success.

During 2016-17, 33 students attended more than one session of the financial literacy program: 9 students attended 2-4 sessions, 4 attended 5-8, and 6 attended 10-12, which qualified each of them to receive a certificate of completion. In addition, one UNIV 1000 orientation instructor used a session from the program in class to help students concerned with their finances. Other partial sessions were used by one instructor in a Business class of approximately 35 students and another was used as a part of “Money Talks” presentation for Pines Residence Hall. All students in each session showed improvement from Pre-Tests to Post-Tests. Students from the 2014 freshmen cohort, the first to be exposed to the program, will begin graduating in spring 2018, giving us the first long term results for this program.

LESSONS LEARNED

The primary lesson learned is that Career Services must find more effective ways to promote the program. One strategy that is being pursued is to add a Financial Literacy component to UNIV 1000, GSW’s freshmen orientation course, which will promote the program to all new students. Since students who took the course reported that they participated in the series because they received an email invitation or because their parents recommended it after seeing postings on Facebook and hearing about the program on Storm Day, Career Services will continue its efforts in these areas. Based on feedback from a presentation at University of North Georgia’s “Investing in a Culture of Financial Literacy” Conference, the GSW Career Services Director is considering renaming the program to make it more appealing or understandable to college students. Another possible promotion strategy may be to use information regarding the negative effects of poor financial management on careers to promote the importance of developing personal finance skills to faculty and students.

POINT OF CONTACT

Sandra Fowler, Director of Career Services

HIGH IMPACT STRATEGY #4: BEACON EARLY WARNING SYSTEM AND CANES CONNECT STUDENT ENGAGEMENT SYSTEM

GSW uses Beacon and Canes Connect, two software solutions from Campus Labs, to monitor student performance in classes, to provide timely interventions for at risk students, and to improve student engagement in campus social and co-curricular activities. Instructors use Beacon to raise alerts on student who are performing poorly in classes, and advisor and other members of student success networks use the alerts to intervene with students who need additional support to succeed in classes. Canes Connect, GSW's branded version of the Engage student engagement platform, is used by a variety of campus and community groups, such as student organizations and the local chamber of commerce to advertise and track participation in both on- and off campus events. Data on student involvement in such activities is also available to advisors in the individual student profiles of their advisees in Beacon.

COMPLETION GOALS

Beacon provides one tool to increase persistence and progression through engaged, hands-on advising of students. Canes Connect gives GSW a way to encourage students to become involved in campus and community events, and to track that involvement. Campus and community engagement are essential parts of GSW's strategic plan because they are essential to producing well-rounded graduates and because campus and community involvement increases student persistence and progression.

DEMONSTRATION OF PRIORITY OR IMPACT

Since all members of the GSW campus community, including all students, faculty and staff have access to both Beacon and Canes Connect, these systems have the potential to impact the persistence and progression of all GSW students significantly.

SUMMARY OF ACTIVITIES

This past academic year was GSW's third year using both Beacon and Canes Connect. During the period from August 1, 2016 to May 31, 2017, GSW faculty members raised 1024 alerts in Beacon, the majority of which alerted advisors and other members of students' success networks to academic performance or attendance issues. Some member of a student success network or the system administrator lowered every alert, but the average time to lower the alert was more than 30 days. The system administrator only lowered alerts after the term was complete when an intervention was no longer possible.

Student organizations and other campus units used Canes Connect to schedule, advertise, and track campus events. For instance, the Windows to the World Program scheduled and advertised all Windows to the World seminars during 2016-17 using Canes Connect. The Director of International Programs also used Canes Connect to track attendance at the seminars and to send follow-up surveys to attendees. However, only about 20% of student organizations are using Canes Connect in 2016-17, but that was up by 10% over 2014-15.

MEASURE OF PROGRESS AND SUCCESS

GSW will ultimately measure the use of Beacon and Canes Connect by increases in student persistence and progression, but since each system is only part of larger strategies to improve advising and to increase student involvement, GSW tracks usage and other measures of activity in the systems as proxy measures of success. For Beacon, the most relevant proxy measure is time necessary to lower an alert, which indicates that an intervention has occurred in a timely manner. Overall usage of the notifications is also relevant. During the first year of usage, the average time to lower an alert was 52 days, and while the average time to lower an alert has decreased substantially to 30 days, the average length of time is still much too high. For Canes Connect, the percentage of student organizations using the platform and the overall number of organizations registered are the most relevant metrics.

LESSONS LEARNED

In looking deeper into the data about the length of time associated with lowering alerts, it has become clear that in general interventions for our first-year students happen much more quickly than interventions for students in the second-, third-, fourth-year who are advised primarily by faculty members. Discussion with faculty members who are high volume users of the system suggests that they are often unsure how to respond or intervene, especially when the cause of academic performance issues is non-academic. In addition, discussion with all system users suggested that when a student has a large success network it is sometimes unclear to network members who the primary point of contact for the student should be. To address these issues, a task force met over the summer to establish protocols for who the primary points of contact are in student success networks, and for responding to alerts. These strategies will be implemented in 2017-18. It is apparent that the motivation for student organizations to establish themselves in Canes Connect is low; therefore, the task force recommended that the eligibility of student organizations to use university facilities for events should be tied to the use of Canes Connect to schedule and advertise events; this recommendation will also be implemented in 2017-18. In addition, all campus support services and academic programs are being encouraged to join Canes Connect as organizations, so that the event calendar in the system can become a central point for organizing and advertising events aimed at engaging and supporting students.

POINT OF CONTACT

Bryan P. Davis, Interim Associate Vice President of Academic Affairs

HIGH IMPACT STRATEGY #5: WINDOWS TO THE WORLD PROGRAM

The Windows to the World Program is intended to improve the global knowledge and intercultural communication skills of GSW students. The primary vehicles for achieving these goals are the Windows to the World Seminars that are co-curricular presentations, discussion, and other interactive events on a number of global and intercultural topics. Each first-time fulltime student who has entered GSW since fall 2014 has been required to attend six Windows to the World Seminars before graduation.

COMPLETION GOALS

The Windows to the World Program helps increase campus involvement and therefore should have a positive effect on retention and progression. The program also aligns with GSW's current strategic plan goal to "increase opportunities for students to engage in . . . co-curricular learning experiences, and encourage and enable all students to participate," and the goal to "reinforce a global perspective for teaching and learning and prepare students for global viewpoints through integration with the curriculum and engagement activities."

DEMONSTRATION OF PRIORITY OR IMPACT

The Windows to the World Program began as GSW's Quality Enhancement Plan during our SACSCOC Reaffirmation in 2013-14, and, therefore, is of the highest priority to the institution. Since all first-time incoming students are required to participate in the program, it has the potential to impact a large segment of GSW's student population. In addition, all students are invited to attend even those who do not have the Windows to the World requirement or who have completed the requirement.

SUMMARY OF ACTIVITIES

During the 2016-17 academic year, the Windows of the World Program provided sixteen seminars including two presentations by GSW students who had studied abroad on their experiences, an open discussion on Race, a presentation on globalism and nationalism, and a game night featuring globally themed games. We also collected and assessed written student reflections from two groups: freshmen who had their first contact with the program and completers who had attended the required six seminars, sometimes more.

MEASURES OF PROGRESS AND SUCCESS

The Windows to the World Program is assessed long term by a pre-program/post-program model. Incoming students in UNIV 1000, GSW's orientation course, take the Global Perspectives Inventory survey instrument and write a reflection on their first contact with Windows to the World. Students who have completed six Windows to the World seminars take the Global Perspectives Inventory again and write another on how their perspectives have changed since they entered GSW. As interim measures of the success of individual seminars, participants fill out surveys the results of which are used to guide the scheduling of future seminars.

LESSONS LEARNED

Since many students have not progressed satisfactorily in completing their required six seminars, it is clear that more needs to be done to make students aware of the Windows to the World program and its benefits. Students need to be more aware of the benefit of intercultural communication skills as essential skills and the value of having the seminars they attended as part of the program listed on their transcripts. Highly motivated students have progressed rapidly, often attending more than six seminars, and have shown significant gains on the Global Perspectives Inventory and on the capstone reflection assessments. The less motivated students are the ones in whom we need to increase awareness of the benefits of the program.

POINT OF CONTACT

Bryan P. Davis, Interim Associate Vice President of Academic Affairs

REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

During the first five years of CCG, GSW has institutionalized a number of our CCG initiatives as part of our ongoing practices and procedures. The redefinition of Academic Standing, undertaken by the Office of Academic Affairs, has helped create higher expectations for incoming students that have some part in increased retention rates. The Division of Student Affairs is now in regular contact with GSW parents involving them in student success through communication of relevant information and solicitation of feedback on student issues. The implementation of *Fifteen to Finish*, or *Thirty to Thrive* at GSW, led to an increase in the number of credit hours placed in the block schedules of first-time fulltime freshmen from 12-14 credit hours to 14-16 credit hours. This change has resulted in both higher numbers of new students achieving good standing after their first semester, and increase in both the percentage of students completing fifteen hours after their first semester and of students completing thirty hours after their first year. The Storm Spotters program continues to provide incoming students with trained peer advisors to help them through their first year of college.

As you may have noticed in the foregoing summary of procedure and practice changes from GSW's CCG participation, we have focused much of our energy on improving the experience and the numbers related to first-time fulltime freshmen. This focus, although arguably necessary in the short term, seems to us to have been the less effective in the long term than a broader view might have been. We have improved retention and other numbers associated with getting and keeping new students, but we have not yet seen appreciable increases in our progression and graduation numbers. The realization that we need to attend to the full life cycle of students led to the formation of GSW's Enrollment Management Council, which brings together representatives of Academic Affairs, Admissions, Financial Aid, Institutional Research, Information and Instructional Technology, the Registrar's Office, and Student Accounts weekly to discuss common solutions to common issues and problems. As a first deliverable, the Enrollment Management Council drafted a comprehensive Enrollment Management Plan that

proposes to address issues, problems, and solutions related to the full life cycle of a GSW student from being an admissions prospect to becoming a successful student, from graduating to giving back to the institution as an Alumni donor. Of particular relevance to CCG is the goals under Dimension 3 of GSW's Strategic Enrollment Plan on Student Support and Success:

To increase student retention and progression to graduation, Georgia Southwestern State University will:

- Goal 1: Further the institution-wide culture of student success until student success becomes the highest priority for the institution.
- Goal 2: Identify the required conditions for success based upon student population and ensure these conditions exist across campus
- Goal 3: Develop an integrated retention plan which includes measures for identifying the causes of individual student attrition and use those results to define and enact intervention strategies
- Goal 4: Develop a student advising plan that provides support throughout the continuum, with a focus on retention, student success and graduation
- Goal 5: Develop a more robust faculty-staff development plan to improve teaching and student support, as well as campus communication and collaboration

Going forward then, GSW will begin to emphasize progression and persistence over retention in its strategic planning of its CCG activities. In the next year, all of GSW's academic units will compose four-year degree plans for all degrees based on two-year course rotation plans completed in the last year. We will also update our advising plans to place greater emphasis on the transitions from first to second year and from taking mostly Core curriculum classes to taking mostly upper division major classes. As a parallel to the renewed advising plan, we will work to create greater awareness of the Hurricane Force career readiness plan designed by Career Services to allow students to begin career planning long before they apply for graduation. Since faculty development is a key to an engaged learning environment, GSW will begin in fall 2017 to implement a five-year plan to have a robust Center for Teaching and Learning with a full-time director by fall 2022. As one of the first steps taken this year, the Office of President and the Office of Academic Affairs in association with the Center for Teaching and Learning will offer a yearlong series of Engaged Teaching Symposia. Going forward, GSW proposes to contribute to the overall goal of Complete College Georgia to produce more Georgians with college credentials not by only recruiting more students, but also by increasing the persistence and progression of the students we recruit.



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.¹⁰ 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 when compared to black students.¹¹ According to the United States Department of Education, Pell-eligible students nationally have a six-year graduation-rate of 39%,¹² a rate that is 20 points lower than the national average.¹³

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 gaps are gone. The graduation rate for bachelor-degree seeking students has improved 22 points—among the highest increases in the nation over this period (**Appendix, Chart 1**). Rates are up 33 points for Latinos (to 55%), and 29 points for African Americans (to 58%). Pell-eligible students currently represent 58% of Georgia State University's undergraduate student population, and this year they graduated at a rate (54%) one-point higher than the rate for non-Pell students (**Chart 2**). In fact, **over the past three years, African-American, Hispanic, first-generation and Pell-eligible students have, on average, all graduated from Georgia State at or above the rates 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. Twenty months after its consolidation with Perimeter College, the university awarded a record total of 7,047 undergraduate degrees over the 2016-2017 academic year, a 7 % one-year increase. The university established new records for total bachelor degrees awarded (5,062, +4%), as well as bachelor degrees awarded to Pell-eligible (2,957, +5%), black (2,040, +8%), Hispanic (509, +18%), and first-generation (1,384, +18%) students (**Chart 3**). Georgia State now awards more bachelor's degrees annually to Hispanic, Asian, first generation, and Pell students than any other university in Georgia. According to *Diverse Issues in Higher Education*, for the fifth consecutive years we conferred more bachelor degrees to African Americans than any other non-profit college or university in the United States. **This past year, Georgia State University became the first institution in U.S. history to award more than 2,000 bachelor degrees to African American students in a single year.**

Since the launch of its current Strategic Plan in 2011, Georgia State University has seen a 20% increase in its number of bachelor's degrees awarded, with the number topping 5,000 a year for the first time ever in 2016-17, with even stronger gains made with at-risk student populations (**Charts 3 and 4**). Over the past six years, bachelor's degree conferrals are up 47% for African Americans, 33% for Pell students, and 74% for Hispanics. Just as importantly, students are succeeding in some of the most challenging majors at Georgia State. Over the past six years, the number of bachelor's degrees in STEM fields that are successfully completed annually has increased by 69% for black students, 111% for black males, and 226% for Hispanic students (**Chart 5**).

Despite steep declines in Perimeter College overall enrollments in the years leading up to consolidation, associate degree conferrals were also up significantly in 2016-17 with 1,953 degrees awarded—an increase of 17% over the previous year. Perimeter College associate-degree graduation rates are up by 5.3 percentage points overall and by 6 percentage points for African American and 7 points for Hispanic students since consolidation was announced (**Charts 6-8**).

These gains have been the subject of growing levels of national attention:

¹⁰ 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](http://www.pellinstitute.org/downloads/publications-Indicators%20of%20Higher%20Education%20Equity%20in%20the%20US%2045%20Year%20Trend%20Report.pdf)

¹¹ 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.

¹² Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from <http://www.nasfaa.org/uploads/documents/Pell0212.pdf>.

¹³ 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.¹⁴
- In 2014, Georgia State received the inaugural national MVP Award for Student Success Transformation from the Association of Public and Land Grant Universities (APLU), and in 2015 it received the second-ever Institutional Transformation Award from the American Council on Education (ACE). Both awards cited Georgia State's exceptional progress in student success and its elimination of all achievement gaps.
- In August 2015, Georgia State was invited to provide expert testimony on strategies for helping low-income students succeed before the United States Senate.
- In September 2015, Georgia State was awarded a \$9 million grant from the Department of Education to lead a four-year study to track the impact of analytics-based proactive advisement on 10,000 low-income and first-generation college students nationally.
- In September 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 (behind only ASU, Stanford and MIT). Georgia State's First-Year Experience and Freshman Learning Community programs were both ranked among the Top 15 in the nation.
- In March 2017, Georgia State's student-success programs secured the second largest gift in university history, a \$14.6 million grant from the State Farm Foundation to fund innovative, data-based programs in support of college completion at Georgia State University's Perimeter College campus in Decatur.
- In July 2017, Bill Gates made a half-day visit to campus specifically to learn more about Georgia State's innovative use of data and technology to promote student success.

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 three years, Georgia State has hosted teams from almost 200 colleges and universities that sought to learn more about Georgia State programs, including institutions from the Netherlands, Great Britain, Australia, Hong Kong, China, New Zealand, and South Africa. Every University System of Georgia (USG) institution has worked with Georgia State, as well.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia State University now enrolls more African American, Hispanic, Asian American, first-generation, 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 2016-17. With Georgia State's January 2016 consolidation with Georgia Perimeter College, the study body has become even more remarkable. **Georgia State University enrolled 63,200 unique students this past year.** This included 51,000 students during the Fall 2016 semester alone, including 18,515 students pursuing associate degrees on its five Perimeter College campuses. This means that approximately one out of every six students in the entire USG this past year was enrolled at Georgia State. This number includes 25,400 Pell students. (As a comparison, the entire Ivy League last year enrolled 9,800 Pell students.) We now enroll more than 21,000 African Americans per semester (25% of the USG total enrollment of African American students) and 5,200 Hispanic students (21% of the USG total) (**Chart 8**). Georgia State's diversity is truly exceptional. According to *U.S. News and World Report*, Georgia State University is one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity¹⁵ and for the number of low-income students enrolled.¹⁶

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 improving our graduation rates significantly, but not by turning our backs on the low-income, underrepresented and first-generation students who we have traditionally served. On 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, with its tens of thousands of students who fall into federal at-risk categories, is the latest example of this deep commitment.

¹⁴ 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>.

¹⁵ 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>.

¹⁶ U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity>.

The central goal that we have set for our undergraduate success efforts is highly ambitious, but the words were chosen carefully: 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**”¹⁷

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 annually by 2021—and to close all achievement gaps between our student populations. As outlined in this update, we are not only on track to meet these goals, we already have met the latter two—five years ahead of schedule. (See Section II for more the details.)

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

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 2021.¹⁸ 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 in recent years by huge increases in the enrollments of students from at-risk populations—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 far more diverse and financially distressed. Aided by the consolidation with Perimeter College, **the 7,047 undergraduate degrees conferred during the 2016-2017 academic year represent a 2,825-degree increase (67%) over the baseline year of 2011 (Chart 3)** and exceeds the Strategic Plan’s pledge to increase degrees awarded by 2,500 annually.

The gains have been greatest for at-risk student populations. In the 2016-2017 academic year, Georgia State University conferred record numbers of bachelor degrees to Pell-eligible, first generation, African American, and Hispanic students (Chart 4). Since the 2010-2011 academic year, the number of bachelor degrees conferred to Pell students grew by 33%, conferrals to African American students increased by 47%, and degrees awarded to Hispanic students has increased by 74%¹⁹. Time to degree is down markedly—by more than half a semester per student since 2011—saving the graduating class of 2016 approximately \$15 million in tuition and fees compared to their colleagues just three years earlier (Chart 10). Since the launch of Georgia State University’s 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 54% (Charts 1 and 2).

In the short time since consolidation was announced, graduation rates for associate-degree-seeking students at Perimeter College have increased by 5.3 percentage points overall and by 6 to 7 percentage points for both black and Hispanic students (Chart 8). Graduation rates for associate-degree-seeking students will increase further in 2017. Associate degrees conferred this year reached a total of 1,953, a 17% increase over the previous year (1,702) and a 35% increase over the 2010-2011 number (1,452).

It is important to note that, due to changes in jobs and economic circumstances, low-income and first-generation students’ families move more frequently than do middle- and upper-income 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 77.7% 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 (Chart 11).

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.

¹⁷ Georgia State University (2012). Strategic Plan 2011-2016/21. Retrieved from http://strategic.gsu.edu/files/2012/09/GSU_Strategic_Plan_2016-2.pdf

¹⁸ 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

¹⁹ 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.

Georgia State's completion efforts have made us a clear outlier nationally. In fact, according to the Hechinger Report, Georgia State has the highest graduation rate in the country for an institution with its number of Pell students. Several strategies that produced these gains are discussed next.

HIGH IMPACT STRATEGIES

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.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

System went fully live in August 2012. This past academic year, the system generated more than 52,000 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 consolidated 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 launched at Perimeter in 2016-17 and the university hired an additional 30 Perimeter academic advisors in support. Early data show that GPS is equally effective in improving outcomes for associate and bachelors' students. In each context, 90% of the upfront costs have been for personnel not technology.

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)
- Progression rates have increased by 16 points (from 47% to 63%)
- Decline in changes of major in the sophomore, junior and senior years (down by 32%)

MEASURES OF SUCCESS

- Bachelor's degree six-year graduation rates are up 6 percentage points and associate degree three-year rates are up 5 percentage points since their respective launches (2012, 2016)
- Bachelor's degree conferrals up 22% and Associate degree conferrals up 17% since launches
- Wasted credit hours have declined by 8 credit hours per graduating student while average time to degree is down by half a semester, saving students roughly \$15 million a year.
- All achievement gaps based on race, ethnicity and income have been eliminated
- Boston Consulting Group has determined a positive ROI for the initiative

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)

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.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

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 second largest ever, with 312 students enrolled. The most recent cohort was retained at a rate of 94%. This compares to an 88% retention rate for remainder 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. Academy expanded to Perimeter College for Summer 2016.

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 identify for the first Perimeter cohort, we will create a more accurate baseline retention rate given the profile of the students enrolled.

INTERIM MEASURES

- Retention rates, graduation rates, degree completions

MEASURES OF SUCCESS

- Retention rates for the students for the at-risk students enrolled in the Success Academy (**94%**) exceed those of the rest of the freshman class (**88%**) and the baseline of **51%** in 2011.
- In summer 2016, the program enrolled 312 students, up 207 from summer of 2012.

PRIMARY CONTACTS

- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)
- Dr. Eric Cuevas (Director of Student Success Programs)

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 9,121 grants awarded over the past five years, the program has prevented literally thousands of students from dropping out of Georgia State.

SUMMARY OF ACTIVITIES AND LESSON LEARNED

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, 2,141 grants were awarded. This included grants awarded to Perimeter College students throughout the academic year. Timeliness and access to good data are the keys to success.

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%
- Of the Perimeter College students receiving Panther Retention Grants during the Fall 2016 semester, 73% returned for the Spring 2017 term.

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.

PRIMARY CONTACTS

- Dr. Timothy Renick (Vice President for Enrollment Management & Student Success)
- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

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 double the graduation rates of Georgia State students who lose the Hope scholarship.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

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.
- Students must pursue a minimum of 30 credit hours within the next academic year.
- Students must attend Student Success workshops facilitated by the Office of Undergraduate Studies.
- Students must meet with their academic coaches 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. It is critical to identify students at risk of losing Hope as early as possible, when the interventions are far more likely to change outcomes. Good tracking data are essential.

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 career has almost doubled, from 21% in 2008 to 38% in 2015.

PRIMARY CONTACTS

- Dr. Eric Cuevas (Director of Student Success Programs)
- Dr. Allison Calhoun-Brown

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 96 majors and more than 3,400 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 have one-year retention rates that are 5 percentage points higher than freshmen not enrolled in FLCs. Almost 70% 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.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

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. It is critical to make career preparation part of the curriculum, from first semester on. Doing so also promotes voluntary students visits to Career Services, which have increased by 70% since meta majors.

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 2016-2017 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

- Adopting an opt-out model has meant that almost 70% of freshmen now participate in FLCs.

MEASURES OF SUCCESS

- One-year retention rates reached 84% for FLC freshmen (2016)
- Changes in majors at GSU are down by 32% since 2011.

PRIMARY CONTACTS

- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)
- Dr. Eric Cuevas (Director of Student Success Programs)

CHAT-BOT TECHNOLOGY TO REDUCE SUMMER MELT**HIGH-IMPACT STRATEGY**

In the Fall 2015, almost 18% of Georgia State’s incoming freshman class were victims of “summer melt.” Having been accepted to GSU and having confirmed their plans to attend, these students never showed up for fall classes. We tracked these students

using National Student Clearinghouse data and found that, one year later, 274 of these students (74% of whom were low-income) never attended a single day of college classes at any institution. We knew we needed to be far more proactive and personal with interacting with students between high-school graduation and the first day of college classes. Towards this end, we launched a new portal to track students through the fourteen steps they needed to complete during the summer (e.g., completing their FAFSA, supplying proof of immunization, taking placement exams) to be ready for the first day of college classes. We also become one of the first universities nationally to deploy a chat-bot in support of student success.

SUMMARY OF ACTIVITIES AND LESSONS LEARNED

In the summer of 2016, we piloted a new student portal with partner EAB to track where incoming freshmen are in the steps they need to complete during the summer before fall classes. With the help of Admit Hub, we deployed an artificial-intelligence-enhanced texting system—a chat bot—that allowed students to text 24/7 from their smart devices any questions that they had about financial aid, registration, housing, admissions, and academic advising. We built a knowledge-base of 2,000 answers to commonly asked questions that served as the responses. We secured the services of Dr. Lindsey Page of the University of Pittsburgh as an independent evaluator of the project. From these efforts, we lowered “summer melt” by 22% in one year. This translates into 324 more students, mostly low-income and first-generation, enrolling for freshman fall who, one year earlier, were sitting out the college experience. Critical to success is building an adequate knowledge base of answers so students can rely on the system. Many students reported that they preferred the impersonal nature of the chat-bot.

BASELINE STATUS

- Summer Melt rate of 18% for the incoming freshman class of 2015.

INTERIM MEASURES

- In the three months leading up to the start of Fall 2016 classes, the chat-bot replied to 201,000 student questions, with an average response time of 7 seconds.

MEASURES OF SUCCESS

- Summer Melt was reduced by 22% in one year, translating into 324 more students, mostly low-income, who matriculated for the Fall 2016 semester. Dr. Lindsey Page has published a research article confirming these results. See <https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/>

PRIMARY CONTACTS

- Dr. Timothy Renick
- Mr. Scott Burke, AVP for Admissions

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 benefitting 10,000 students or more annually.

Our work to promote student success at Georgia State 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 from a single program, but grows from a series of changes that undergo continual evaluation and refinement. It also shows how a series of initially small initiatives, when scaled over time, can significantly transform an institution’s culture. Student-success planning must be flexible since the removal of each impediment to student progress reveals a new challenge that was previously invisible. When retention rates improved and thousands of additional students began progressing through their academic programs, for instance, we faced a growing problem of students running out of financial aid just short of the finish line, promoting the creation of the Panther Retention Grant program. It also led to a new analytics-based initiative to better predict and address student demand in upper-level courses. For a timeline of where we have been and where we are going next, please see **Chart 12**.

Georgia State still has much work to do, but our progress in recent years demonstrates that significant improvements in student success outcomes can come through embracing inclusion rather than exclusion, and that such gains can be made even amid a context of constrained resources. It shows that, even at very large public universities, we can provide students with personalized supports that have transformative impacts. **Perhaps most importantly, the example of Georgia State shows that, despite the conventional wisdom, demographics are not destiny and achievement gaps are not inevitable.** Low-income and underrepresented students can succeed at the same levels as their peers.



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.

Final Fall 2016 enrollment was 3901; as of August 14, 2017, Fall 2017 pre-midterm census enrollment is 4,054. Of entering freshmen in fall 2016,

- 50% had learning support requirements, down from 55% in Fall 2015.
 - 26.3% of entering freshmen had only a Math requirement (N=231), down from 30% in Fall 2015
 - 12.3% had Math and English and/or Reading requirements (N=108), down from 19% in Fall 2015
 - 5% had English, Reading, or both requirements (N=45)
- 59% were Pell-eligible, down from 65% in Fall 2015
- 43% were African-American
- 23% self-identified as first-generation college students, roughly the same as Fall 2015

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 B.S. in Human Services degree, using hybrid course delivery. The course meetings are held at our teaching site in Henry County, a high-population area and Gordon's biggest "feeder" county, 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 2016, that population increased 775%, to 315 students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

HIGH-IMPACT STRATEGY

- A. IMPROVE STUDENT ENGAGEMENT AND ADVISING THROUGH 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, Assistant Vice-President for Academic Excellence, phiggins@gordonstate.edu.

For strategy 1.C, Dr. Anna Higgins-Harrell, Coordinator of the Center for Excellence in Teaching and Learning, a_higgins@gordostate.edu

SUMMARY OF ACTIVITIES

A. Provide Always Alert intrusive advising for disengaged and poorly performing students.

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 2016-17 academic year, 19 faculty members from 6 departments (and two schools) 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. The School of Nursing and Health Sciences also contributed faculty volunteers. In total, academic coaches conducted 724 Always Alert interventions for 480 unique students, up from 434 Always Alert interventions for 310 unique students during the 2015-2016 academic year. Perhaps most encouragingly, non-SSC staff (faculty volunteers) performed 42% of all Always Alert interventions during the Spring 2017 semester, up from only 13% in Spring 2016.

In addition to decentralizing academic interventions, Academic Coaches began conducting walk-in Always Alert advisement in 2015-2016 in an effort to improve accessibility to academic coaching and remove scheduling difficulties that come with working around both students' and faculty members' schedules. That initiative continued in the 2016-17 academic year, with walk-in Always Alert advising being made available in a central location on campus (the Student Center) and in the campus's largest residence hall.

B. Improve training of new faculty members in student engagement and advising.

In 2016-17, Gordon State expanded and improved its academic advising training program for new faculty. The training was provided by the Student Success Center professional advisors and 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 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, took an aggressive approach to adding and improving learning opportunities. The 2016-17 CETL Schedule of Events included:

- Multiple CETL Lunch conversations and "After Hours" events
- 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:
 - Different Approaches on Teaching Writing
 - Tackling Tense Topics in the Classroom
 - Improving Attendance
 - 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
 - What is LEAP?
 - Writing Across Disciplines: Teaching Structure and Self-Assessment

CETL continued the annual Teaching Matters Conference that draws participants from the eastern United States.

D. Hold an on-campus student success conference to engage faculty and reinforce the message that everyone on campus is responsible for student success.

In August 2016, GSC held its first Student Success Summit, an on-campus conference-style event that drew campus-wide participation from both faculty and staff. A nationally-known leader in the field academic advising, Charlie Nutt, kicked off the SSS with a lunch-time keynote address, which was followed by two sets of student success-related presentations and

discussions put together by faculty and staff. Although its impact on completion rates will not be known for some time, the Summit received overwhelmingly favorable feedback, and the Always Alert program (see above) saw a 46% increase in the number of volunteer Academic Coaches, and a huge increase in the number of Always Alert interventions performed by faculty volunteers.

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.

BASELINE MEASURES

1315

INTERIM MEASURES OF PROGRESS

One-year changes:

- Associate’s: -3.4% (436 to 421)
- Bachelor’s: +3.3% (181 to 187)
- Transfer Outs: No Change (464 and 464)

See table below, Degrees and Transfer Outs by Academic Year.*

Metric	2012/13	2013/14	2014/15	2015/16	2016/17
Associate Degrees	500	454	403	436	421
Bachelor's Degrees	124	155	148	181	187
Transfer to other USG Institutions	692	584	509	464	464
Total	1315	1180	1057	1081	1072

MEASURES OF SUCCESS

Increase in combined number of degrees conferred and transfer outs.

LESSONS LEARNED

Always Alert: De-centralizing much of the Always Alert advising continues to make the work load manageable and is perhaps contributing to campus culture change regarding student success.

NFO Training: 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. We are confident that the orientation pieces developed prior to and for 2015-2016 will ultimately help us reach our 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, and after an increase in degrees conferred in 2015-16, we were disappointed but not totally surprised to see a small decrease in 2016-17. We are, however, pleased to see that the number of baccalaureate degrees increase once again.

HIGH-IMPACT STRATEGY:

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, sbishop@gordonstate.edu

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.

For the 2016-17 year, GSC continued to work with public school systems in our service area to facilitate dual enrollment, through a variety of strategies:

- 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

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

2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
57	70	155	172	194	315

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.

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. Also, the college’s Testing Center offers several ISAT’s (institutional SAT’s) for prospective MOWR students who missed national test administrations.

HIGH-IMPACT STRATEGY:

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 PRIORITY AND/OR IMPACT

Gordon State College is an access institution in the USG, and 44% of our first-time, full-time freshmen in fall 2016 had one or more learning support requirements.

PRIMARY POINT OF CONTACT

Dr. Steve Raynie, Director of College Readiness: sraynie@gordonstate.edu

SUMMARY OF ACTIVITIES

GSC continued its transformation of remediation in the 2016-17 academic year. All students with Learning Support requirements took either a Foundations course or corequisite remediation. The majority of students needing remediation were placed in corequisite remediation. Fall 2016 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 once again 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, so passing a college course in the first term was not an option. The table below reflects the percentages of students who passed in two, three, or four semesters:

	2 Terms	3 Terms	4 Terms	Not Passed
English	29%	10%	1%	59%
Math	20%	13%	6%	60%

INTERIM MEASURES OF PROGRESS

For students admitted in fall 2016 with an English and/or Reading Learning Support requirement,

- 64% taking corequisite courses passed English 1101 in their *first* semester, and another 7% in their second semester.
- 43% taking a stand-alone remediation course passed ENGL 1101 in their *second* semester of college, and another 4% passed the course in their third semester.

For students admitted in fall 2016 with a Math Learning Support requirement,

- 71% taking corequisite courses passed a college-level math course in their *first* semester, and another 5% in their second semester.
- 56% taking a stand-alone 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 overall 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 72%. The ABC rate for corequisite English students was 71% within two semesters.
- The overall MATH 1001 (Quantitative Skills and Reasoning) ABCD rate was 73.8% and the MATH 1111 (College Algebra) rate was 68.2%. The ABCD rate for all corequisite Math students was 76% within two semesters.

LESSONS LEARNED

The success rates in the corequisite classes are encouraging. We have moved to eliminate the Foundations (stand-alone) courses, and for the current 2017-18 academic year, we have all students with Learning Support requirements in corequisite courses.

HIGH-IMPACT STRATEGY:

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 PRIORITY AND/OR IMPACT

About 12% of the GSC student population in any recent year has been adult learners. As the 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

20 enrolled in spring 2015 (initial) cohort

INTERIM MEASURES OF PROGRESS

Weekend College Enrollment by Cohort

Fall 2015	Spring 2016	Fall 2016	Spring 2017
19	11	19	5

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

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, Director of College Readiness; 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:

- All students must earn at least a C in all courses during both terms.
- 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.
- 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 exceeded.

In Fall 2016, we began a second ACCESS program in conjunction with Fort Valley State University (FVSU GAP, or Gordon Access Program), focused on students who do not quite meet FVSU admission standards. These students were guaranteed full admission to FVSU if they successfully completed the two-semester FVSU GAP program. Seventeen of the 23 did so, which was very encouraging. We have expanded the program greatly in Fall 2017 (see note in Observations below).

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**

Fall 2014	Su 2015	Fall 2015	Fall 2016
17	10	58	51

MEASURES OF SUCCESS

The long-term 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 continue to 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 has the potential 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.
- As an access institution, 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.
- To that end, for the Fall 2017 semester, we held our Second Annual Student Success Summit, and we are initiating our "Gordon First" program, which provides both faculty and peer mentoring for our significant first-generation population.
- Expectations: GSC expects to continue the high-impact strategies described above for at least the next year, with at least annual evaluation of effectiveness. We will continue to explore methods for improving access and completion, such as
 - expanding the ACCESS initiatives, including our Fort Valley State University GAP program, begun last Fall, which grew from 23 students in Fall 2016 to over 90 in Fall 2017 (as of August 14, 2017). We are also happy to report that our on-campus ACCESS initiative enrolled 67 students for Fall 2017, an all-time high.
 - improving advising through timely, appropriate, and focused advising contact with students
 - exploring other partnerships with USG institutions, Southern Crescent Technical College, area public schools systems and private schools, and area businesses and industries



Kennesaw State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Kennesaw State University is one of four comprehensive universities in the University System of Georgia and the third-largest university in the state of Georgia. The mission statement affirms 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.”

The KSU 2017-18 Bridge Strategic Plan embodies the student success focus with the first strategic priority being to “enhance learning and services to improve retention, progression, and graduation rates.”

ENROLLMENT

In fall 2016, KSU enrolled 31,611 undergraduate degree-seeking students, a 5.9% increase over fall 2015 (see Table 1.) There has been an increase in the last two years in the percentage of full-time students in the undergraduate population, although the percentage of first-time freshmen attending full-time has remained steady at 97%. Women make up less than half of undergraduate and freshman enrollment. Since 2012, minority undergraduate enrollment increased from 37% to 43% and minority freshman enrollment increased from 30% to 40%. African-American undergraduate and freshman student enrollment increased 5-6%. Hispanic undergraduate and freshman enrollment increased 2-3%. The percentage of students receiving Pell Grants has decreased 2-3% for undergraduates and freshmen.

TABLE 1. KSU DEGREE-SEEKING UNDERGRADUATE ENROLLMENT 2012-2016
Undergraduate Enrollment Profile

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Undergraduates	27,696	27,817	28,927	29,841	31,611
Full-time	75%	75%	75%	76%	77%
Female	50%	50%	49%	49%	48%
Race/Ethnic Minority	37%	39%	40%	42%	43%
Asian	5%	5%	5%	5%	5%
Black	17%	19%	20%	21%	22%
Hispanic	7%	8%	8%	9%	10%
Pell Recipients	42%	41%	41%	39%	

First-time Freshmen Enrollment Profile

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total Undergraduates	3,984	4,034	4,665	5,032	5,347
Full-time	97%	97%	97%	97%	97%
Female	50%	50%	47%	49%	49%
Race/Ethnic Minority	30%	33%	35%	37%	40%
Asian	4%	5%	5%	5%	5%
Black	13%	15%	17%	19%	19%
Hispanic	8%	8%	8%	9%	10%
Pell Recipients	37%	37%	36%	35%	

Source: USG

RETENTION

KSU's retention rates are the highest in five years. Retention increased across all groups based on enrollment status, gender, or race. As shown in Table 2., KSU's retention rate for full-time students, at 80% is approaching the USG system rate of 81%. KSU's retention gains for both females and males are similar to system gains with females retained at higher rates than males.

For minority students, KSU's five-year retention gains exceeded USG retention gains. In 2011, the gap between KSU's rate of 76% and the USG's rate of 88% for Asian students was 12%. That gap has been reduced to 1% in 2015. KSU's retention rates for Black students increased 3% over last year and is 7% higher than the system rate. Hispanic students showed an 5% in retention over last year and currently have a rate 4 % higher than the system rate.

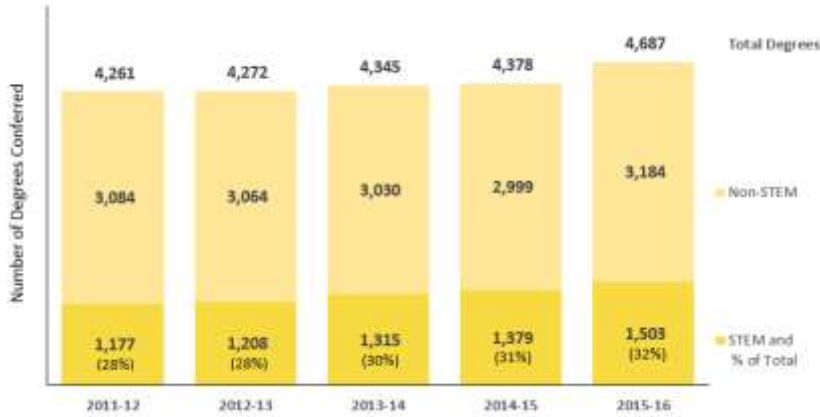
TABLE 2. FRESHMEN RETENTION RATES FOR KSU WITH USG COMPARISON
Freshmen Retention Rates 2011-15

Fall Cohort Year	2011	2012	2013	2014	2015	5 YR Change
Full-time	3,459	3,834	3,881	4,500	4,887	
KSU Retention Rate	76%	76%	78%	78%	80%	+4%
USG Total	78%	79%	80%	80%	81%	+3%
Females	1,824	1,988	2,023	2,190	2,443	
KSU Retention Rate	77%	78%	79%	80%	82%	+5%
USG Total	77%	79%	81%	81%	81%	+4%
Males	1,748	1,970	1,981	2,454	2,589	
KSU Retention Rate	75%	72%	76%	75%	78%	+3%
USG Total	75%	76%	77%	78%	78%	+3%
Freshman Retention Rates by Race 2011-2015						
Fall Cohort Year	2011	2012	2013	2014	2015	
Asian	140	172	193	236	234	
KSU Retention Rate	76%	78%	80%	83%	89%	+13%
USG Total	88%	89%	89%	89%	90%	+2%
Black	468	516	599	794	932	
KSU Retention Rate	75%	80%	80%	79%	81%	+6%
USG Total	70%	73%	75%	75%	74%	+4%
Hispanic	266	324	339	382	472	
KSU Retention Rate	79%	77%	79%	77%	83%	+4%
USG Total	78%	78%	78%	78%	79%	+1%
White	2,406	2,581	2,593	2,916	3,073	
KSU Retention Rate	76%	74%	76%	77%	78%	+2%
USG Total	79%	79%	80%	80%	81%	+3%
Source: USG						

DEGREE COMPLETION AND GRADUATION RATES

As shown in Figure 1., the number of bachelor's degrees conferred has increased 10% in the last five years from 4,261 to 4,687. The number of STEM degrees conferred has increased 28% in the same time period and now comprise almost one-third of baccalaureate degrees completed.

FIGURE 1. BACHELOR’S DEGREES CONFERRED (INCLUDING % OF STEM)



Although the number of degrees awarded to students has increased, KSU’s 4-year and 6-year graduation rates for first-time, full-time students have varied approximately 2-3% since 2007. As detailed in Table 3, the USG showed similar fluctuations for these years. KSU’s 4-year rate is, on average, 12% lower than the 4-year rate for the USG. In the last three years, the gap in the 6-year graduation rates between KSU and the USG total has narrowed from 10% to 7%.

TABLE 3. 4-YEAR AND 6-YEAR GRADUATION RATES

Cohort Year	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full-time	2,824	3,166	3,210	3,443	3,459	3,834
4-year (100%)	15%	16%	15%	14%	13%	14%
6-year (150%)	44%	43%	42%	43%		
USG						
4-year (100%)	27%	27%	26%	26%	26%	28%
6-year (150%)	54%	53%	51%	50%		

Source: USG, Academic Data Mart

To understand the relationship between student progression and graduation, it is helpful to look at multiple retention rates and graduation rates together. In figure 2, the lines represent retention rates and the columns represent graduation rates. The top line, Retention to Year 2, is the standard retention measure of how many students return for a second fall term. Retention to Year 3 is the percentage of students who return for a third fall and Retention to Year 4 is the percentage of student who return for a fourth fall.

The bottom section of the column is the 4-year Graduation Rate. The middle section, Graduated in Year 5, is the percentage of students who graduated in their fifth year. The top section of the column, Graduated in Year 6, is the percentage of students who graduated in their sixth year. Adding the three sections of the column together gives the 6-year Graduation Rate, the number at the top of the column.

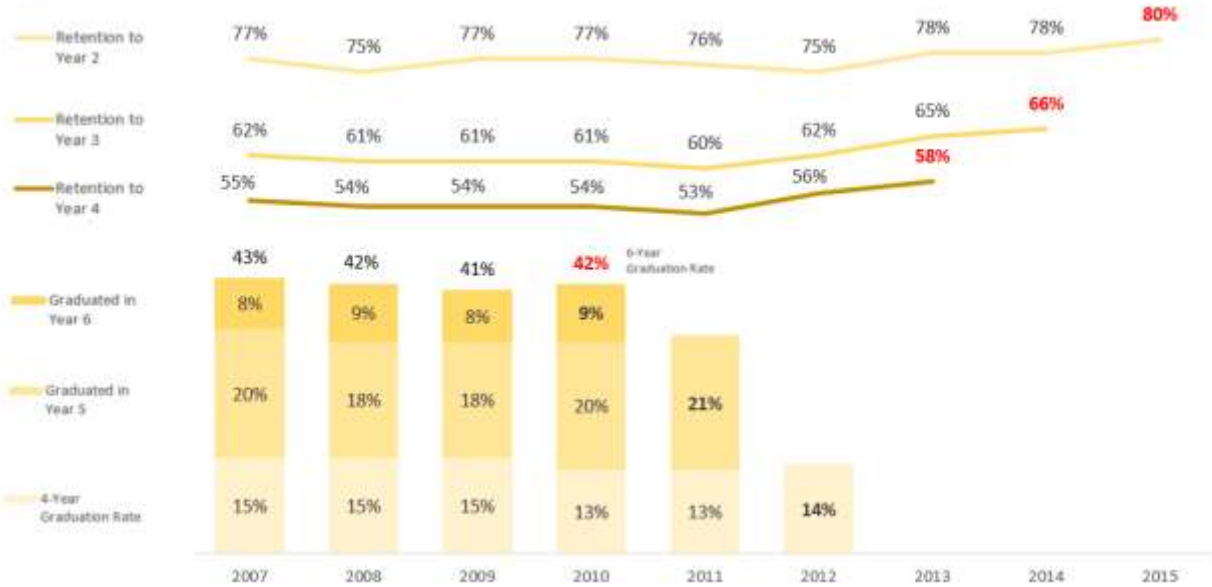
Retention rates were relatively flat for first-year, second-year, and third-year retention from the period of 2007-2011. Retention for all years began increasing with the fall 2011 cohort. On average, 77% of students returned for a second year or, conversely, 23% of students did not return. Another 12-16% of students did not return for a third year and 6-7% did not return for their fourth year. Put another way, just over half of students return for a fourth year with the largest losses occurring from year 1 to year 2, and then year 2 to year 3. It should be noted that retention and class standing are not synonymous. A student who has not completed 30 hours in the first year may return for a second year but would still be a freshman. If a student does not take 15 hours a semester, or drops or fails courses, the student is not going to graduate in four years.

In 2010, 13% of students graduated in 4 years. One-fifth of students who started in 2010 graduated in five years. A student who is taking 12 hours a semester is considered full-time and may successfully complete 24 credits a year. However, the student is only accumulating 24 hours a year rather than the 30-32 hours required for a 4-year graduation date. The result is a five-year graduate. Less than 10% of students graduated in their sixth year.

Slightly over half of students return for a fourth year – and one in ten of those students who did return did not graduate from KSU in that year or in the two years after. In examining data like these, we can look at the relationship between retention and graduation and design appropriate interventions.

We believe that the retention programs implemented as part of KSU’s Complete College Georgia plan are contributing to the rise in first-year retention rates as well as subsequent year retention rates.

FIGURE 2. RETENTION AND GRADUATION RATES FOR FIRST-TIME, FULL-TIME FRESHMEN



Source: Institutional Research

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

For this report, there are four broad categories of strategies that will be addressed. These are: 1) Advising, 2) DFW Rates, 3) Predictive Analytics, and 4) Beyond Financial Aid.

HIGH-IMPACT STRATEGY – ADVISING

Undergraduate advising has been transformed across the institution with new advisors in every college and a common advising platform to coordinate and track outreach and intervention activities.

RELATED GOALS

CCG Goal 4: Provide intentional advising to keep students on track to graduate.

KSU Bridge Strategic Plan Goal 1: Enhance learning and services that improve retention, progression, and graduation (RPG) rates.

DEMONSTRATION OF PRIORITY OR IMPACT

Five years ago, the academic advising structure at Kennesaw State University and Southern Polytechnic State University differed not only from the advising model today, but the two distinct (and now consolidated) institutions at the time in their approach to and philosophy of academic advising. Both models were highly decentralized. The SPSU model relied on several professional advisors but was largely dependent on faculty to conduct the bulk of the advising responsibility. Kennesaw State (pre-consolidation) also relied heavily on faculty for advising, but also had professional staff and even undergraduate peer advising in addition to faculty advising. As part of the consolidation, advising has moved to a more standardized model.

SUMMARY OF ACTIVITIES

In August of 2016, KSU launched the Education Advisory Board’s Student Success Collaborative Campus (EAB-SSC Campus) platform to over 80 advisors, staff, and faculty. Used in conjunction with DegreeWorks, EAB-SSC Campus connects advising activity across campus. Advisors are all using very similar processes for scheduling advising appointments, recording advising activity, making more proactive outreach to students who are potentially at risk, and monitoring enrollment in heretofore unexamined ways.

Staff: An AVP for Academic Advising was hired to provide centralized leadership and best practices for advising at Kennesaw State University. Primary-role (professional staff) advisors are now seen as the primary academic advising resource in each of the colleges. KSU has added 20 new advising positions in the 2016-2018 fiscal years, and has moved the student: advisor ratio from over 1000:1 to less than 600:1.

Training: Advisors have an organizational body on campus (the Academic Advising Network) that provides twice-monthly professional development and advisor training opportunities. Over 20 advisor professional development opportunities were offered since August 2016. The Advising Council (one member of the

leadership team from each college) also meets monthly and collaborates on shaping the university-wide role of academic advising as a critical driver of student retention, progression, and graduation.

MEASURES OF PROGRESS AND SUCCESS

Baseline data are currently being collected for the first year of EAB-SSC. The measures of advising activity, such the utilization and adoption 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.

At the start of Academic Year 2017 (AY17), there were 91 users who were classified as “advisors.” This includes full-time advising professionals as well as other faculty and staff whose responsibilities include advising. By the end of AY 17, there were 155 unique users – an increase of 31%. During the same time frame, the number of advisor logins went from 287 to 1,207 – an increase of 321%. There are 23 active locations on campus providing advising and student support services.

From August 2016 to July 2017, there were 49,856 appointments scheduled. Of these appointments, 83% have a report completed by the advisor regarding the details of the appointment. Approximately 17% of appointments were cancelled or “no shows.”

As census data become available, progression and retention results will be calculated. In addition, a student satisfaction survey tied to advising appointments was implemented in August 2017.

LESSONS LEARNED

The challenge in launching a centralized scheduling and advising platform for decentralized advising was respecting the autonomy of the different advising units. Advisors provided important input prior to the launch of EAB-SSC and continue to be active participants as the platform is expanded.

PRIMARY POINT OF CONTACT

Dr. Chris Hutt, Assistant Vice President for Academic Advising, (chutt@kennesaw.edu)

HIGH IMPACT STRATEGY – DECREASING DFW RATES

The Gateways to Completion (G2C) project and Supplemental Instruction both target high DFW rates.

COMPLETION 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 OR IMPACT

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 Gateways to Completion (G2C) and continuing the Supplemental Instruction program to address high DFW courses.

1. 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. Faculty-led committees within each of the course disciplines lead the G2C effort. The five gateway courses 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.

SUMMARY OF ACTIVITIES - G2C

In 2016-17, the G2C task force engaged in a self-study based on key performance indicators. Quantitative and qualitative course success inventory data and student survey data were used. The self-study resulted in cross-course and course-specific synthesis reports and a comprehensive action plan.

For 2017-18, the G2C task force will communicate the action plan to campus stakeholders and begin the implementation of the action plan. Action Items to be implemented during 2017-18 are:

CROSS-COURSE ACTIVITIES:

- Pilot an early alert intervention for all faculty teaching G2C courses
- Enhancing the coverage of metacognitive skills, growth mindset, and social belongingness to the institution content into the first-year seminar course
- Participants in KSU's G2C course redesign faculty learning community (facilitated by CETL) during 2016-17 will teach their redesigned courses. The call for applications for the second cohort this fall will be open to all faculty teaching gateway courses and up to 25 faculty will be selected.

COURSE SPECIFIC ACTIVITIES:

- ACCT 2100: Streamlined course content aligned with course objectives and improved coordination among faculty teaching the course
- HIST 2112 and SCI 1101: Regular meetings among faculty to discuss successful teaching and learning
- MATH 1111: Expand ALEKS emporium sections
- MATH 1190: Study MATH 1111, 1112, and 1113 structure to determine effectiveness of these course as prerequisite path for MATH 1190

OTHER:

- Plans are for a new KSU academic building to be completed by 2020, the Academic Learning Center building (ALCB). The building will house the new Academic Learning Center (ALC) (1st and 2nd floors of the building), and University College will organizationally and physically place KSU's campus-wide tutoring, advising, ESL, supplemental instruction, and learning assistants programs in the ALC and ALCB, making it a one-stop center for academic student support.

MEASURES OF PROGRESS AND SUCCESS - G2C

Course redesign will contribute to a reduced DFW rate, a decrease in excess credits, and increased retention and graduation rates.

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)

2. SUPPLEMENTAL INSTRUCTION (SI)

SI provides structured, peer-facilitated help sessions for students enrolled in courses that traditionally have high DFW rates. Students may choose to attend sessions conducted by a student SI Leader 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.

SUMMARY OF ACTIVITIES - SI

Course offerings include lower-division courses in math, science, political science, economics, and accounting. Upper-division courses include math, biology, chemistry, engineering, physics, and architecture.

MEASURES OF PROGRESS AND SUCCESS - SI

Supplemental Instruction is designed to reduce DFW rates and contribute to increased retention and graduation rates.

In fall 2016 and spring 2017, there were 24 unique courses offering SI with 185 sections, an 18% increase over the previous year. The SI leaders provided 2,079 sessions for a total of 23,428 contact hours. Students who attended SI were significantly less likely to make a DFW. See Appendix A for more details.

PRIMARY POINT OF CONTACT - SI

Dr. Stephen Moore, Director of Supplemental Instruction Program, (smoor204@kennesaw.edu)

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.

HIGH IMPACT STRATEGY - PREDICTIVE ANALYTICS**COMPLETION 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 OR IMPACT

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.

SUMMARY OF ACTIVITIES

1. 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. The implementation of Ad Astra’s Platinum Analytics software continues to help academic departments better determine course demands and identify course bottlenecks which impede the degree progression of students. The result is that departments can better schedule course and seat availability to mitigate the bottlenecks and improve the progression of students toward graduation.

The on-going, re-evaluation of course sections allowed academic departments to redirect faculty resources to higher-demand courses. In addition, weekly data-snapshots provided an on-demand analysis of general education courses to help absorb new student enrollment. This analysis includes consideration of student schedule time conflicts and provides optimal times for additions and reductions in seat offerings.

Based on historical trends in student enrollment and course preference, evaluation of degree requirements and completion of course prerequisites, the following adjustments were made to the Fall 2017 course schedule (note section offerings may change slightly during the month of August 2017).

MEASURES OF PROGRESS AND SUCCESS - AD ASTRA PLATINUM ANALYTICS

- 98 courses were identified as addition candidates (more seats were needed to meet student demand). For these courses, ~1,500 additional seats were offered when compared to Fall 2016.
- 176 courses were identified as reduction or elimination candidates (fewer seats were required to fulfill student demand).

In working to enhance the ability for incoming students to get required courses, KSU has made significant progress on combatting first-year course bottlenecks.

First Year Course Bottlenecks	Kennesaw Fall 2014	SPSU Fall 2014	Consolidated Fall 2015	Consolidated Fall 2016
First Year Course Bottlenecks	53%	58%	56%	46%

Both before consolidation and during the first post-consolidation year, over half of the 1000 level courses were filled. In Fall 2016, the additional sections added allowed this percentage to drop to 46% in Fall 2016. The new competitive admissions model implemented in fall 2018 should allow KSU to continue to make progress on this metric.

KSU plans to implement the new Astra Schedule software in AY18. This software will provide Platinum Analytics course prediction data and course schedule building/room optimization functionality all within one platform.

PRIMARY POINT OF CONTACT – AD ASTRA

Mr. Kim West, Associate Vice President for Enrollment Services, (kwest26@kennesaw.edu)

2) 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. Committees met in spring 2017 to discuss college and department specific data available in EAB-SSC. The historical data available in the platform, along with institutional data on retention rates, graduation rates, and grade distributions were examined. In fall of 2017, student success markers will be added to the platform based on these data and conversations.

MEASURES OF PROGRESS AND SUCCESS - EAB-SSC CAMPUS

Along with the historical data available in EAB-SSC, advising data and student support services data are available. These data can be used to determine the efficacy of advising outreach and intervention campaigns. Initial data for the first year of implementation are detailed in the Advising section of this report.

PRIMARY POINT OF CONTACT

EAB-SSC –Dr. Chris Hutt, Assistant Vice President for Academic Advising, (chutt@kennesaw.edu) and Sarah Matta (smatta1@kennesaw.edu)

3) 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 provided by Ad Astra. Dashboards, currently under construction, will provide additional insight into productivity

MEASURES OF PROGRESS AND SUCCESS- EAB-APS

Baseline data will be collected in the second half of 2017.

LESSONS LEARNED

Consolidated data continue to create challenges for functional and technical groups working on these projects.

PRIMARY POINT OF CONTACT

EAB-APS – Dr. Ken Harmon, Provost, (wharmon3@kennesaw.edu) and Dr. Wendy Kallina, Director of Academic Analytics, (wkallina@kennesaw.edu)

HIGH IMPACT STRATEGY: BEYOND FINANCIAL AID (BFA)

COMPLETION GOAL

CCG1 - increase the number of degrees awarded

DEMONSTRATION OF PRIORITY OR IMPACT

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. Participating in the BFA initiative provides a framework to increase the understanding of the needs of lower-income KSU students and identify relevant services.

SUMMARY OF ACTIVITIES

The BFA committee completed an extensive review of the BFA strategies. Multiple analyses were performed included an in-depth look at characteristics of 2015-16 Pell recipients, and comparison of student success metrics with peer institutions. A detailed inventory of support services for low-income students was created. Potential action items were generated to increase the visibility and utilization of resources. Policies were reviewed for unintended impacts on students.

MEASURES OF PROGRESS AND SUCCESS

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. Although Pell recipients may have similar financial needs, the circumstances surrounding those needs may be very different.

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
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	41.6	37.6	4.0
2011	12.6	11.3	1.3			
2012	13.6	11.2	2.6			

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
2015	79.6	76.8	3.1

LESSONS LEARNED

KSU has an abundance of resources available to students, the challenge is connecting student to the right resources in ways to ensure student privacy.

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)



Middle Georgia State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Middle Georgia State University (MGA) is a five campus institution that serves a diverse student body through traditional and hybrid delivery of curriculum, as well as, distance learning opportunities. It is the mission of MGA to educate and graduate 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.

Census data define the Fall 2016 student body to be Georgia residents (95.9%), predominantly White Non-Hispanic (55.1%) and Black/African American Non-Hispanic (34.1%), and under 25 years of age (71.9%). Sixty-two percent of the student body (62%) were enrolled full-time. Females comprised 58.1% of the student body and males 41.9% of the student body. This student body profile remains relatively unchanged from Fall 2013 the first year as a consolidated institution. Student Body characteristics for Fall 2016 are found in Appendices Table 1. A comparative profile of student characteristics Fall 2013 through Fall 2016 is found in Appendices Table 2.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

Quality and distinctiveness of student success are 2015-2018 strategic priorities for MGA. Each of these attributes is dependent on data-driven decision making, better service to students, more efficient use of faculty and staff time, and utilization of tools to measure and communicate performance. Keeping students on track to program completion is the CCG goal most closely aligned with MGA's strategic priorities. Outcomes for this goal include improved persistence and retention rates and increase in the number of students completing their degree on-time.

Faculty and professional advisors of the newly consolidated institution began January 2013 the construction of an infrastructure that would support students' academic success. Over the last four years of Complete College Georgia work, the level of training in providing intentional advising became more focused and the use of data tools to guide retention and completion campaigns more common. During this time period most of the CCG best practices have been instituted. EAB Student Success Collaborative (SSC) and DegreeWorks were adopted to guide advising conversations and to make data informed decisions about strategic retention campaigns.

To best gauge the impact of the retention and completion work across the evolution of MGA from a college to a university with a blended function, three CCG metrics were selected. Those metrics are (a) 5-year one-year retention rates, (b) number and percentage of students enrolled in 15 or more credit hours and (c) percentage of credits successfully completed versus attempted end of Fall semester. Retention rates for the institution as a whole are found in Appendices Table 3, retention rates for first time freshmen are presented in Tables 4 and 5, number and percentage of students enrolled in 15 hours are in Table 6, and percentage of credits completed verses attempted in Table 7.

Data show a positive trend in retention rates overall for the institution, especially for students who began fulltime and students enrolling in 15 credit hours. Fall 2015 to Fall 2016 retention rates for the university as a whole also signify the need to re-envision retention strategies for students who begin part time, students with learning support requirements, and students of color. FTF retention rates indicate that retention rates for Black/African American lag behind Whites Non-Hispanic. Credits successfully completed versus attempted remained unchanged Fall '2015 (77.86%) to Fall 2016 (77.86%). Data on course redesign to address this barrier will not yield any meaningful results until the end of the 2017-2018.

2016-2017 HIGH PRIORITY STRATEGY

Strategic retention campaigns were the primary institutional strategy for completion goals. Some campaigns were designed for short term impact, others for long term systemic change. Retention campaigns were conducted by personnel in advising offices, academic affairs, admissions, athletics, and student affairs. The Professional Advisor for student athletes, who is also a coach, monitored mid-term grades of the players and their eligibility per NAIA regulations. Students off-track to graduate or who were on-track to lose their eligibility were advised on how to return to good standing. There was no significant change in average GPA for 2016-2017, however, the number of student athletes earning a GPA between 3.5 and 3.99 increased over last year's number.

The Vice President of Student Affairs, who also serves as the Student Code of Conduct Officer, used student profile data to guide intentional conversations about behavioral choices. Qualitative data suggests that the conversations were more productive, especially in identifying non-academic challenges that were barriers to academic success.

Fall 2016 the Vice Provost of Academic Initiatives convened a work team of representatives from all divisions of the institution to create a coordinated calendar of communication nudges with the goal of improving student response rates to important communicate. Implementation for the communication calendar is Fall 2017.

The Office of Admissions created a watch list of international students to monitor compliance. Several students were found to be out of compliance and corrective action taken. A direct result of this campaign and an example of improving service to students is that academic advising for these students was transferred to the Director of the Office of International Programs. The Director can monitor compliance throughout the semester, but more importantly, assist international students in finding the right support for their unique personal challenges.

2016-2017 HIGH IMPACT STRATEGY

MGA historical data suggests that first-time-full-time freshmen who completed their first semester with less than a 2.0 cumulative GPA were at greatest risk of “stopping out”, academic suspension, or loss of financial aid. An academic recovery retention campaign was conducted for 129 freshmen with GPAs between 1.3 and 1.9. The three directors of the Student Success Centers worked with the Vice Provost for Academic Initiatives to create a common set of interview questions, a survey of success barriers for the students to complete, and an academic recovery plan template. The University’s Enrollment Support Team (call center) contacted each of the students with an invitation to meet with one of the Directors and to schedule the appointment during the initial phone call. Fifty-four students accepted the offer. The academic recovery plan was guided by the challenges the student identified on the survey. All students reported their poor academic performance was for reasons other than course material. Of the 54 participating students, 55.6% earned a 2.0 Spring semester GPA and 38.9% raised their cumulative GPA to 2.0 or higher. It is noteworthy that not a single student met their tutoring goals nor did they meet with the Career Counselor as written into the Academic Recovery Plan. Data captured does not lend itself to further analysis but does support the need to investigate the academic supports MGA provides and the relevance or appropriateness as designed.

REFLECTIONS, OBSERVATIONS, & PLANS FOR NEXT YEAR

In the last four years, MGA has undertaken three SACSCOC substantive change reviews, retro-re-accreditation for Macon State College, five discipline specific accreditation reviews, and a level-change from college to state university. In the midst of the work to affirm the educational quality of certificates and degrees awarded, the institution has implemented a significant number of best practices for student engagement, retention, and completion in alignment with USG BOR initiatives such as Math Pathways for STEM and NON-STEM majors and re-design of learning support courses, as well as, CCG strategies listed in the 2016-2017 strategy survey. The greatest challenge has been to provide equitable and appropriate services to students across the campuses and for students pursuing a degree on-line.

First lesson learned is that active engagement with data informed decisions about what MGA students need to maximize their opportunity for academic success is a paradigm shift away from adoption of best practices for the sake of adoption. When data informed, all divisions of the institution become interdependent related to student completion and ultimately accountable for their practices and policies. The use of analytics in decision making at MGA is in its’ infancy. Conversations about institutional practices/policies that create artificial barriers to success and how to tailor academic supports for students is becoming more common than they were in 2013. As an example, historical data of students pursuing the Pre-Licensure BSN display a bi-modal distribution for the number of course credits taken first semester most predictive of program completion. Part-time students who took 6 to 8 credits their first semester had a 42.5% graduation rate compared to full-time (12-14 credits) with a 22% completion rate. Psychology majors who took 12-14 hours their first semester had a high graduation rate. The next cycle of CCG work will rely on analytics to strengthen the impact of the CCG strategies that have been adopted.

Second lesson learned is that a blended institution must remain flexible in educating students about the business of being a student. An advising framework created 2012-2013 was sufficient for the short term; a framework based on the perception that students remain loyal to one of our five campuses. Data show that MGA students are migratory, taking courses on multiple campuses either face-to-face or via distance education technology. MGA faculty and staff have provided sufficient anecdotal evidence to suggest that barriers to student completion are not necessarily academic in nature. Only 4% of the students Fall 2016 semester were academically suspended; 7% total for the 2016-2017 academic year. Research in progression and completion work affirms that the business of being a student will often detract from the academic success and degree completion forcing many students to “stop-out”, lose their financial aid, or lose their good academic standing. Add to the commonly cited reasons for students leaving is the reality that conducting one’s student business on a multi-campus institution is simply burdensome and can be confusing if the student’s first point of contact gives misinformation or sends the student on the office-to-office-to-office scavenger hunt for the correct answer. Improving engagement with and outreach to students will be the high priority strategy for the 2017-2018 CCG year.

The high impact strategy will be the creation of a teaching and learning center for first and second year students known as The Armory, a place where Squires become Apprentices and Apprentices become Knights. The Armory will serve as the hub for educating and supporting students in conducting their business as a student to stay on path to completion. Services will

include but not be limited to, direct instruction in using the institution's student portal and DegreeWorks, providing academic support services such as intentional advising and academic recovery, and coordinating with academic unit workshops, program orientations, and information sessions.

The 2017-2018 academic year is also MGA's third year as a state university executing the final year of its' first Strategic Plan. Four CCG Goals are integral to this third year MGA plan. They are (a) increase the number of undergraduate degrees awarded by 3% ,(b) increase degrees earned on time by 1.5%, (c) provide intentional advising to keep students on track as measured by a 2.20% increase in credits successfully completed, and (d) improve access for underserved communities, especially Military and African Americans. Each of these goals is cross-divisional by design.



Savannah State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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.

UNDERPREPARED STUDENTS

- The university has stayed the course in its long history of service to students who are not college ready. In Fall 2016, 550 students benefitted from developmental education (foundation or co-requisite courses) in their first year of college matriculation.

STUDENTS REGISTERED IN LEARNING SUPPORT COURSES

2012	2013	2014	2015	2016
95	273	298	381	550

FINANCIAL AID

The student body, however, continues to consist of a significant proportion of first generation learners and of students with great financial need. The overwhelming majority, of SSU students receive some form of financial aid. For the 2016 academic year, 75.4% of the entering class was PELL eligible.

STUDENTS ON FINANCIAL AID AS % OF FALL UNDERGRADS

Financial Aid	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
Undergrads	4393	100.0%	4765	100.0%	4845	100.0%	4645	100.0%	4645	100.0%
Pell	3624	82.5%	3905	82.0%	3897	80.4%	3364	72.4%	3503	75.4%
Hope	780	17.8%	929	19.5%	987	20.4%	823	17.7%	822	17.7%
Federal Loans	4322	98.4%	4625	97.1%	4509	93.1%	3784	92.9%	3984	85.8%

SIX-YEAR GRADUATION RATES: WITHIN SSU VERSUS USG STATE UNIVERSITY AVERAGE

	SSU Specific	State University System
6-Year Rate for the 2006 Freshman Cohort	32.10%	38.3%
6-Year Rate for the 2007 Freshman Cohort	28.80%	40.2%
6-Year Rate for the 2008 Freshman Cohort	27.50%	38.9%
6-Year Rate for the 2009 Freshman Cohort	27.30%	37.4%
6-Year Rate for the 2010 Freshman Cohort	27.50%	36.9%

As an access institution, SSU is authorized to admit individuals requiring learning support to transition towards completion of a four-year degree program. These are students who have not satisfied state university SAT/ACT entrance requirements. Such students took co-requisite remediation or foundation courses based on their English Placement Index (EPI) or Math Placement Index (MPI) scores. In Fall 2016, these underprepared students comprised 61.9% of the entering class. In 2012, these University College students were retained at a lower rate than the overall cohort. However, when looking at the 2013 cohort and beyond, University College students are being retained at a level consistent with traditional students.

PERCENTAGE OF FIRST-TIME/FULL-TIME ENTERING CLASS RETENTION BY ADMIT TYPE

Cohorts:	SP13	FA13	SP14	FA14	SP15	FA15	SP16	FA16	SP17
2012 Freshman	92.2	70.7	62.4	48.3	45.5	39.3	37.7	26.7	17.5
2012 Univ. College	86.0	67.0	54.0	38.0	25.0	33.0	31.0	26.0	22.0
2012 Freshman Limited	90.8	74.6	65.5	46.5	43.0	38.0	36.6	29.6	15.5
2013 Freshman			91.2	65.7	58.6	46.5	43.9	39.9	38.2
2013 Univ. College			94.1	70.1	62.5	52.9	47.8	43.0	41.2
2013 Freshman Limited			90.4	61.1	50.5	39.5	36.8	30.9	29.8
2014 Freshman					89.7	61.2	54.6	41.2	38.4
2014 Univ. College					92.4	62.0	55.9	41.7	38.3
2014 Freshman Limited					78.6	50.0	42.9	30.6	28.6
2015 Freshman							88.6	59.6	52.6
2015 Univ. College							90.8	62.2	50.3
2015 Freshman Limited							80.0	60.0	47.3

ASSOCIATE DEGREE INITIATIVE

During the Fall semester of 2017, the Access to Success Program (formerly referred to University College) was implemented. It is the initial home of students who enter the university under the access portion of our mission. Based on an agreement with the University System of Georgia office, the students who have not achieved the state university minimum SAT or ACT score, are required to enter this program. After the first year (30 credits earned), these students are evaluated for transition into a Bachelor of Science or Bachelor of Arts degree track. It is headed by the new Director of Retention and Access to Success Programs. Although the students are provided with the Associate degree option, they strongly encouraged to pursue the Bachelor’s degree.

SUMMARY OF GOALS

It should be noted, however, that SSU continues to produce high-achieving students who, once they complete their degree, go into the workforce, graduate school, law school, medical school and beyond. Graduation exit survey results from Spring 2016 indicate that 48.32% of graduates were entering the workforce in either the public or private sector upon graduation. An additional 27.53% are pursuing full-time graduate study.

GOAL ONE: INCREASE THE TOTAL NUMBER OF STUDENTS APPLYING FOR GRADUATION EACH ACADEMIC YEAR WHEN ELIGIBLE.

Measure of Success: Increase in the number of undergraduate students who are awarded degrees each academic year.

	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Undergraduate	454	500	521	591

Additional information on grad rates:

- The 4-yr grad rate has increased over prior years (see charts below)

FIRST-TIME/FULL-TIME ENTERING CLASS GRADUATION RATE BY ADMIT TYPE

Cohorts:		4 Yrs		5 Yrs		6 Yrs	
		(n)	(%)	(n)	(%)	(n)	(%)
2012 Freshman	1025	108	10.5%	249	24.3%		
2012 Univ. College	100	5	5.0%	10	10.0%		
2012 Freshman Limited	142	10	7.0%	28	19.7%		
2013 Freshman	1262	131	10.4%				
2013 Univ. College	291	29	10.0%				
2013 Freshman Limited	191	12	6.3%				
2014 Freshman	1153						
2014 Univ. College	295						
2014 Freshman Limited	98						
2015 Freshman	1126						
2015 Univ. College	304						
2015 Freshman Limited	55						

COMPARED TO PRIOR 4-YR GRAD RATES:

Cohort Year	4-yr Grad Rate
2011	8.5%
2010	8.5%
2009	7.9%
2008	7.8%

The increase is encouraging and we expect to continue on this track as our reorganization of the Center for Academic Success is implemented and the Office of Retention and Access to Success continues to grow.

GOAL TWO: 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

	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Number of students whose time to degree completion is reduced as a result of switch.	11	31		
Number of IDS degrees awarded	0	2	8	6

There are no updates at this time for the current academic year. However, the Interdisciplinary Studies major (IDS) will continue as an alternative to completion for students who may have a shift in interest during their matriculation at SSU.

GOAL THREE: DECREASE THE NUMBER OF STUDENTS WHO ARE UNABLE TO COMPLETE THEIR DEGREE DUE TO FINANCIAL DIFFICULTIES IN THEIR FINAL YEAR.

Analysis is incomplete at this time.

GOAL FOUR: INCREASE FIRST- AND SECOND-YEAR RETENTION RATES THROUGH HIGH-TOUCH ACADEMIC ADVISING AND MENTORING

Measures of Success: Increased student retention at the end of the first and second year.

Overall Retention Rate	Fall 2013	Fall 2014	Fall 2015
First Year	65.7%	61.2%	59.6%
Second Year	46.5%	41.2%	

GOAL FIVE: INCREASE THE NUMBER OF ALTERNATIVES TO EARNING A FOUR-YEAR DEGREE

Students Enrolled	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Post-Bac Certificate	1	3	3	2
Associate Degree	23	40	41	46

Degrees Awarded	AY 13-14	AY 14-15	AY 15-16	AY 16-17
Post-Bac Certificate	0	1		
Associate Degree	5	6	11	11

The discussion above outlines the progress and the initiatives that will continue to benefit the university and our students.



South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE: WHO WE ARE

The mission statement of South Georgia State College (SGSC), approved for the institutional consolidation of former South Georgia College and former Waycross College in 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 3 associate degree programs (AA, AS, and AS in Nursing) with a total of 23 academic pathways, as well as bachelor's degree programs in 3 disciplines (BS in Nursing, BS in Biological Sciences, and BS in Management). Therefore, the college's completion priorities focus primarily on attainment of the associate's degree, at which level 97% of students were enrolled in fall 2016.

SGSC's mission, completion priorities, and student body demographics are clearly aligned. The institution consistently enrolls primarily "traditional" students (86% fall 2016). However, a variety of student-support services for all students is extremely important at SGSC, where almost two-thirds of all students have been 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 6 college completion strategies focusing on helping students to succeed and earn a degree. **The last two strategies described here are new and being reported on for the first time: a strategy to improve student performance in a gateway high-enrollment, high-risk course, and a strategy to engage students in active learning through developing research skills.**

The "Enrollment and Demographic Trends" and "Underserved Enrollment Trends" tables (**Appendix Tables A and B, respectively**) provide 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 tables, 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 (REVISED THIS YEAR): GATEWAY MATHEMATICS COURSE SUPPORT:

Implementation of the USG's model for co-requisite courses mathematics remediation: Focus on the USG model this year replaces further SGSC implementation of the Carnegie Foundation for the Advancement of Teaching's "Quantway" remedial mathematics collaborative, of which SGSC had been a member for the past 7 years, because the USG model accomplishes the same student success goals with far more at-risk students and at no cost to the institution.

RELATED GOAL

Transform remediation to increase likelihood of degree attainment; shorten time to degree; increase the number of undergraduate degrees awarded.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

Of SGSC's fall 2016 incoming freshmen, 38% required one or more remedial mathematics course(s). With the USG Learning Support co-requisite remedial math policy in place at SGSC since fall 2015, students have a support course process to enhance their opportunities for success.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Charles Johnson, Dean, School of Sciences, Charles.johnson@sgsc.edu

SUMMARY OF ACTIVITIES

This strategy is fully implemented. Activity highlights include the following:

- For fall 2015 the former non-STEM 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.” The course student learning outcomes have remained the same, as has the course design. However, the course now employs a textbook rather than Carnegie Foundation materials.
- The remedial co-requisite support course for MATH 1001 (“Quantitative Reasoning”), MATH 0997, (“Support for Quantitative Reasoning”), was fully implemented fall 2015 in a lab format using the MyMathLab program. Students receive grades of “S” or “U” in that course.
- The STEM path remedial math “Foundations for College Algebra” course, MATH 0989, was fully implemented fall 2015.
- The STEM path remedial co-requisite support course for MATH 1111 (“College Algebra”), “Support for College Algebra” (MATH 0999), was fully implemented fall 2015 in a lab format using the MyMathLab program. Students receive grades of “S” or “U” in that course.
- Prior to implementation of the co-requisite model SGSC personnel attended USG meetings on how to implement the model, and math faculty met on campus to develop and structure the courses. First-time instructors of these courses are provided training. The course syllabi for both the gateway and support courses are standardized across all sections. While gateway and support courses are taught by the same instructors whenever possible, that is not always the case.

MEASURES OF PROGRESS AND SUCCESS**BASELINE MEASURES**

(All baseline data is from fall semester 2015, the first semester of SGSC implementation of the current USG remedial math model): (

- The MATH 0987 course success rate baseline is the fall 2015 rate of 46.94% **(Table C)**.
- The MATH 0989 course success rate baseline is the fall 2015 rate of 57.81% **(Table C)**.
- The MATH 1001 course success rate baseline for MATH 0997 (Support for Quantitative Reasoning) students is the fall 2015 rate of 82.46% **(Table D)**.
- The MATH 1111 course success rate baseline for MATH 0999 (Support for College Algebra) students is the fall 2015 rate of 79.56% **(Table E)**.

INTERIM MEASURES OF PROGRESS:

- The fall 2016 MATH 0987 course success rate is 48.65%, an increase of 1.7 % over the fall 2015 baseline; the spring 2017 success rate is 86.67%, an almost 40% increase over the same baseline (Table C).
- The fall 2016 MATH 0989 course success rate is 69.16%, an increase of 11.35% over the fall 2015 baseline; the spring 2017 success rate is 56.76%, slightly under the baseline rate (Table C).
- The MATH 1001 success rate for students enrolled in the MATH 0997 support course for fall 2016 is slightly below the fall 2015 baseline rate; however, the spring 2017 success rate is 92.31%, almost 10% above the baseline rate (Table D).
- The MATH 1111 success rate for students enrolled in the MATH 0999 support course for fall 2016 is slightly under the baseline rate; however, the spring 2017 success rate is 88.78%, a little more than 9% above the baseline rate (Table E).

MEASURES OF SUCCESS:

“Success” in SGSC’s remedial math courses is defined as earning a grade of “S” (satisfactory) or better, while “success” in the credit-level MATH 1001 and 1111 courses is defined as a grade of “C” or better. **SGSC’s goal is to maintain at least a 70% course success rate for each course’s fall semester student cohort each academic year.**

LESSONS LEARNED

- The new USG Learning Support policy appears to be increasing student success across the entire gateway math program. For instance, Table D demonstrates that students required to take the co-requisite MATH 0997 support course along with MATH 1001 (Quantitative Reasoning) are more successful in MATH 1001 than are students who were not required to take the co-requisite remedial course (79.71% versus 77.27% for fall 2016; for spring 2017 the gap is quite significant: 92.31% versus 60%). Table E demonstrates that students required to take the co-requisite MATH 0999 support course along with MATH 1111 (College Algebra) are more successful in MATH 1111 than are students who were not required to take the co-requisite remedial support course (88.78% versus 76.44% for spring 2017). It appears that more students should be served by the support course model, perhaps by raising cutoff scores, and math faculty have discussed this possibility. However, SGSC does not at present have enough math faculty to cover the increased course load and does not have funds to hire new faculty.
- SGSC began to align support and credit course scheduling whenever possible beginning spring 2017 to optimize student opportunity to take both courses back-to-back and with the same instructor.

HIGH-IMPACT STRATEGY #2: MOVE ON WHEN READY

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 facilitate transfer within the USG as a mark of academic success and retention

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. Significantly, MOWR also facilitates and encourages transfer to senior USG institutions.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Ms. Ashleigh Stevens, Dual Enrollment Specialist, Ashleigh.stevens@sgsc.edu

SUMMARY OF ACTIVITIES

- MOWR is promoted to high school students and their parents through mail, recruiters at college fairs, high school counselors, and direct contact from the SGSC ACCEL Specialist.
- MOWR students and percentages are enrolled at the following locations: an SGSC campus only—50%, a high school campus only—44%, at both a college and high school campus—6%.
- Students are supported by the SGSC Academic Support office, tutors, Enrollment Services office, and high school counselors. Tutoring is available onsite at the Academic Support and STEM Centers on both campuses, as well as online. However, MOWR students constituted only 3.65% of all students utilizing these resources (16 of 439 students) fall semester 2016.
- **MOWR students are offered free use of loaned textbooks** to be picked up on either of the SGSC campuses or to be distributed on high school campuses by course instructors. Students receive information on the textbook process at least one month prior to the beginning of classes.
- Students are provided information on continuing enrollment at SGSC after high school graduation, as well as on transferring to other USG institutions (see measure #5 below).

MEASURES OF PROGRESS AND SUCCESS

Baseline Measures:

- The enrollment baseline is 96 students enrolled in fall 2013 (**Table F**).
- The credits awarded baseline is 2535 in FY 2014 (**Table G & Graph H**).
- The course success rate baseline is 94.03% percent success for fall 2013 (**Table I and Graph J**).
- The MOWR course success rates compared to non-MOWR success rates is 94% (MOWR) versus 73% (non-MOWR) for fall 2013 (**Graph J & Table K**).
- **A measure new this year is college enrollment post-high school graduation.**

INTERIM MEASURES OF PROGRESS:

- The fall 2016 MOWR enrollment of 350 is a 265% increase over the baseline enrollment of 96 in fall 2013 (Table F).
- In FY2017 SGSC awarded 5,710 MOWR credits, a 125% increase over the baseline credits awarded of 2535 in FY2014 (Table G & Graph H).
- The fall 2016 MOWR course success rate of 97.16% is an increase of 3.13% over the baseline rate of 94.03% for fall 2013 (Table I & Graph J).
- The fall 2016 MOWR/non-MOWR course success rate ratio of 97%:72% is close to the ratio for the fall 2013 baseline semester, as expected at SGSC (Graph J & Table K). The data for all four measures demonstrates that the Move on When Ready strategy at SGSC has been quite successful.
- SGSC has begun to track continuing college enrollment of MOWR students after high school graduation. Table L demonstrates that for all three academic years shown, over 90% of SGSC's former MOWR students continued their college careers after graduating from high school (a figure that could be higher if all students could be tracked). Also, approximately 89% of those continuing college chose to do so at either SGSC or another USG institution.

MEASURES OF SUCCESS:

- Maintain or exceed a MOWR enrollment of 350 for fall 2017.
- 5000 MOWR credits awarded for FY2017.
- A MOWR course success rate of at least 92% each semester through fall 2017.
- A MOWR/non-MOWR course success rate ratio of approximately 92:75 is expected through fall 2017.
- We will continue to track data on continuing college; however SGSC has no control over this data point to establish a measure of success.

LESSONS LEARNED

- Area high schools are eager to have their better students participate in Move on When Ready.
- 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.

- Availability of tutoring online and in Academic Support and STEM Centers on both campuses will be promoted more vigorously beginning fall semester 2017.
- 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.
- Beginning fall semester 2017 MOWR students will be required to participate in an orientation to the advising process, tutoring and disability services, and other college services.

HIGH-IMPACT STRATEGY #3

STEP INITIATIVE

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 GOALS

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

“Strategies to Emerge, Progress, and Succeed” (STEPS) is an effort to increase the persistence and retention of residential students. The profile of those students is as follows:

First-year residential students enrolled in at least one Learning Support course at SGSC and/or who had a high school GPA of \geq 2.5. These “at risk” students who reside on campus are targeted because of underperformance among SGSC’s residential student population, proximity, ease of staff contact, and high percentage of Pell-grant recipients and learning support requirements. Of the first-time freshman residential students enrolled fall 2016, one-fourth (25%) were STEPS-eligible; consequently, the STEPS student is not necessarily the “typical” residence hall student.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Ms. Amber Wheeler, Academic Support Director, amber.wheeler@sgsc.edu

SUMMARY OF ACTIVITIES

- STEPS involves student success workshops, Academic Success Center tutoring, STEM Center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the academic year, and other intervention practices.
- In fall 2015 and 2016 there were two sections of the SGSC 1000 first-year experience course for STEPS students, and again there will be two STEPS sections in fall 2017. Designed collaboratively by a former Vice President for Student Success, the Academic Support Director, and an Academic Support counselor, the STEPS FYE or orientation class differs from other sections of the course in that it is a skills-driven class for at-risk students focused on student resources, goal setting, studying, note taking, testing, time management, financial literacy, student policies and procedures, academic planning, career planning, and “soft skills.” It also focuses on academic advising, academic standards, grade point average calculation, and other topics related to student success. Resources used in developing and delivering the course include “Open Forum for Learning Assistance Professionals” (<https://lists.ufl.edu/archives/lrnasst-1.html>), a listserv developed for those who teach this type course, as well as a variety of other online sources and publications. In addition, the Academic Support Director is researching Open Educational Resource texts to utilize for the fall 2017 cohort.
- STEPS cohort student achievement for each fall semester is compared to the non-STEPS but STEPS-eligible fall 2013 baseline cohort achievement for data reporting purposes. STEPS students are not “visible” as such to faculty other than their orientation class instructor.

MEASURES OF PROGRESS AND SUCCESS

BASILINE MEASURES:

Baseline measures for all eight metric/data elements 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 M.** The baseline measures are as follows:

- fall 2013 to spring 2014 baseline persistence rate: 87.50% persisted;
- fall 2013 to fall 2014 baseline retention rate: 48.96% were retained;
- the fall 2013 baseline grade point average is 1.85;
- a baseline of 78.13% of students were in good standing at the end of fall term 2013;
- the baseline course success rate for fall term 2013 is 67%;
- the spring term 2014 baseline grade point average is 1.51;
- a baseline of 46.43% of students were in good standing at the end of spring term 2014;
- the baseline course success rate for spring term 2014 is 50.13%.

INTERIM MEASURES OF PROGRESS: ALL PROGRESS DATA CAN BE FOUND IN TABLE M.

- The fall to spring **persistence** rates for the STEPS cohorts are 87.50% (fall 2015) and 92.72% (fall 2016), **the latter demonstrating excellent progress.**

- The fall 2015 to fall 2016 **retention** rate for the STEPS cohort is 45.45%, a **3.5% lower rate than that of the non-STEPS baseline cohort**.
- The **grade point averages** for the STEPS cohorts are 1.99 (fall 2015) and 1.96 (fall 2016), **both of which are higher than 1.85 for the non-STEPS baseline group but needing improvement**.
- STEPS students remained in **good standing** at rates of 71.88% (fall 2015) and 63.64% (fall 2016), both **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.
- The course success rates for the STEPS cohorts are 68.42% (fall 2015) and 68.20 (fall 2016), 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.
- The spring term **grade point averages** of STEPS students are 1.89 for both the fall 2015 and fall 2016 cohorts, **well above those of the non-STEPS baseline cohort (1.51)**.
- The percent of STEPS students in **good standing at the end of a full academic year** is 60.71% for the fall 2015 cohort and 62.75% for the fall 2016 cohort, **well above the 46.43% for the non-STEPS baseline cohort**.
- The **course success rates for STEPS students at the end of a full academic year** are 60.93% for the fall 2015 cohort and 64.68% for the fall 2016 cohort, **well above 50.13% for the non-STEPS baseline cohort**.

MEASURES OF SUCCESS:

“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.

LESSONS LEARNED

- The SGSC Office of Institutional Effectiveness is analyzing data to identify potential causes of the current trend in STEPS cohort course success and retention rates, as well as poor performance in academic standing, in order to develop an action plan for fall 2017.
- Rubrics are needed to assess STEPS FYE/orientation course assignments with more clarity and accuracy.
- The STEPS FYE/orientation course is definitely scalable to other communities/institutions. In fact, portions of the course have been used in academic success workshops offered campus-wide, and components of the course have been inserted into the FYE/orientation course for the general student population.
- There is a need for a full-time, dedicated Residential Retention Specialist, since many of that person’s duties are not currently related to retention.

HIGH-IMPACT STRATEGY #4

ACADEMIC ADVISING

Use 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

RELATED GOAL

Provide academic advising orientation and the advising process to keep students on track to graduate; encourage shortening of time to degree by emphasizing “15 to Finish”; decrease excess credits on the path to completing a degree.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

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.

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Charles Johnson, Dean, School of Sciences, Charles.johnson@sgsc.edu

SUMMARY OF ACTIVITIES

- Advising vision and mission statements, as well as guiding values, goals, and outcomes for academic advising, have been created.
- An academic advisement session is a feature of the college’s first-year experience course, SGSC 1000, a course in which all first-time, full-time students enroll each semester. The session uses academic program maps from senior institutions to match with SGSC academic pathway maps to help students complete an assignment to plan their entire course of study at SGSC while also emphasizing “15 to Finish” as the best means to achieve academic goals. Another focus of the advisement session is to help students understand their own roles and responsibilities in degree completion.
- 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.
- All academic program maps, available on the SGSC website, have been revised so that students have a ready guide for program completion. Academic deans are responsible for maintaining and updating program maps.

- Advising “tip sheets” for advisors have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education, as well as on learning support policies and rules. Tip sheets include points to remember, comments on program maps, potential impediments to graduation, and FAQ.
- 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.
- **Beginning fall semester 2017 SGSC will have in place two professional academic advisors to assist students, train and collaborate with faculty advisors, assist with advising assessment, and maintain student records and reports. One of these advisors will be assigned to each campus.**

MEASURES OF PROGRESS AND SUCCESS

BASELINE MEASURES:

- The baseline one-year retention rate for FTFT freshmen is 48.63% for fall 2013 **(Table N)**.
- The baseline percentage of students enrolling in 15 or more credit hours is 21.33% in fall 2013 **(Table O)**.
- The baseline percentage of students successfully completing 15 or more credit hours is 46.99% for fall 2013 **(Table P)**.
- The three-year graduation rate baseline is 9.99% for the fall 2011 cohort **(Table Q)**.
- The baseline for degrees conferred by degrees offered is 266 for FY2014 **(Table R)**. 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:

- The one-year retention rate for FTFT freshmen for fall 2015 is 44.95%, a 3.68% decrease from the fall 2013 baseline (Table N) and a 6.7% decrease from the previous fall (2014).
- The percentage of students enrolling in 15 or more credit hours for fall 2016 is 24.11%, a 2.78% increase over the fall 2013 baseline (Table O).
- The percentage of students successfully completing 15 or more credit hours for fall 2016 is 46.74%, a .25% decrease from the fall 2013 baseline and a 3.53% decrease from the previous fall (2015) (Table P).
- The three-year graduation rate for the fall 2013 cohort is 11.96%, a 1.97% increase over the fall 2011 cohort baseline (Table Q).
- The number of degrees conferred by degrees offered is 326 for FY 2016, a 26.5% increase over the FY 2014 baseline (Table R).

MEASURES OF SUCCESS: (1)

- a one-year retention rate for FTFT freshmen of 55% for fall 2017;
- 30% of students enrolling in 15 or more credit hours for fall 2017;
- 60% of students successfully completing 15 or more credit hours for spring 2017;
- a three-year graduation rate for the fall 2015 cohort of 18%;
- a number of degrees conferred by degrees offered of 360 for FY 2018

LESSONS LEARNED

- From the baseline semester of fall 2013 to the present approximately half of all students enrolled in 15 hours successfully completed 15 hours (**Table P**). Academic advisor and early alert intervention is indicated, and the addition of two fulltime academic advisors will help.
- Average excess credit hours per fiscal year for each SGSC degree program can be determined using data in **Table S** to assist SGSC in addressing that issue by degree program.
- There is some anecdotal advisor evidence that Move on When Ready students do not understand the academic advising process because they have not been required to enroll in the first-year experience course. **Beginning fall semester 2017 they will be required to participate in an orientation** to the advising process, academic program mapping, tutoring and disability services, and other college services.
- Effective academic advising and grade monitoring are essential to high-risk students' success.
- Study of **FTFT freshmen one-year retention rate** data has led to further planning for change.

**HIGH-IMPACT STRATEGY #5 (NEW FOR THIS REPORTING YEAR):
GATEWAY TO COMPLETION**

Implementation of Gardner Institute/USG Gateway to Completion (G2C) Collaborative to improve student performance in a foundational high-enrollment, high-risk course through course redesign, use of predictive analytics, and improved teaching and learning pedagogy.

RELATED GOALS

Increase number of undergraduate degrees awarded; shorten time to degree; use predictive analytics; restructure instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

At SGSC, BIOL 2107 is a high-risk course for many students (third highest DFWI rate). G2C provides faculty with processes, instructional and curricular guidance, and analytics tools to redesign teaching, learning, and success in gateway courses. The USG is invested in G2C through a system-wide commitment to and application of the G2C process at ten USG institutions, among them SGSC.

PRIMARY POINTS OF CONTACT FOR THIS ACTIVITY

Dr. Robert Page, Vice-President for Academic Affairs, Robert.Page@sgsc.edu
Ms. Dani Sutliff, Director of Institutional Effectiveness, Dani.Sutliff@sgsc.edu

SUMMARY OF ACTIVITIES

SGSC is one of 10 USG institutions partnering with the John N. Gardner Institute for Excellence in Undergraduate education to improve teaching and learning in gateway courses. Currently concluding work on every component of Year 1 (Analyze and Plan) of the 3-year G2C process, SGSC has been involved in the following actions:

- creation of a steering committee
- completion of Gateway Course Analytics Inventory and identification of a gateway course, "Principles of Biology I" (BIOL 2107), based on the Analytics Inventory evidence
- administering of the Student Assessment of Learning Gains survey (3 times)
- completion of Review of Principles & Key Performance Indicators
- creation of an Initial Action Plan (Phase II Plan) and an Implementation Team
- participation in Analytics Process Collaborative and faculty workshops at G2C conference
- participation in G2C Teaching and Learning Academy and Community of Practice Meeting
- administering Learning Analytics Readiness Instrument to selected faculty and staff
- Implementation of new BIOL 2107 classroom pedagogy summer semester 2016

In addition to the Year 1 actions above, SGSC will be engaged in BIOL 2107 course redesign in the summer and fall of 2017, including action items such as design and implementation timeline, costs analysis, assessment and evaluation, and development of a status report. The new course is to be launched spring semester 2018 as a pilot **to be replicated with other gateway courses.**

MEASURES OF PROGRESS AND SUCCESS

(all baseline data is for academic year 2014-2015)

- The baseline overall DFWI rate for BIOL 2107K is 44.2%.
- The baseline DFWI rates by gender for BIOL 2107K are 54.3% (male) and 38.2% (female).
- The baseline DFWI rates by full-time and part-time status are 46.8% and 36.1%, respectively.
- The baseline DFWI rates for the most at-risk race/ethnic groups are 50% (Hispanic or Latino) and 64.4% (Black or African-American).
- The baseline DFWI rate for Pell-eligible students is 49.4%.
- The baseline DFWI rate for first generation students is 41.7%.
- The baseline DFWI rate for non-first generation students is 44.8%. **NOTE: All G2C measures are selected by the Gardner Institute. All data is in Table T.**

INTERIM MEASURES OF PROGRESS:

N/A; to be established after spring semester 2018

MEASURES OF SUCCESS

In development; TBD after G2C Steering Committee analyzes baseline data

LESSONS LEARNED:

None thus far; strategy implemented just this year in what has been a planning and organizational year for G2C implementation.

HIGH-IMPACT STRATEGY #6 (NEW FOR THIS REPORTING YEAR): UNDERGRADUATE STUDENT RESEARCH

Implementation of the SGSC Quality Enhancement Plan (QEP) on Undergraduate Student Research in select Bachelor's Degree courses, to be followed by implementation in select Associate's Degree general education courses

RELATED GOAL

Help students develop a solid foundation of research skills while engaging in active learning (and critical thinking); restructure instructional delivery to support educational excellence and student success.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

The vast literature on developing undergraduate research skills suggests that **active learning, critical thinking, and the student experience in general are all significantly served through such activity.** Students engaged in research are more likely to understand and develop skills necessary for success at their current educational level, as well as at future higher levels such as graduate school or a career. **The QEP reflects SGSC's commitment to enhance student skills for academic success.**

PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Dr. Frank Holiwski, Quality Enhancement Plan Director, Frank.Holiwski@sgsc.edu

SUMMARY OF ACTIVITIES

- **The QEP was implemented in 8 B.S. in Nursing (BSN) courses fall semester 2015 through spring semester 2017 to establish assessment data baselines and evaluate/validate assessment rubrics for the 9 QEP student learning outcomes (resulting in rubric redesign). Course redesign has been minimal, because for the first three years of QEP implementation only courses in bachelor's degree programs have been selected for inclusion. Part of the rationale for limiting the initiative to these courses is that they already included research components. For example, NURS 4111 included a requirement that students collect data using a "windshield survey," and NURS 4110 required students to give group presentations on their research. Thus, instructors of these classes were simply asked to review the QEP SLOs rubric to make sure their existing assignments completely aligned with the relevant SLO(s). In some cases this involved tweaking the existing assignment, but in no case has course "redesign" been extensive. **Once the QEP expands to associate degree courses in year four (AY 2018-2019), there will likely be a need for more significant course redesign.** In anticipation of this, the QEP Coordinator has created an online GeorgiaVIEW course to allow faculty of potential associate-level QEP courses to participate in the development of appropriate assignments. Having the faculty included in collaborative development of the assignments at an early stage should increase the likelihood that the assignments will align with the QEP SLOs. Currently, five faculty members have joined the course; they represent the disciplines of economics, accounting, history, political science, and psychology.**
- **The QEP Coordinator provides training for all faculty teaching QEP-connected courses prior to, during, and after their inclusion in the QEP.** Faculty are provided with the SACS COC-approved QEP plan, the SLO rubrics, and various foundational articles to help orient them to the QEP from the moment their courses are selected for inclusion. In the case of Nursing courses, training conducted by the QEP Coordinator and the Dean of the School of Nursing began prior to the beginning of the implementation semester and included application of the SLOs to course content, intentional design of assignments, assessment of SLOs, and anticipation of problems or concerns. After the courses are evaluated

by the QEP Assessment Committee, the QEP Coordinator and the Dean of the School of Nursing again meet with faculty to provide feedback on course assignments and further training in course development.

- **Courses in the Bachelor of Science in Biological Sciences (BSBS) curriculum become part of QEP implementation fall semester 2017.** In the spring of 2017 the QEP Coordinator met with BSBS faculty and the Dean of the School of Sciences to provide training on the development of appropriate QEP assignments. A GeorgiaVIEW course was also created in the spring semester 2017 so that these faculty could receive further training, gain access to helpful reading materials and training tools, and participate in collaborative development of course assignments.
- **Faculty who will be engaged in general education QEP courses also will be provided training opportunities developed by the QEP Coordinator.**
- All QEP-infused courses include a research component or components. **Assignments vary depending on the instructor, the SLO(s) being assessed, and the course content.** For example, students may be required to reflect in a written assignment on one or more of the 9 QEP SLOs by analyzing research data from published sources, or they may be required to collect their own data, apply inferential statistics to the data, and present results to a class or college-wide audience. In both cases the student is engaging in “active” learning; however, the two cases vary significantly in personal investment actions.
- When associate degree general education core courses become part of the QEP in year four of the initiative, it will be difficult or impossible to standardize the number of such courses a particular student will be enrolled in during any given semester. **To manage student workload it is highly likely that QEP general education associate degree-level courses will be limited to a single QEP SLO per semester. However, the training of faculty will emphasize engaging students in active research assignments.**
- The QEP Implementation Committee met weekly fall semester 2015 and monthly spring and fall semesters 2016 and spring semester 2017.
- The QEP Assessment Committee has met regularly to evaluate rubric evaluator reliability.
- In addition to using QEP direct assessment rubrics developed as part of the plan, indirect surveys of student opinions about the QEP process were administered spring semester 2017.

MEASURES OF PROGRESS AND SUCCESS

BASELINE MEASURES

Measures are from only those student learning outcomes on which 50% or more of students achieved “poor or marginal” on the outcome rubrics, and all baseline data is from summer semester 2016)

- On ability to identify research objectives (SLO 4b) 50% of students achieved “poor or marginal” on the outcome rubric **(Table U).**
- On ability to identify a hypothesis’ relationship to a research question (SLO 4c) 69.57% of students achieved “poor or marginal” on the rubric **(Table V).**
- On ability to identify a hypothesis’ relationship to literature review (SLO 4d) 60.87% of students achieved “poor or marginal” on the rubric **(Table W).**
- On ability to determine tools available for their research (SLO 5a) 60.87% of students achieved “poor or marginal” on the rubric **(Table X).**
- On ability to identify a plan or methodology most appropriate to their research question or hypothesis (SLO 5c) 56.52% of students achieved “poor or marginal” on the rubric **(Table Y).**
- On ability to identify the population from which their research sample will be selected (SLO 5d) 60.87% of students achieved “poor or marginal” on the rubric **(Table Z).** **On all six baseline measures fewer than 50% of students achieved a rubric rating of either “Good” or “Excellent.”**

INTERIM MEASURES OF PROGRESS:

QEP assessment data from fall semester 2016 and spring semester 2017 is currently being collected and analyzed and is not available for reporting at this time.

MEASURES OF SUCCESS:

By the end of fall semester 2019 no more than 30% of students will achieve a combined rubric rating of “Poor” or “Marginal” for each of the six baseline measures identified in this report. Therefore, at least 70% of students will rate as either “Good” or “Excellent” on the rubric.

LESSONS LEARNED

- It is difficult to align discipline-specific course assignments with rubrics intended to be generic. **The rubrics have been redesigned** and are now accompanied by suggestions on how to apply rubric SLOs to different types of class assignments.
- It takes longer to analyze assessment for a single course than had been anticipated. After the first semester’s **analysis the Assessment Committee now assesses a sample of student work, rather than all the work for an entire class.**
- Students enter classes which emphasize research skills with vastly differing research abilities. GeorgiaVIEW courses have been created so that assessment committee members can comment on student work not explicitly measured by rubrics in order to capture additional qualitative data.
- After collecting and analyzing initial data on “where our students are” in relation to QEP outcomes, **we will focus on redesigning pedagogy to improve student competency over time.**

- While the SGSC QEP predates our becoming a Georgia Liberal Education and America's Promise (LEAP) institution, the QEP employs LEAP-related principles of "Essential Learning Outcomes, High-Impact Educational Practices, Authentic Assessment, and Students' Signature Work" that are integrated into the QEP initiative.

REFLECTIONS, OBSERVATIONS, AND PLANS FOR NEXT YEAR

REFLECTIONS:

- While there is need for improvement in some strategy areas, our data demonstrates that all of our ongoing college completion strategies continue to be effective.
- The addition of two new completion strategies this year will provide significant opportunities for academic skill development for students of all degree levels.

OBSERVATIONS:

- **One challenge to SGSC's college completion efforts is the institution's need for additional technology and research personnel** to support the generation and analysis of data needed to assess and inform completion strategies, particularly as SGSC strives to develop a predictive analytics model.

PLANS FOR NEXT YEAR:

- **We have implemented the pilot year of an academic early alert system** utilizing tools available internally (BanWeb Faculty Feedback Form, Discoverer reports, Tutor Track, and Excel). The Director of Academic Support, who oversees the early alert program, is analyzing data and writing a report to identify how to broaden the program to a wider student population next year.
- **We will promote academic support resources, especially tutoring opportunities, more deliberately with MOWR (dual enrollment) students.**
- **We will assess the new orientation requirement for MOWR students** and make necessary changes to improve student understanding of college policies and processes.
- **We will more clearly define the duties of the Residential Retention Specialist** to better align that position with the goals of the STEPS strategy and residential retention as a whole.
- **Two new full-time academic advisors will be in place beginning fall semester 2017** to serve at-risk students and collaborate with faculty advisors on both SGSC campuses—with an advisor assigned to each of the two campuses.
- **The pilot BIOL 2107 high-risk, high-enrollment course targeted for Gateways to Completion (new strategy #5) will be redesigned** summer and fall of 2017 and will be launched spring semester 2018.
- **We will collect data on initial Interim Measures of Progress for the Gateway to Completion (G2C) strategy.**
- **We will establish Measures of Success for G2C.**
- **We will redesign QEP course pedagogy in accordance with data analysis (new strategy #6).**
- **WE will analyze additional student learning outcomes, baseline measures, and assessment data for the undergraduate research strategy (new strategy #6)** for possible inclusion in next year's report.



University of Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of Georgia—a public, research, land- and sea-grant institution with commitments and responsibilities to the entire state of Georgia—is the birthplace of higher education in the U.S. Its mission is encapsulated by its motto: “to teach, to serve, and to inquire into the nature of things,” three distinct actions that are visually embodied in the three pillars of its iconic arch at the entrance to campus. This Complete College Georgia report is once again focused on that first pillar “to teach” and on how the University’s teaching mission aligns with its retention, progression and graduation efforts. UGA’s faculty and staff are committed to superior teaching and to student learning, to serving a diverse student body, and to promoting student success with timely graduation as one goal.

UGA’s challenging learning environment and innovative programs garnered national attention and recognition in 2016. Kiplinger Magazine ranked UGA 10th in its 2017 list of the “100 Best Values in Public Colleges.” U.S. News & World Report’s 2016 “Best Colleges” edition placed UGA 18th among public universities while Forbes lists UGA No. 17 on its list of “Top 25 Public Colleges 2016.” *The New York Times* ranked UGA at No. 10 among public universities doing the most for low-income students in its 2015 College Access Index; the University was named the top tier-one research institution in the nation for its service to student veterans and their families; and for the third year in a row, UGA received an INSIGHT Into Diversity Higher Education Excellence in Diversity Award for its efforts to foster an inclusive, diverse campus.

UGA offers baccalaureate, master’s, doctoral, and professional degrees in the arts, humanities, social sciences, biological sciences, physical sciences, agricultural and environmental sciences, business, ecology, engineering, environmental design, family and consumer sciences, forest resources, journalism and mass communication, education, law, pharmacy, public health, social work, and veterinary medicine. It is the state’s oldest, most comprehensive and most diversified institution of higher education with more than 10,000 faculty and staff members and over 36,000 students (undergraduate, graduate and professional, enrolled in 17 schools or colleges). It offers 136 undergraduate majors, 97 undergraduate and graduate certificates, and 238 graduate programs.

There is no single undergraduate 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 2016, the total undergraduate population numbered 27,951 students, the vast majority of whom hailed from the state of Georgia (90% vs. 8% out-of-state and 2% international). The majority of undergraduate students (94%) were enrolled full time; 43% were male; and 30% were of racial/ethnic minority status (see Table 1). In Fall 2016, the typical UGA undergraduate was of traditional age (≤ 24 years), entered as a first year student, lived on campus for the first year, and was seeking a first undergraduate degree. The five most popular majors were: Biology, Psychology, Finance, Computer Science and International Affairs. The cohort that matriculated in Fall 2016 numbered 5,420, with a mean SAT score of 1,258 (compared to the national mean of 1,002) and high school GPA of 3.97.

The University of Georgia is a national leader among public universities in the numbers of major scholarships earned by our students. Since 1995, UGA has produced nine Rhodes Scholars, five Gates Cambridge Scholars, six Marshall Scholars, three Mitchell Scholars, 51 Goldwater Scholars, 13 Truman Scholars, 13 Udall Scholars and 36 Boren Scholars. In addition, 112 UGA students were offered Fulbright Scholarships in the past 15 years; according to *The Chronicle of Higher Education*, UGA is one of the top producers of U.S. Fulbright students by type of institution.

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 62.7% (for the 2011 cohort) to 68%²⁰ for the 2020 cohort. Data show that the time to degree has been steadily declining from a high of high of 4.21 years for the 2008 graduating cohort down to 4.02 years for the 2015 and 2016 graduating cohorts (see Table 5). The gains for transfer students have been much more modest, and the University is beginning to implement strategies to ease their transition to UGA. According to the data, we see an upward trajectory in both the retention and graduation metrics over the last few years (see Table 2). The first-year retention rate for the 2014 and 2015 cohorts was a record high of 95.2%; data are not yet available for the 2016 cohort. The four-year completion rate improved by over 3% to 66.1% for the 2012 cohort; data are not yet available for the 2013 cohort. The excellent five- and six-year completion rates are holding steady at about 82% and 85% respectively.

Of particular note are UGA’s first-year retention rates and six-year completion rates for underrepresented populations (see Table 3). For example, the first-year retention rate for the 2015 cohort of Black/African-American students is 95.9%, which exceeds that for the student population as a whole (95.2%), and the six-year graduation rate for all Hispanic students in the 2010 cohort is 86.9%, which exceeds that of the population as a whole (84.8%).

²⁰ This 68% four-year graduation rate represents the average of our aspirational institutions for the 2007 cohort.

The University of Georgia has a high performing and academically strong student body. The teaching and learning environment at UGA is characterized by a large number of high-impact practices that, as research has shown, are known to support student success and thereby promote student retention, progression and completion. Most of these practices can be found in every one of the schools and colleges at the University; those most widely used include a first-year experience (our award-winning First Year Odyssey Seminar), first-year learning communities, global learning,²¹ service learning,²² collaborative learning, experiential learning, internships, and undergraduate research opportunities. Through the Center for Undergraduate Research Opportunities (CURO), for example, all UGA undergraduates—including students in their first year—have the opportunity to engage in faculty-mentored research regardless of discipline, major or GPA. At the Spring 2016 CURO Symposium 408 students shared their research findings with the University and local community.²³

In Fall 2016, UGA became one of the largest research institutions in the country to require that all undergraduates fulfill an experiential learning requirement before graduation. A growing body of research demonstrates that experiential learning enhances student learning, success in the classroom, on-time graduation, and transition to the workforce. UGA students can meet the requirement by engaging in creative endeavors, study abroad and field schools, internship and leadership opportunities, faculty-mentored research, and service-learning. To date, UGA has validated nearly 1,500 such opportunities, including courses and non-credit activities, each one of which is designed to enhance learning and position UGA students for success after graduation. Double Dawgs, another innovative program, was launched in Fall 2017 to provide pathways for students to earn both a bachelor's degree and a master's degree in five years or less. The program, in addition to saving time and money, will give ambitious and motivated students a competitive advantage in today's knowledge economy and help position them for success after graduation.²⁴ Currently UGA is offering just over 100 Double Dawgs programs, either within a single department and discipline or across departments, schools, or colleges. UGA's traditional degree programs, in concert with these innovative initiatives, demonstrate that UGA is preparing the work force that will serve the state now and well into the future.

The personalized mentoring that students receive through both the experiential learning requirement and the Double Dawgs program are strengthening student-faculty relationships, a factor known to improve student outcomes and completion. Building and sustaining meaningful student-faculty relations is a primary goal of our award-winning First Year Odyssey Program and also undergirds the Small Class Size Initiative (SCI) that was begun in the 2015-16 academic year. The SCI enables students to receive more personalized attention from their professors by decreasing the size of some critical courses. Furthermore, we know that reducing the number of large class sections in high-demand instructional areas improves student learning outcomes and further enhances our world-class learning environment.

Our Center for Teaching and Learning (CTL) supports innovative instruction with a robust program of workshops, faculty learning communities, and course design/redesign classes that show faculty how to incorporate high-impact strategies such as flipped and blended classrooms, the "Reacting to the Past" pedagogy, active learning strategies, and problem-based learning, among others (see Appendix C).

INSTITUTIONAL COMPLETION GOALS, STRATEGIES, AND ACTIVITIES

This year the University of Georgia is reporting on three primary Complete College Georgia goals: 1) increasing the number of degrees earned on time; 2) providing targeted, proactive advising to keep students on track to completion; and 3) restructuring instructional delivery to support educational excellence and promote student success. To meet these goals, the University has implemented a number of strategies that are synergistic and advance several of our CCG priorities. This year we report on six of those strategies.

GOAL: INCREASE THE NUMBER OF DEGREES THAT ARE EARNED ON TIME.

- Strategy 1: Offer programming and interventions to promote student academic success, progression, and completion.
- Strategy 2: Reduce class size in targeted classes to promote student academic success, progression, and completion.

GOAL: PROVIDE TARGETED, PROACTIVE ADVISING TO KEEP STUDENTS ON TRACK TO COMPLETION.

- Strategy 3: Hire additional advisors and restructure advising to be more proactive to promote student academic success, progression, and completion.

²¹ UGA ranks 5th nationally in participation in short-term duration study abroad programs.

²² In 2016 a record number of unique undergraduate students (4,849) enrolled in a course with a service learning component, and 1,193 took more than one service learning course; 78% of the students who responded to a survey reported that the service-learning component of the course positively influenced their intention to complete their degree.

²³ This was the record number of participants until the Spring 2017 Symposium which shattered that record with 554 students.

²⁴ Because UGA students matriculate with, on average, 20+ hours of credit (from AP and/or dual enrollment), the Double Dawgs program affords these students a clear path to leverage those hours and make the most of their time at UGA.

- **Strategy 4:** Create an Exploratory Center to help students find the right major quickly and to promote student academic success, progression, and completion.

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

- **Strategy 5:** Expand online course offerings, particularly in the summer sessions, to give students more flexibility in planning their programs of study and to promote student academic success, progression, and completion.
- **Strategy 6:** Encourage the use of Open Educational Resources (OERs) and peer-learning assistants to promote student academic success, progression, and completion.

INSTITUTIONAL STRATEGIES

STRATEGY 1:

OFFER PROGRAMMING AND INTERVENTIONS TO PROMOTE STUDENT ACADEMIC SUCCESS

PRIMARY CONTACTS:

T. Chase Hagood, Director of the Division of Academic Enhancement, tchagood@uga.edu and Naomi J. Norman, Associate Vice President for Instruction, nnorman@uga.edu.

OVERVIEW:

UGA's Division of Academic Enhancement (DAE, www.dae.uga.edu) hosts much of our academic programming targeted to students at risk, including programming for first generation students and scholarship recipients. Headquartered in Milledge Hall and with satellite offices in Brumby Hall, Science Learning Center, Miller Learning Center, Russell Hall Academic Center, and Boyd Science Library, the DAE offers all UGA students a wide range of services and courses designed to support their academic efforts from the day a student is admitted until graduation. DAE's mission is to support students as they transition into higher education and sustain their progress through the University.

Attendance begins with the Freshman College Summer Experience (FCSE), a transformative four-week academic residential program for a diverse community of first-year undergraduates that helps students form meaningful academic and social networks. The FCSE was redesigned so that students now enroll in three credit-bearing courses: a service-learning course that fulfills the experiential learning requirement, a discipline-based course, and a small-group seminar on personal development. In addition, graduate student mentors live in-residence during the program to provide sustained support as students navigate their first experiences as college students. First-year retention rates for FCSE indicate that the program has a long record of successfully helping students transition to UGA and getting their time at UGA off to a good start; for every cohort, except 2014 and 2015, FCSE students were retained at higher percentages than the overall student population. We are confident that the changes to FCSE we implemented this summer—including the commitment to continue programs for FCSE students during the academic year—will positively affect those first-year retention rates.

DAE also proactively reaches out to students identified by UGA's predictive model as being at risk of not being retained. This outreach is designed to make those students aware of DAE's many resources, including specially-designed courses in creative thinking, study strategies, and metacognition; a comprehensive Academic Resource Center and space for active learning; tutoring, both online and face to face (tutors had 22,156 appointments for 7,973 unique students in 2016²⁵); academic success workshops; and academic counseling. DAE also is home to CARE, the Collaborative Academic and Retention Effort, which is designed to help students improve their academic performance by helping them become self-regulated learners and scholars in their chosen fields and disciplines. The CARE program is open to all students and is required of students on scholastic probation. In 2016, the CARE office counseled 469 students (a 21% increase over 2015). 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.

STRATEGY 2:

REDUCE CLASS SIZE IN TARGETED CLASSES TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION.

PRIMARY CONTACT:

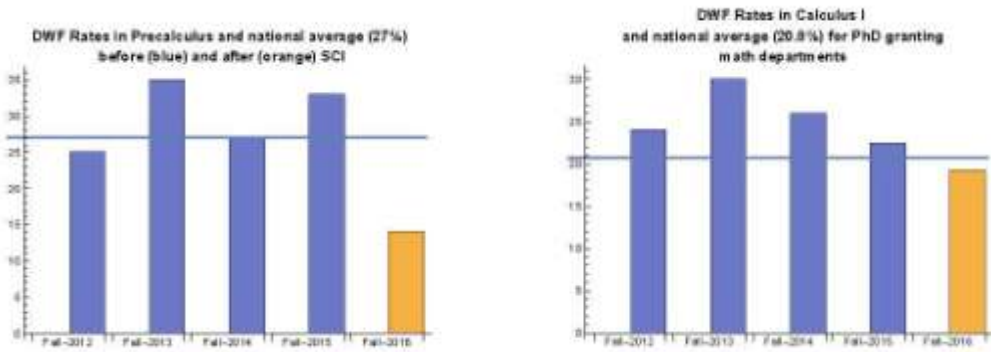
Rahul Shrivastav, Vice President for Instruction, rahuls@uga.edu

OVERVIEW:

For the Small Class Size Initiative (SCI), UGA invested \$4.4 million in the 2015-16 academic year as part of a continuing effort 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

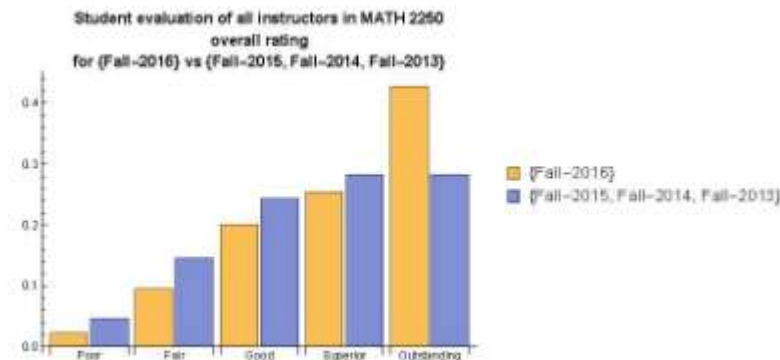
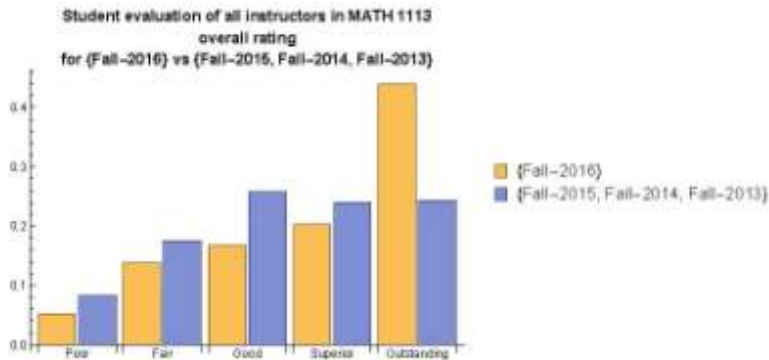
²⁵ We have long tracked tutoring appointments; we now also are tracking the impact of tutoring on student success and will have data to report in future years.

public health; 2) courses that historically have high failure rates; and 3) “bottleneck” courses. To cite one example, the Mathematics department received SCI funds to add sections of pre-Calculus and Calculus classes with enrollments capped at 19. The results after only one year are quite encouraging. Student and faculty reaction is strongly positive, DWF rates are down in both classes, and more students are progressing into the next course in the sequence on schedule.



As the charts above indicate, the DWF rate in both classes has decreased, dropping below the national average for the first time since Fall 2012 for Calculus and since Fall 2013 for pre-Calculus. Indeed, in the pre-Calculus program, the DWF rate has dropped to approximately half of the national average. This decrease is critically important for progression and completion because so many majors (particularly STEM majors) depend on timely completion of the Calculus sequence to stay on track for graduation.

Results were equally significant when assessing student satisfaction. The student survey data for pre-Calculus classes is averaged over roughly 700 responses per semester. The graphs below show the fraction of student ratings of their instructor’s “overall effectiveness” in pre-Calculus (MATH 1113) and Calculus (MATH 2250). On the graphs below, the bars in blue show a composite average of student ratings for the previous three fall semesters, while the orange bar shows the evaluation data during Fall 2016.



In previous semesters, about 50% of the students rated their instructors as “Superior” or “Outstanding” whereas in Fall 2016, almost 50% of students rated their instructor as “Outstanding.” Moreover, every aspect of the class rated by the students shows similar improvements in student rating: the students rated their instructors better in using class time, providing

feedback, being responsive to questions, being available for consultation outside class, and increasing interest in the subject. This interest seems to have driven a sharp shift in enrollments in classes in the Calculus sequence: year-over-year, spring semester Calculus enrollment is up by 14% while spring semester pre-Calculus enrollment is down by about 7%. These figures suggest that the department is succeeding in moving students on schedule from pre-Calculus to Calculus. In the case of Mathematics, the impact of the SCI was enhanced by the decision of the department to create a Mathematics Active Learning Team seminar to discuss evidence-based pedagogy.

We expect to see similar results for classes in other departments that benefitted from the SCI. We are confident that the SCI makes it possible for students across campus to receive more personalized attention from their professors and to reap other benefits derived from enrolling in small classes in critical instruction areas.

STRATEGY 3:

HIRE ADDITIONAL ADVISORS AND RESTRUCTURE ADVISING TO BE MORE PRO-ACTIVE AND TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION.

PRIMARY CONTACTS:

Judith Iakovou, Director of University Advising Services, jiakovou@uga.edu and Naomi Norman, Associate Vice President for Instruction, nnorman@uga.edu.

UGA continues to focus on improving advising for all undergraduate students. In 2015, the University added 25 professional advisors to its advising corps, 10 more in 2016, and is poised to add more this year. 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. Excellent advising helps enable students to attain their academic goals, and research shows that meaningful relationships with advisors are critical elements of superior undergraduate education and degree completion. On a campus with more than 26,000 undergraduate students, students may at times need the kind of guidance, support, and encouragement that only well-trained academic advisors can provide.

In the summer of 2015, UGA hired a Director of Academic Advising Services who provides leadership for university-wide academic advising initiatives and ongoing support for college-level advising services. She plans, manages, and participates in academic advising initiatives, with an emphasis on university-level strategic partnerships between advising units and other student support services at UGA; oversees assessment of advising campus-wide; recommends policy to increase retention and degree completion; helps develop best practice guidelines and training for academic advisors across campus; and advises the administration on ways to communicate with “millennials” to increase their likelihood to stay on track to completion.

UGA is deploying two technological solutions to achieve our goal to decrease the time to graduation by improving advising: DegreeWorks Planner and Starfish Connect/Early Alert. UGA advisors have used DegreeWorks for a number of years, and with the launch of the Planner in 2016, advisors and their students have the ability to create a long-term plan for degree completion, verify that the courses included on the plan will fulfill their degree requirements, and show students 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.

We also have purchased Starfish Connect and Early Alert. These two tools—known at UGA as SAGE—are improving communications between students and advisors, helping manage workflows, collecting information about students, raising flags about students, and helping direct students towards resources when they need them. Several units piloted SAGE in Spring 2017, and the platform was deployed campus-wide in Fall 2017. We expect that SAGE, by improving communication and workflow, will positively impact retention and graduation and will lead to more job satisfaction among advisors.

In Fall 2014, the University of Georgia employed approximately 115 professional advisors/ program coordinators: of these, 81 were full time with an average caseload of 325-350 students each; 22 were 75% time with an average caseload 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 stayed with a student one or two years at the most. A total of 35 additional advisors have been hired over the last two years to address these concerns. With the addition of these advisors, the average caseload for each advisor has been lowered by approximately 20-25%. Lighter caseloads give advisors time to focus on an individual student’s needs and goals, guide that student to think critically and reflect on their learning experiences, and provide information about co-curricular and experiential learning opportunities and about academic and other resources available on campus. All of this, we believe, will lead to improved graduation rates.

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%. We also are developing a predictive tool to identify students who may be having difficulty staying on track to graduation and are at risk in a number of areas, including losing HOPE or Zell Miller funding. Advisors now have access to these scores in SAGE that are helping them deliver timely interventions.

STRATEGY 4:

CREATE AN EXPLORATORY CENTER TO HELP STUDENTS FIND THE RIGHT MAJOR QUICKLY AND TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION.

PRIMARY CONTACTS:

Judith Iakovou, Director of University Advising Services, jiakovou@uga.edu and Jennifer Eberhart, Coordinator of the Exploratory Center, jteber@uga.edu.

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 2014, we observed that only 32% of these students graduated with the same major in which they started while 19% switched majors twice and about 6% changed majors three times or more. These shifts typically meant 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 at UGA.

In light of this data, UGA opened the Exploratory Center (EC) in August 2016. The Center is staffed by professional academic advisors who advise all students with unspecified majors, as well as students with intended-business and intended-journalism majors, and students who want to transition from one major to another. Currently, 14 advisors staff the EC for both scheduled and walk-in appointments. In addition, the Career Center holds walk-in hours, and EC advisors are partnering with both the Career Center and Student Affairs on programming opportunities. EC advisors 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 path that better aligns with their interests and skills.

In the year since it opened, the EC has facilitated nearly 12,000 appointments with students; clearly the Center is meeting an important student need. We are currently collecting data on the number of students who changed majors in 2016 and the number of times they did so. We expect to see a decrease in the number of students changing their major this year, which should improve time to graduation for students who enter UGA as unspecified.

STRATEGY 5:**EXPAND ONLINE COURSE OFFERINGS, PARTICULARLY IN THE SUMMER SESSIONS, TO GIVE STUDENTS MORE FLEXIBILITY IN PLANNING THEIR PROGRAMS OF STUDY AND TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION.****PRIMARY CONTACTS:**

Stephen Balfour, Director of the Office of Online Learning, Stephen.Balfour@uga.edu and Paul Klute, Director of Office of Institutional Research, pklute@uga.edu

In 2013, the Office of Online Learning (OOL) launched a Fellows program to recruit and train faculty to design, develop and teach high-quality online courses. Through this initiative UGA has developed 49 online courses in the core and 181 upper division courses. Many of these are online-only courses or online versions of high-demand courses that fulfill several areas in the GenEd degree requirements. By offering high-demand, required courses in an online format during the summer, students have flexibility in course scheduling which allows them to meet degree requirements in a timely manner, ultimately contributing to increased degree completion and reduced time to degree. In addition to individual online courses, recent efforts have focused on creating and delivering online degree programs; in total, UGA now hosts 27 online programs, including an entirely online BBA degree (see Appendix B).

Although the majority of credit hours are still earned in residential, face-to-face courses, growth in the roster of online courses is impacting time to degree. In addition to giving students more flexibility in planning their programs of study, online courses allow students who are studying or interning off campus or who must return home to work full time during the summer to stay on track for graduation. Indeed, summer online enrollments have risen dramatically between Summer 2014 when online enrollments accounted for only 10.5% of the overall enrollments and Summer 2016 when online enrollments rose to 35% of the total summer enrollment. The data also show that more and more students complete their undergraduate degree with at least one online course in their program of study.

It is clear that online courses contribute to student credit hour production and progression toward degree completion. Increased communication across campus from the Office of Instruction and advisors has helped drive students into online options, especially in the summer. The Office of Online Learning will continue its various programs, such as Online Fellows, to support the creation of additional online courses, especially courses that fulfill core requirements, major requirements, or are in high demand. Because the Registrar's office is now using the waitlist feature in Banner, departments are better able to identify high-demand courses that would benefit from online sections.

STRATEGY 6:**ENCOURAGE THE USE OF OPEN EDUCATIONAL RESOURCES (OERS) AND PEER-LEARNING ASSISTANTS (PLAS) TO PROMOTE STUDENT ACADEMIC SUCCESS, PROGRESSION, AND COMPLETION.****PRIMARY CONTACTS:**

Laura Crawley, Interim Director of the Center for Teaching and Learning, lcrawley@uga.edu; T. Chase Hagood, Director of the Division of Academic Enhancement, tchagood@uga.edu; Timothy Burg, Director of the Office of STEM Education, tburg@uga.edu; and Naomi Norman, Associate Vice President for Instruction, nnorman@uga.edu.

For the past several years, UGA's Center for Teaching and Learning (CTL) has coordinated, in collaboration with the Office of STEM Education and the Division of Academic Enhancement (DAE), a number of initiatives and activities that impact student success and completion. See Appendix C for a complete description of the programs and initiatives sponsored by CTL that support retention, progression, and completion.

One such initiative is the Open Education Resources (OER) program for classes with large enrollments and traditionally expensive textbooks. At UGA we have found that most faculty who adopt OERs continue to use them and encourage other faculty in their departments to do the same. We estimate that UGA students have saved about \$2.7 million in book purchases through OERs since 2013. Moreover, during the 2016-17 academic year, CTL continued work on a grant received from the Gates Foundation in partnership with Rice University to research the overall efficacy of using OERs within the UGA context. Dr. C. Edward Watson, former director of our CTL and now an associate vice president with AAC&U, conducted the research; his forthcoming study compared the performance of first-generation students using OERs against other students. His preliminary results suggest that OERs level the playing field in terms of grades by giving all students access to course materials on day one.

The Office of STEM Education at UGA is tracking the use of Peer Learning Assistants (PLAs) on campus. PLAs are used in a number of sections of different STEM courses and according to different models. In Mathematics, for example, they use supplemental instruction delivered by peers while some sections of Physics and Chemistry (especially those taught in SCALE-UP classrooms) deploy PLAs within the regular classroom. The most comprehensive use of PLAs is found in elementary Biology classes. Dr. Kristen Miller, Director of Biological Sciences, teamed up with Dr. Julie Luft, Athletic Association Professor of Mathematics and Science Education, to create a course that prepares undergraduate students to be Peer Learning Assistants (PLAs) in BIOL 1107 and 1108. The course—which is taught on a hybrid model—gives students the pedagogical training needed to help other students succeed in challenging math and science classes. The PLAs provide support and individualized attention to their students. In addition, their course provides a means for the PLAs to master course content, put learning into action, and nurture their own communication skills. Their vital assistance to the class also allows the faculty more time to focus on teaching and improving student outcomes. The effort started with a handful of PLAs and two sections of BIOL 1107 (roughly 400 students) the first semester and is now up to five sections of BIOL 1107 and three sections of BIOL 1108 with 20 volunteer PLAs (including 8 returning PLAs) working with more than 1,200 students in Fall 2017. The Office of Instruction and the Office of STEM Education is establishing additional tracking of both the PLAs and the students they assist as well as assessment tools to measure the impact of the practice on both groups of students.

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 hovered around 94% every year from 2008 through 2013 and rose to 95.2% in 2014-2015; first-year retention and six-year completion rates for certain underrepresented populations at UGA also realized gains (see Table 3). Despite these gains, there is work still to do, especially with underrepresented populations and transfer students. In addition, completion rates for the entire undergraduate population also have increased by several percentage points during the past 10 years. For the 2007 cohort, the four-year completion rate was 58% but was 66.1% for the 2012 cohort. Similarly, the average time to degree for entering freshmen has steadily declined, from a high of 4.21 years for those graduating in 2008 to an historic low of 4.02 years for those graduating in 2015 (see Table 5). Our goal is to boost our four-year completion rate to 68% by 2020.

UGA graduates are recruited by major corporations, small businesses, non-profit organizations, and government. Indeed, UGA's 95% career outcomes rate²⁶ is 13% higher than the national average. Even more striking is that 91% of full-time employed graduates obtained that employment within three months of graduation. And large numbers of graduating seniors (20%) reported they had been accepted into graduate school.

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

²⁶ The Career Outcomes Rate is calculated from the percentage of students who are either employed, continuing their education, or not currently seeking employment within an average of 6 months after graduation.



University of North Georgia

Institutional Mission and Student Body Profile

The University of North Georgia (UNG), a 5-campus institution of over 19,000 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, for the second consecutive year, by Forbes Magazine. U.S. News and World Report ranked UNG as one of America’s top colleges in 2016.

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. 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 2017 consisted of a total of 19,122 students

UNG 2017 Demographics		UNG 2015 (Self-Reporting) Military Data	
Total number of enrollment fall 2017	19,122	UNG Veteran Enrollment - Full-Time	571
Full-Time	70%	UNG Veteran Enrollment - Part-Time	105
Part-Time	30%	Grand Total	676
Adult Learners	15%		
First Generation	24%		
Low-Income	31%		
Underserved Minority Groups	16%		

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

COMPLETION GOAL

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)

SUMMARY OF ACTIVITIES

Over the past five years, UNG has consistently promoted 15 to Finish to high school and college students. The marketing of this initiative has yielded a higher return every year. While our percentage of students enrolled in 15 or more credit hours have made modest gains (from 30% to 36%), UNG’s student enrollment has increased by 24% over the past four years, and the total number of students participating in 15 to Finish has increased every year. 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. 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

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	2033
Students taking > 15	1650	1902	1941	2338
Total # full-time students (12 or more)	10,022	10,745	11,768	12,618
% of full-time students taking 15 or more credits	29.7%	34.6%	34%	35.6%

FINAL MEASURES OF SUCCESS

- Number of students completing associate degrees in 2 years.
- Number of students completing bachelor’s degrees in 4 years.
- Number of students graduating on time with an associate or bachelor’s degree

LESSONS LEARNED

Annual increases in enrollment and retention have made it challenging to offer 15 or more credit hours to all freshman students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. However, course availability, faculty, and space are limited. The Associate VP of Enrollment Management has developed a strategy to allow new students to choose an online only enrollment option. This strategy permits more students educational opportunities, and provides more options for students to take the right 15 credit hours online while working with each campus to ensure proper enrollment growth based on resources. Providing resources and educating students on 15 to Finish have empowered students to be more efficient with their time and money.

PRIMARY POINT OF CONTACT

Sheila Caldwell

**HIGH IMPACT STRATEGY:
EXPAND MOWR PROGRAMS**

COMPLETION GOAL

Shorten time to degree completion through programs that allow students to earn college credit while still in high school

DEMONSTRATION OF 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.

SUMMARY OF ACTIVITIES

UNG conducted MOWR Recruitment Events and Counselor Workshops on each campus during fall 2016 and spring 2017. Parents and students visited our campuses to learn about dual credit opportunities. Each campus has assigned a MOWR academic advisor for high school students, parents, and counselors to provide information to assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. UNG has developed a model to strategically deliver MOWR courses to rural high schools in our service area. For the 2016 school year, UNG partnered with Jackson and Hall County high schools to include high-ability students who may be economically disadvantaged.

MEASURES OF PROGRESS AND SUCCESS

BASELINE MEASURES

- 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

INTERIM MEASURES OF PROGRESS

Overall participation statistics for UNG's MOWR program document **an increase of 224.91%** from fall 2013 to fall 2016. During spring 2017, seven MOWR students earned associate degrees at UNG. Additionally, UNG **retained 56%** of MOWR students who graduated spring 2017.

UNG MOWR	2013	2014	2015	2016
# MOWR students	265	462	625	865
# credits earned	3789	6684	8862	13,138
% of participating Seniors who matriculate to UNG after high school	43%	50.2%	54.7%	56%

FINAL MEASURES OF SUCCESS

- Number of students enrolled in MOWR
- 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 the significant growth rate of the UNG MOWR program, on-campus participation has been capped. The option of online only, however, continues to allow the UNG MOWR program to expand. UNG's online-only designation and two offsite campuses foster continued success and enhanced diversity in the MOWR program. During summer 2017, UNG will begin offering a Cyber Security Camp where MOWR students can obtain eight Computer Science credit hours. UNG will also transition to group orientation sessions for newly enrolled MOWR students beginning spring 2018. Spring 2017 also marked the first semester the new UNG MOWR Academic Progress Plan was implemented. All MOWR students must meet not only all UNG Financial Aid standards but also newly established UNG MOWR Academic Standards. The 2.5 minimum UNG MOWR GPA is designed to keep students in a competitive position for success beyond high school. Their GPA has an impact on their future HOPE eligibility beyond high school and UNG chooses to position students for success beyond high school. The MOWR students who matriculate into UNG upon high school completion receive assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion.

PRIMARY POINT OF CONTACT

Charles Bell, Dual Enrollment Coordinator

HIGH IMPACT STRATEGY**PROMOTE THE CLEP EXAM****COMPLETION GOAL**

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 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.

SUMMARY OF ACTIVITIES

During the 2016--2017 academic year, Academic Advisors and the UNG Testing Center 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. Annual UNG Resource Fairs also provide the opportunity to present CLEP Data to all new students and parents to inform on the benefits of prior learning assessment.

MEASURE OF PROGRESS AND SUCCESS**BASELINE MEASURES**

- Number of tests administered.
- Number of credits awarded based on CLEP scores.

INTERIM MEASURES OF PROGRESS

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 four years. The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. In the 2015-2016 academic year, UNG administered 1087 exams and awarded 4,147 credits. In 2017, UNG administered 1,064 exams and surpassed last year's results and awarded 5,570 credits.

FINAL MEASURES OF SUCCESS

- Number of students who graduate on-time or early due to CLEP

LESSONS LEARNED

The CLEP program, which is sponsored by College Board, has been in existence for approximately 40 years. The CLEP program offers a variety of examinations which awards credit through examination. One of the many benefits of the CLEP exam is the opportunity for students to test, receive credit, and reduce the time spent to complete their degree. CLEP testing has increased significantly over the past few years on UNG’s Dahlonega, Gainesville, and Oconee campuses. One known limitation to the CLEP program is not all University System of Georgia Institutions award credit on transcripts for these examinations. UNG has made provisions to communicate policies with parents and students who seek to transfer CLEP credit. Additionally, at times, students’ idea of completing and being awarded CLEP credit maybe somewhat misinterpreted. Testing staff advise students that it is important to prepare for the subject in which they intend to test to ensure they receive the required minimum cut score needed for credit.

PRIMARY POINT OF CONTACT

Dr. Kara Kennebrew, Director of Testing

**HIGH IMPACT STRATEGY:
EXPAND ONLINE OPPORTUNITIES**

COMPLETION GOAL

8: Restructure instructional delivery to support educational excellence and student success

DEMONSTRATION OF PRIORITY AND IMPACT

Students who enroll in eCore courses can complete core courses online 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 online without interrupting their college careers due to a lack of available courses on campus or a lack of resources.

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. To date, UNG has hired three student success coaches to serve as a primary point of contact for eCore 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

BASELINE STATUS

- Number and % of degrees conferred in which at least one course has been fully online
- 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 2017, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 4,088 participants. When comparing online headcounts from fall 2013 to fall 2016, the overall increase is **60%**. Greater gains were made in online course registrations. From fall 2013 to fall 2016, course registrations **increased by 77%**. Completion rates for online courses average **82.34%**.

Semester	Online Headcount	Online Course Registrations	Successful Completion
	<i>Total</i>	<i>Total</i>	<i>Total</i>
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	4832	81%
Spring 2016	3274	5054	83.06%
Summer 2016	2541	3545	87.90%
Fall 2016	3457	5354	82.24%
Spring 2017	4088	6293	81.98%

FINAL MEASURES OF SUCCESS

- Number and % of degrees conferred in which at least one course has been fully online.
- Number of degrees conferred to adult students in which at least one course has been fully online.

LESSONS LEARNED

The implementation of online orientations has been a successful strategy to inform students about expectations in an online course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the online orientation have consistently earned higher grades point averages than students who did not participate over the past two years. UNG also found that in 2016, **61% of all students who earned a degree completed an online course while 64% of all adult learners who earned a degree completed at least one course online.**

PRIMARY POINT OF CONTACT

Stephanie Hulsey, Coordinator of Online Student Success

HIGH IMPACT STRATEGY:**PROVIDE TUTORING TO STUDENTS WHO ARE AT RISK FOR FAILING MATH COURSES WITH HIGH DROP, FAILURE, AND WITHDRAWAL (DFW) RATES.****COMPLETION GOAL**

Provide intrusive advising to keep students on track to graduate.

DEMONSTRATION OF 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 incompleteness.

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 on each campus to ascertain comparison data for students who attended ACTT versus students who did not.

MEASURES OF PROGRESS AND SUCCESS**BASELINE MEASURES**

- Number of tutoring requests
- Number of tutoring sessions
- Pass rates for students who participated in tutoring sessions

INTERIM MEASURES OF PROGRESS

In fall 2015 and fall 2016, data findings revealed that students at all levels of math are more successful when they use math tutors on UNG campuses to improve academic success. The average success rate was 20% higher in fall 2015 and 11% higher in fall 2016 for students who used math tutors compared to students who did not (Appendix B). The gains are significant for fall 2016 and spring 2017 because 16 math courses were measured in fall 2015 and spring 2016 compared to 43 math courses in fall 2016 and spring, 2017.

FINAL 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 disaggregated data based on UNG campuses. The ACTT Center (Gainesville) and the Learning and Testing Center (LTC-Oconee) math tutors continue to improve academic performance. In all math classes on both the Gainesville and Oconee campuses, students who utilized the math tutoring labs in fall, 2016 and spring, 2017 consistently scored better than those who did not, based on pass rate comparisons. The Gainesville Math Lab boasts higher pass rates in all three calculus courses, which often serve as prerequisites for many STEM majors, among tutoring-lab students in both semesters, with at least a 15% difference between Tutoring Lab % pass rate and Non-Lab % pass rate.

PRIMARY POINT OF CONTACT

Hieu Huynh, Director of Tutoring Services

HIGH IMPACT STRATEGY:**PROVIDE TUTORING TO STUDENTS WHO ARE RISK FOR FAILING ENGLISH 1101 COURSES****COMPLETION GOAL**

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 incompleteness.

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 2016-2017 academic school year, the Writing Center conducted several Writing Center tours and in-class workshops with English 1101 Faculty Advisors. As a result, approximately 1,200 students learned about topics on analyzing journal articles, formatting, note-taking, and plagiarism. Sessions lasted 30-60 minutes. Faculty and student evaluations were favorable.

MEASURE OF PROGRESS AND SUCCESS**BASELINE MEASURES**

- Students who visit the Writing Center 2 or more times
- Number of students registered to visit the 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. In Fall 2016, 90% of students in English 1101 who sought tutoring earned an A, B, or C compared to 76% who did not use the tutoring lab. See Appendix C for detailed pass rates for English Courses.

FINAL MEASURES OF SUCCESS

- Comparison data to show college completion rates for students who utilize The Writing Center compared to those do not

LESSONS LEARNED

The Writing Center data reveals significant increases in pass rates for students who took advantage of tutoring services. The Writing Center also learned to work more closely with instructors in African American Literature and World Literature II because pass rates were significantly higher for students who did not attend the Writing Center for tutoring services. Further research is needed to determine causation. Results may show a misalignment in class curriculum compared to services being provided in the Writing Center. The Writing Center will continue to focus on 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.

PRIMARY POINT OF CONTACT

Hieu Huynh, Director of ACTT Center

HIGH IMPACT STRATEGY:**INTENTIONAL ADVISING****COMPLETION GOAL**

Provide intentional advising to keep students on track to graduate.

DEMONSTRATION OF PRIORITY AND 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 on all five campuses.

SUMMARY OF ACTIVITIES

"On Time and On Target: Improving Student Learning Through Blended Advising" was selected by UNG for their Quality Enhancement Plan (QEP) as part of SACSCOC 2016 reaffirmation. The blended advising model, orientation, advising design, and advising tools are intended to enhance the academic environment supporting students, while seeking improvement in student learning through specific outcomes. 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 for the actions leading to those educational goals.

MEASURES OF PROGRESS AND SUCCESS

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 meeting expectations in learning outcomes
-

FINAL MEASURES OF SUCCESS

- 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. The QEP has improved advising at UNG due to the hiring of dedicated professional advisors who meet with students for mandatory advisement. Faculty and professional advisors have instituted advising tools such as program of study sheets and degree sequence guidelines, while establishing Maximize Your Major sessions at New Student Orientations. Data reveals students are seeking advising earlier than previous academic years to ensure enrollment in the right courses and on time college completion.

PRIMARY POINT OF CONTACT

Terri Carroll, Executive Director of Advising

REFLECTIONS

For the University of North Georgia, our Complete College Georgia plan has coincided with the work of consolidating Gainesville State College (GSC) and North Georgia College & State University (NGCSU). We strategically leveraged consolidation and used it as an opportunity to be innovative when providing services and resources to all students. The process of consolidation has given us the opportunity to integrate the goals and strategies of our Complete College Georgia plan into the fabric of the university and into our strategic planning process. As a result, we have been consistent with successfully executing CCG strategies at UNG. For example, 15 to Finish, Move on When Ready, Prior Learning Assessment, and Distance Education have served as a foundation to increase student achievement and college completion. For the past three years, the percentage of students who are enrolled in 15 or more credits hours has hovered at 35%. However, the total number has increased, which is significant, because UNG has experienced a 24% enrollment growth over the past four years as a consolidated institution. We also learned that full-time students have higher GPA's than part-time students. This has permitted us to be more effective in marketing the benefits of 15 to Finish. Another successful completion strategy is Move on When Ready. The number of participants increased from 265 to 865 from fall, 2013 to fall, 2016, with over 78 school partners. We have successfully used this strategy to target and serve economically disadvantaged students in Jackson, Union, and Hall counties. Due to distance and transportation challenges, UNG partnered with local school districts and allowed instructors to teach MOWR courses on high school sites to ensure traditionally underserved students have access to college. We have 7 students who have simultaneously earned an associate degree and high school diploma, while retaining 56% of MOWR participants who matriculate upon high school completion.

UNG has also experienced similar success by partnering with eCore to expand access to online courses beyond what is offered with UNG online. From fall 2013 to fall 2016, the overall headcount increased by 60% and the student success completion rate is 82%. Furthermore, over 60% of UNG college completers participated in an online course. Many of our completers also take advantage of CLEP and prior learning assessments to shorten time to degree completion. For the past four years, UNG has lead the nation in the number of CLEP exams administered and credits awarded. All of the above initiatives have been successful because we have been deliberate in marketing the benefits of resources and its positive effects on college completion. Over the past five years, UNG has developed over 28 original marketing materials and relied heavily on social media tactics to reinforce all aspects of Complete College Georgia. This year, we have refreshed and reloaded our websites and materials with the *Right Way to Go and Graduate*. This new campaign includes five original concepts and a video that was created with the UNG Public Relations team. We will engage existing students and students within our high school pipeline as a strategy to set the tone and increase long term college success. We have come to understand that marketing and branding has helped UNG change and redirect students to better results with respect to academic excellence and student success.

While the goals we established remained the same, we did make adjustments when initiatives lacked progress or when more effective initiatives emerged. Initially we reported on the number of students served by the Veteran and Adult Learner programs, and the number of credits awarded to military transcripts. However, over the past two years, the numbers have remained steady. UNG has hired more dedicated team members to serve more students in the Veteran and Adult Learner Programs. Although, the Veteran's program is steadily improving, the Academic, Computer, Tutoring and Testing (ACCT) Center data was added to the report because the ACCT Center has produced positive results for students enrolled in courses with high DFW rates. Findings consistently revealed that students who commit to three or more tutoring sessions in classes with high DFW rates were more likely to pass than students who did not. Only two classes within the English department showed negative results. Further research is needed to show why students were less likely to pass when taking advantage of tutoring resources. One new tactic includes working directly with English instructors to ensure alignment with curriculum.

Working with faculty members directly has worked well when implementing our new Quality Enhancement Plan (QEP). Our new *On Time and On Target* advising model has empowered students by developing their confidence to achieve their educational goals by working directly with faculty members and professional advisors to ensure on-time completion. We will continue to monitor, evaluate, and improve all CCG initiatives with the goal of optimizing student success.

OBSERVATIONS

We have realized that our success has been the result of strategy, creativity, communication and relationships. UNG has relied heavily upon internal research data and evidence in the field to guide CCG efforts. Complete College America and the University System of Georgia has provided sound strategic solutions for increasing college completers from underserved communities. The data was shared with influence leaders within UNG who had the capacity to provide an infrastructure to build sustainable CCG initiatives. As a result of their teamwork and commendable efforts, we were able to award influence leaders at our inaugural Complete College Georgia Champion Awards. In February 2016, UNG honored state and local team members who were instrumental in enhancing CCG initiatives. This tradition will continue in 2018. We will also continue to communicate challenges, victories, and areas of research as it relates to student success and college completion.

PLANS FOR NEXT YEAR

In the upcoming academic year, we will continue our efforts to boost student success by shortening time to degree completion with the following strategies; 15 to Finish, Move on When Ready, Prior Learning Assessments, Online enrollment, and Tutoring. Additionally, UNG has been awarded two Upward Bound grants in the amount of 2.6 million dollars from the U.S. Department of Education. The Upward Bound grants will increase our capacity to target economically disadvantaged students at Johnson High and Gilmer County schools to improve high school completion, college access, and college completion. Grant participants will be informed of The Right Way to Go and Graduate College, and encouraged to enroll in Move on When Ready programs. We will also continue to collaborate and expand partnerships with UNG faculty members to instruct students on how to be efficient with their time and financial resources. We are proud to have received a USG Collaboration Grant to develop a Georgia College Care resource page (<http://blog.ung.edu/gccrp/>) with the goal of serving students beyond their financial aid needs. Furthermore, we will continue to address food insecurity by providing meals and non-food items through our food pantries on our Gainesville and Dahlonega campuses. UNG is committed to ensuring opportunities, access, and success for all students, and we are tactical with providing resources to focus on increasing achievement for low-income, first generation, and underserved racial/ethnic students.



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 87 active programs of study, including 43 at the bachelor's level, 31 at the master's and specialist levels, four at the doctoral level, and 11 at the advanced certificate level. The university conferred 2,610 degrees and awards in fiscal year 2017. This is a 7% increase over the number awarded in fiscal year 2016 (2,442) and a 22% increase over the number awarded in fiscal year 2012 (2,136), the baseline year for the Complete College Georgia initiative.

There were 13,308 students enrolled in Fall 2016: 11,155 at the undergraduate level and 2,153 at the graduate level. Overall enrollment at UWG has grown 18% since the Fall 2008 semester. UWG has a diverse student population: 51.6% Caucasian, 36.8% African-American/Black American, 5.1% Hispanic, 3.1% mixed race, 1.4% Asian, 1.6% did not declare any race, 0.1% American Indian/Alaskan Native, and 0.1% Native Hawaiian/Pacific Islander.

Ninety-two percent of the student body was from Georgia and represented 42 different counties. Carroll, Gwinnett, Coweta, Douglas, and Cobb were the five counties with the largest numbers of students at UWG. There were 623 out-of-state students representing 43 of the 49 remaining states. Alabama, Florida, California, New York, Illinois, South Carolina, Tennessee and Mississippi were the top states sending students to UWG. Additionally, there were 341 students from 75 countries. Canada, China, India, Jamaica, Niger, 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 Pell eligible student percentage further decreased to 50.4% in Fall 2016.

The University of West Georgia has long 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. Our Mission and our Strategic Plan both point to our commitment to student success. In particular, the first Strategic Imperative – Student Success: Enhanced Learning, Access, Progression, and Development – focuses on the importance of RPG, access, and student engagement. The second imperative focuses on Academic Success: Academic Programming and Faculty Support. The commitment to our Strategic Plan 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.

Tables 1 through 4 are found in the Appendix at the end of this document (pages 12 and 13).

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, & ACTIVITIES

HIGH-IMPACT STRATEGY 1

EMBED AN INSTITUTIONAL CULTURE THAT EMPHASIZES TAKING FULL-TIME COURSE-LOADS (15 OR MORE CREDITS PER SEMESTER) TO EARN DEGREES ON-TIME.

Related Goal

CCG 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 (UWG Strategic Plan 2014-2020):

- 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

Melissa Tarrant, Director of the Advising Center, mtarrant@westga.edu

Summary of Activities

Professional advisors in the Advising Center as well as those in the College of Education, Richards College of Business, and Tanner Health System School of Nursing began to advise students to enroll in 15 or more hours in Fall 2013, with increased emphasis each year since. In AY 2016-2017, we continued this strategy.

Because a significant number of UWG freshman are first-generation and low-income students, both they and their parents benefit from guidance that makes explicit how to pace the academic schedule in order to graduate in four years, or in six years if students are working and/or if they are enrolled in demanding majors such as STEM and Nursing. Advisors are sensitive to the needs of first-generation and low-income students and may recommend taking 12 hours each in the fall and spring terms, and completing an additional six or more in the summer to earn their 30+ for the academic year.

Academic Affairs closely monitors the core seats schedule to ensure that the institution offers a sufficient number of class sections of courses to meet students' progression needs AND that departments have funds to hire part-time faculty or full-time instructors to meet the increased demand.

Measures of Progress and Success

Measure, metric, or data element

- Percentage of freshman students who successfully complete 30+ credit hours in their first year. Note:
 - The Academic Year is defined as Summer, Fall, Spring. Freshman students typically enter in the fall term.
 - Table 1 shows the percentage of freshmen who completed 30+ hours in their fall and spring terms only, although students are encouraged to enroll in the summer at the end of their freshman year, if necessary, in order to reach the 30+ credit hours.
- First and second year retention rates
- Four-year graduation rates

Baseline measures

- 11.4% of the Fall 2012 freshman cohort successfully completed 30 or more credit hours in their first year, Fall and Spring. This percentage has increased steadily since then (Table 1).
- Our first-year retention rate for Fall 2012 entering students (full-time) was 71.77%. Second year retention for these students was 57.01% (Tables 2, 3).

Interim Measures of Progress

- 18.4% of the Fall 2016 freshmen cohort successfully completed 30 or more credit hours in their first year, Fall and Spring (Table 1).
- Our first-year retention rate for Fall 2015 entering students (full-time) was 72.34%. We do not yet have second year retention data for these students (Table 2).

Measures of Success

15-to-Finish is an ongoing initiative, which we expect will contribute to improved four- and six-year graduation rates over time (Table 1).

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 did not enroll in 15 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.

HIGH-IMPACT STRATEGY 2**INCREASE STUDENT USE OF SERVICES OFFERED BY THE CENTER FOR ACADEMIC SUCCESS: TUTORING, SUPPLEMENTAL INSTRUCTION, AND ACADEMIC COACHING.****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 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 A, Action 2: Increase student academic performance through focused classroom strategies, support programs, and enhancements to policies and procedures.

Primary Point of Contact

Ms. Carrie Ziglar, Interim Director, Center for Academic Success, cziglar@westga.edu

Summary of Activities

The Center for Academic Success offers academic support services to students through peer tutoring, academic coaching and supplemental instruction.

Measure of Progress and Success**Measure, metric, or data element**

- Number of students using each service
- Retention of students using services
- Number of students that successfully completed courses for which they received tutoring
- Term GPA of students using services

Baseline measures

Academic Year 2015-2016:

Tutoring

- 1,123 students attended one or more tutoring sessions.
- 88% of students using tutoring services in the 2015-2016 academic year were retained to Fall 2016.
- 849 of the 1,123 students (76%) who attended one or more tutoring sessions successfully completed the courses for which they received tutoring with grades of A, B, C, or S.

Coaching

- 363 students attended one or more Academic Coaching Sessions.
- 64% of students using coaching services in the 2015-2016 academic year were retained to Fall 2016.
- Students who attended four or more sessions had an average GPA of 2.22 for the academic year.

Supplemental Instruction

- 1,948 students attended one or more Supplemental Instruction Sessions during the 2015-2016 academic year.
- 87% of students who attended SI in the 2015-2016 academic year returned for the fall 2016 term.
- Students who attended six or more SI sessions had a term GPA 0.67 points higher than students who attended no SI sessions.

Interim Measures of Progress

Academic year 2016-2017:

Tutoring

- 1,328 students attended one or more tutoring sessions (18% increase from 2015-2016).
- 92% of students using tutoring services in Fall 2016 were retained to Spring 2017.
- 1,044 of the 1,328 students (79%) who attended one or more tutoring sessions successfully completed the courses for which they received tutoring with grades of A, B, C, or S.

Coaching

- 457 students attended one or more Academic Coaching Sessions.
- 82% of students attending coaching for 2016-2017 were retained to Fall 2017 (as of today's date of August 17, 2017). The verification of this figure occurs at the Fall Census date.
- Students who attended four or more sessions had an average term GPA of 2.55.

Supplemental Instruction

- 2,273 students attended one or more Supplemental Instruction Sessions (13% increase from 2015-2016).
- 89% of students who attended SI in Fall 2016 were retained for Spring 2017.
- Students who attended six or more SI sessions had a term GPA 0.66 points higher than students who attended no SI sessions.

Measures of Success

Ultimately, we anticipate that the focused attention on tutoring, academic coaching, and supplemental instruction will positively influence graduation rates. The increased effort began in 2015-2016, and intensified in 2016-2017. The four-year rates that will be reported at the end of the FY 2020 should reflect the effect of this initiative.

Lessons Learned

Finding classroom space for expanding Supplemental Instruction continues to be a struggle. Also, offering SI for some, but not all, sections of a class was problematic, as students in non-SI sections attended SI for other sections (e.g, Accounting). As a result, in 2017-2018 we have expanded SI to all sections of accounting and several other high DFW courses.

In addition, we created a marketing campaign for our Center for Academic Success targeted at new, first-year students. Called "3 to Succeed" this initiative seeks to create a culture of student success and normalize the use of academic support. The message students are receiving is, "It's not about waiting until you need help; it's what UWG students DO."

HIGH-IMPACT STRATEGY 3

IDENTIFY AT-RISK STUDENT POPULATIONS AND USE INTRUSIVE ADVISING STRATEGIES TO ASSIST THEM.

RELATED GOAL

CCG 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.

Our partnership with the Education Advisory Board through the SSC-Campus academic advising system supports progress with this goal, as the technology gives advisors critical information to help students exactly when they need it.

PRIMARY POINT OF CONTACT

Melissa Tarrant, Director of the Advising Center, mtarrant@westga.edu

Myrna Gantner, Associate Provost, mgantner@westga.edu

SUMMARY OF ACTIVITIES

Group 1 (Students admitted on appeal): In Fall 2016, UWG contacted all students who were admitted to UWG via the appeal process. These students received an email communication from the Admissions offices directing them to go to the Center for Academic Success for academic assistance.

Group 2 (Students with low, but recoverable first semester GPAs): At the end of the Fall 2016 term, first-semester students with a term GPA between 1.75 and 1.99 were identified and received email, phone, and text communications and encouragement from their advisors about academic support and other campus resources. Students also received a post card at home over the winter break informing them about CAS and academic support programs. Advisors followed up with the students throughout the Spring 2017 semester.

MEASURES OF PROGRESS AND SUCCESS

MEASURE, METRIC, OR DATA ELEMENT

Group 1 (Students admitted on appeal).

- Number and percentage of students admitted on appeal who used the CAS services
- Term GPAs

Group 2 (Students with low, but recoverable first term GPAs)

- Number of first-semester students with a GPA between 1.75 and 1.99
- Cumulative GPAs (entire freshman year)

BASELINE MEASURES

In the 2016-2017 Academic Year:

Group 1 (Students admitted on appeal). These data refer to Fall 2016 activities.

- 113 students were admitted via appeal and were directed to go to the CAS for assistance.
- 79 of the 113 students (70%) used one or more CAS services such as academic coaching, tutoring, and supplemental instruction. This group's average term GPA was 2.45, compared to 2.16 for students who used no CAS services.
- 9 of the 113 students (8%) visited the CAS ten or more times. Their average term GPA was 3.05.

Group 2 (Students with low, but recoverable first term GPAs). These data refer to Spring 2017 activities.

- 93 first-semester students were identified as having a Fall 2016 term GPA between 1.75 and 1.99.
- At the end of Spring 2017, 52% of these 93 students had earned a cumulative GPA above 2.0 (cumulative for entire first year, which means they kept their federal financial aid).

INTERIM MEASURES OF PROGRESS

Since 2016-17 was our baseline year, no interim measures of progress are available.

MEASURES OF SUCCESS

Ultimately, we anticipate that the focused attention on at-risk populations will improve retention and graduation rates. The specific efforts began in 2016-17. The four-year rates that will be reported at the end of the FY 2020 should reflect the effect of this initiative.

LESSONS LEARNED

Identifying at-risk students early in their academic career and encouraging them to use academic support seemed to have a positive effect on students' academic success. We will continue this effort in 2017-2018.

HIGH-IMPACT STRATEGY 4**PARTICIPATE IN DUAL ENROLLMENT OR JOINT ENROLLMENT PROGRAMS FOR HIGH SCHOOL STUDENTS. (DUAL ENROLLMENT IS ALSO CALLED MOVE ON WHEN READY, MOWR).****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.

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

In Fall 2014, UWG established the Carrollton City and Carroll County Education Collaborative (CCEC) with dual enrollment as one of its top priorities for our region. The CCEC Dual Enrollment Sub-committee formed in Spring 2015 and produced these recommendations:

- Offer dual enrollment courses at the Newnan Center's expanded location, which opened August 2015.
- Implement strategies to increase dual enrollment (e.g., convenient scheduling for high school students, early planning for course offerings, and hire a Pre-College Program Coordinator to facilitate recruitment and support.
- Provide eCore options for high school students.

In AY 2015-2016, we added a new MOWR staff member by reallocating resources from the Advanced Academy, allowing UWG to expand our reach and serve more high schools.

In AY 2016-2017 the MOWR staff included an Associate Director, a Coordinator, and a graduate assistant. The appropriately staffed office was able to step up recruitment and support activities, which resulted in increased enrollments in the Carrollton and Newnan locations, as well as online 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 (A, B, C, or S grades).

BASELINE MEASURES

In AY 2014-2015:

- The unduplicated headcount for the number of MOWR students was 189.
- Students earned 2,224 credit hours.
- 93% of dual enrollment students earned an A, B, C, or S in their coursework.

INTERIM MEASURES OF PROGRESS

In AY 2015-2016:

- The unduplicated headcount for the number of MOWR students enrolled was 404, a 113% increase from the previous year.
- Students earned 4,867 credit hours. This is a 119% increase over the previous year (2,224 credit hours).
- 91% of MOWR students successfully completed their classes, earning grades of A, B, C, or S in their coursework, a decrease of 2% from the previous year.

MEASURES OF SUCCESS

In AY 2016-2017:

- The unduplicated headcount for the number of MOWR students enrolled was 585, a 44.8% increase from the previous year.
- Students earned 7,049 credit hours, a 44.8% increase over the previous year (4,867 credit hours).

- 93% of MOWR students successfully completed their classes, earning grades of A, B, C, or S in their coursework, an increase of 2% from the previous year.

LESSONS LEARNED

The biggest “lesson learned” this year resulted from the implementation of streamlined processes to (1) help students receive their books in a timely manner and (2) allow the bookstore to run a sustainable, fiscally responsible operation. These procedures emerged from challenges encountered in previous years. The bookstore’s new process is as follows:

- Receive all MOWR students’ schedules.
- Create a system to confirm MOWR textbooks via their student identification numbers.
- Prepackage the MOWR students’ textbooks prior to the first day of class.
- Deliver textbooks for the Newnan MOWR students to the Newnan Center, an added convenience for these students and their families.

Additionally, communication between the MOWR team and the bookstore staff is constant. Their collaborative efforts resulted in the bookstore strategically pulling used textbooks for MOWR students early to reduce its costs, which in turn helps the bookstore break even each semester.

HIGH-IMPACT STRATEGY 5

INCREASE THE NUMBER OF STUDENTS UNDER 60 CREDIT HOURS BEING ADVISED BY PROFESSIONAL ADVISORS FOR THE COLLEGE OF SOCIAL SCIENCES, COLLEGE OF ARTS AND HUMANITIES, AND COLLEGE OF SCIENCE AND MATH.

RELATED GOAL

CCG GOAL 4. Provide intentional advising to keep students on track to graduate.

DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high impact strategy is aligned with two of UWG’s Student Success strategic imperative goals:

- Goal 1.A.1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates.
- Goal 1.D.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

Melissa Tarrant, Director of the Advising Center mtarrant@westga.edu

SUMMARY OF ACTIVITIES

Advising in Fall 2014 relied on a largely mixed model:

- Professional Advisors advised all students in the Richards College of Business, the College of Education, and the Tanner Health System School of Nursing.
- Faculty Advisors worked with most students in the College of Arts and Humanities, College of Science and Math, and College of Social Sciences, although Professional Advisors in the Advising Center advised students up to 30 hours in Biology, Criminology, Sociology, Mass Communication, and Psychology.

Although still a mixed model, more advising shifted to Professional Advisors in Fall 2015:

- Most students in the College of Social Sciences, College of Arts and Humanities, and College of Science and Math were advised by Professional Advisors until they earned up to 60 credit hours.
- Student majoring in Music, Theatre, Art, Geosciences, and Physics were advised up by Professional Advisors until they earned 30 credit hours.
- All Undeclared majors were advised in the Advising Center.

This advising structure remained the same for 2016-17.

MEASURES OF PROGRESS AND SUCCESS

MEASURE, METRIC, OR DATA ELEMENT

Full-time, degree-seeking undergraduate students who were advised in the Advising Center:

Baseline and Interim Measures of Progress:

- Percentage of students who return the following year.
- Percentage of students attempting 30+ credit hours in one year (Fall, Spring, Summer).
- Percentage of students earning 30+ credit hours in one year (Fall, Spring, Summer).
- Credit hour completion rate (passing grades)

Measures of Success:

- Reduced excess credits at graduation
- Improved graduation rates

BASELINE MEASURES

In the 2014-2015 academic year, full-time, degree-seeking undergraduates served by the Advising Center achieved the following results:

- 73% of students were retained Fall 2014 to Fall 2015.
- 46% of students attempted 30+ hours in one year (Fall, Spring, Summer).
- 34% of students earned 30+ hours in one year (Fall, Spring Summer).
- Students completed 90% of total attempted hours (i.e., earned passing grades).

INTERIM MEASURES OF PROGRESS

In the 2016-2017 academic year, full-time, degree-seeking undergraduates served by the Advising Center achieved the following results:

- Percentage of students who were retained Fall 2016 to Fall 2017 (Note: data will be available after the Fall 2017 Census Date).
- 42% of students attempted 30+ hours in one year (Fall, Spring, Summer)
- 29% of students earned 30+ hours in one year (Fall, Spring Summer)
- Students completed 90% of total attempted hours (i.e., earned passing grades).

MEASURES OF SUCCESS

Ultimately, we anticipate that the improved advising experience will reduce excess credit hours and positively influence graduation rates. The increased effort began in 2014-2015, and intensified these past two years. The four-year rates that will be reported at the end of the FY 2020 should reflect the effect of this initiative.

LESSONS LEARNED

Beginning in Fall 2017, the Advising Center and the College of Social Sciences is piloting a new model that will provide all COSS students with a Professional Advisor in the Advising Center. The former Faculty Advisors will transition to the role of Faculty Mentor. COSS students will be able to meet with both their Professional Advisor and a Faculty Mentor.

SECTION 3. REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

REFLECTIONS, OBSERVATIONS, AND PLANS FOR NEXT YEAR

We are finishing five years of Georgia's completion agenda. UWG began the initiative with a campus-wide collaborative effort that followed a two-year project, the President's Special Commission to Improve Graduate Rates, that engaged multiple stakeholders across campus. Complete College Georgia generated an urgency that naturally complemented the recommendations that emerged from the president's commission. UWG's CCG team embedded many of the President's Special Commission recommendations into the new CCG Campus Plan. We would describe these recommendations as a variety of best practices found in the literature and reported in professional conferences.

Each year we have refined our CCG efforts, focusing on areas with potential to leverage the most movement in terms of student retention and progression. Examples include (1) programming support for STEM majors, (2) freshman success efforts via intrusive advising and block scheduling, (3) new opportunities to earn credit-by-exam, and (4) increased online offerings in courses and degree programs. What began as a collection of strategies has now, by August 2017, evolved into a more comprehensive, systematic reform model. Our provost's leadership in Georgia and on our campus to improve undergraduate education – via AAC&U's LEAP Project – aligns perfectly with the state's completion agenda and is shaping our efforts in AY 2017-2018.

UWG's CCG work is supported by and aligned strategically with several other academic initiatives that seek directly to impact student learning and success through retention, progression, and graduation. Partnering with the John Gardner Institute and other USG institutions, the Gateways to Completion (G2C) initiative focuses on five specific core classes with unacceptably high DFW rates. Using analytics, we are working directly with departments and faculty to implement changes in the course design with an emphasis on improving students' learning and success. We are also planning to send a team to the University of Virginia Course Design Institute in January 2018 to train faculty on implementing a more systematic course redesign process on campus. Through NEXUS, we are also working to align our CCG and G2C work with our campus-wide LEAP (LEAP West) initiatives. Our emerging LEAP West campus recommendations include a new First-Year Seminar Program – 28 pilot sections are being offered this fall – revitalizing our academic Learning Communities, increasing opportunities for both experiential learning and high impact practices in both core and major courses, and developing guided pathways that link these completion initiatives together into an integrative vision of student learning and success. As a LEAP State Georgia charter institution, UWG is partnering with other colleges and universities in the state to collaborate on LEAP best practices. LEAP West is also offering UWG exciting new opportunities for collaboration between Academic Affairs and Student Affairs to improve student learning and success. While we have started incrementally, we are now exploring ways to take our CCG work to scale and we believe this will shift our completion work in positive ways going forward.

RETROSPECTIVE REVIEW OF CCG OVER THE PAST FIVE YEARS

What has worked well? Two things are notable: (1) We value the USG's commitment to the completion agenda, which we view as a moral imperative for higher education. (2) We appreciate the streamlined, annual reporting format for the campus updates, which has become easier each year, most particularly in the last two years.

What has not worked well? Two things come to mind: (1) The reporting process in Years 1 and 2 lacked clarity, which made producing the annual updates unnecessarily complicated. (2) We did not find the peer review process for our annual campus

updates to be helpful. The process was burdensome and results did not inform our drafts sufficiently to make revisiting the documents worthwhile.

OUR RECOMMENDATIONS FOR SHIFTING APPROACHES TO COMPLETION IN THE STATE

- Should UWG's course redesign efforts go well, we suggest that the USG ramp up the Gateways to Completion (G2C) strategies to include more comprehensive course redesign.
- Should the USG Advising Academy work well, consider making it an annual event to support quality professional development for academic advisors throughout the system's institutions.
- Encourage the legislature to revisit limits to regaining the HOPE scholarship.



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 2016 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.

Undergraduate Enrollment for Degree-Seeking Students

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Adult	797	802	832	826	814
American Indian or Alaska Native	25	22	21	23	18
Asian	213	218	244	260	244
Black	3,592	3,405	3,283	3,099	3,180
Female	5,932	5,597	5,355	5,026	5,056
Full-time	8,749	8,165	7,720	7,154	7,074
Hispanic or Latino	403	425	442	459	496
Male	4,110	3,865	3,720	3,498	3,372
More than one race	298	295	275	280	305
Native Hawaiian or Other Pacific Islander	21	17	15	13	5
Part-time	1,293	1,297	1,355	1,370	1,354
Pell recipients	4,715	4,572	4,375	4,094	NA
Unknown race	178	43	48	47	48
White	5,312	5,037	4,747	4,343	4,132
Total	10,042	9,462	9,075	8,524	8,428

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES & ACTIVITIES

HIGH IMPACT STRATEGY 1: BETTER ACADEMIC ADVISING

Completion Goal: USG Strategic Goal 1 VSU Strategic Goal 1

DEMONSTRATION OF PRIORITY OR IMPACT:

In fall 2013, Valdosta State University reorganized existing advising services and increased professional advising to address the needs of students in our first-time, full-time retention cohort. The team of professional advisors systematically leverage student success related technologies including DegreeWorks and our Student Success Portal. To address issues impacting college completion, advisors focused on ensuring students have active advising plans in DegreeWorks, early alerts are responded to in a timely manner, and students are increasing attempted hours each term. The entering class of fall 2014 was the first retention cohort to be advised in the new model.

SUMMARY OF ACTIVITIES

Our team continued in the 2016-2017 academic year strategies implemented at the outset of centralized advising for students under 30 earned credit hours. These activities include the execution of a communication for students identified as at risk based on our use of data analytics in advising. Our team also responds to early alerts for attendance and degree progress. The alerts are responded to within 24 hours. Advisors are advising students into 15 credit hours or more based on the program maps developed with the colleges and department. We have also been intentional in partnerships with Career Opportunities to reduce the number of undecided students by the time a student has earned 30 credit hours.

MEASURES OF PROGRESS AND SUCCESS

- Credit hours enrolled for first-time, full-time student: In 2013, 30% of our FTF students enrolled in 15 or more credit hours. In fall 2016, 45% enrolled in 15 or more credit hours.

Credit Hours Enrolled for First-Time, Full-Time Students

Term	Less than 12 Hrs	% of FTF	12-14 hours	% of FTF	15 or more hours	% of FTF	Total Fall FTF enrolled
Fall 2012	37	2%	1,297	66%	638	32%	1,972
Fall 2013	34	2%	1,169	68%	519	30%	1,722
Fall 2014	37	2%	1,092	67%	493	30%	1,622
Fall 2015	32	2%	823	57%	587	41%	1,442
Fall 2016	40	3%	808	53%	683	45%	1,531

- Fall start first-time, full-time credit hours earned: In the 2013-2014 academic year, 30% of our FTF students earned 30 or more credit hours in the first year of enrollment. In the 2015-2016 academic year, 36% earned 30 or more credit hours in the first year of enrollment.

Fall Start First-Time, Full-Time Credit Hours Earned

Academic year	less than 24 credits		24-29 credits		30 or more credits		Total fall FTF enrolled in both fall and spring terms
2011-2012	774	38%	829	40%	460	22%	2,063
2012-2013	546	30%	723	40%	524	29%	1,793
2013-2014	437	28%	662	42%	478	30%	1,577
2014-2015	362	24%	662	44%	469	31%	1,493
2015-2016	349	27%	497	38%	467	36%	1,313

- Percentage of first year undecided majors who declared a major by the end of the second term of enrollment: Of the undecided students from fall 2014, 21.1 % declared a major by the end of the second term. Of the undecided students from fall 2016, 28% declared a major by the end of the second term.
- Percentage of first year students with DegreeWorks plans: has remained above 95% since the creation of Centralized Advising.
- Timely response to early alerts: In the 2015-2016 academic year, the average response time to early alert flags in the Student Success Portal was nearly 2.5 days. In the 2016-2017 academic year, the average response time for early alert flags in the Student Success Portal is 1 day for students advised in Centralized Advising.
- Excess hours in DegreeWorks: In fall 2014, 26.2 of first year students had excess courses in the fall through section of DegreeWorks. In fall 2016, 16.48% of first year students had excess courses in the fall through section of DegreeWorks. (excluding undecided and Engineering Studies (mid-year these changed to Physics with a concentration of Engineering))

LESSONS LEARNED

While retention has not drastically increased over the past four years, behaviors leading to completion have in terms of credit hours attempted and earned. Additionally, the percentage of students who have an active degree plan in DegreeWorks for the past four years who have started advising in Centralized Advising is nearly 100%. In an effort to address retention, an increased concerted effort to improve advising across the undergraduate experience has become a priority for the institution. This fall, an executive director of advising is being hired to further the advising priorities on our campus. This is in direct response the 2016 recommendations made by a consulting team from the National Academic Advising Association.

PRIMARY POINT OF CONTACT:

Alicia Roberson, Director of Centralized Advising, aroberson@valdosta.edu, 229-219-3216

HIGH IMPACT STRATEGY 2: SUMMER IGNITE PROGRAM—FORMALLY SUMMER BRIDGE PROGRAM

Completion Goal: USG Strategic Goal 1 VSU Strategic Goal 1

DEMONSTRATION OF PRIORITY OR IMPACT

The Summer Ignite Program (Ignite) 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. Ignite helps students meet the requirements necessary to become a regular student at VSU for the sequential Fall term. Successful completion of the Ignite program requires a minimum cumulative GPA of 2.0 and an earned grade of a "C" or better in all summer coursework. After successful completion all of the requirements of the Ignite program, students receive regular admission to Valdosta State University for the sequential Fall term.

This program addresses both access needs for students and addresses the need for increased summer enrollment on our campus. With the departure of the Governor's Honors Program on our campus, we also had a significant need to increase on campus, residential students during the summer term. While this program has been in place for four years, this year a greater recruitment effort and change in progress brought in the largest Ignite class yet.

SUMMARY OF ACTIVITIES

Over a 7-week period, students take 8 hours of classes which will prepare them for educational success in the future. Student are equipped 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. Peer mentors, supplemental instructors, Student Success Center Seminars and enrollment in VSU 1101 are the critical support systems in place academically. Additionally, Housing and Residence Life and Student Life prepare opportunities for engagement outside of the classroom across campus and in residence halls.

MEASURES OF PROGRESS AND SUCCESS

Admission Goal: The goal for the Summer 2017 SIP program is to have at least 45 student participants, split into three cohorts: two with MATH1111, COMM1100, and VSU1101 and one with ENGL1101, COMM1100, and VSU1101. The goal was exceeded. The Summer Ignite Program had 82 student participants, divided among four cohorts: two with MATH1111, COMM1100, and VSU1101, and two with ENGL1101, COMM1100, and VSU1101.

SUCCESS RATE:

The goal for the Summer 2016 SBA program students is to have a success rate of 90% or above. The success rate for the Summer 2017 Ignite students was 75%.

LESSONS LEARNED

The goal for the Summer 2017 program students is to have a success rate of 90% or above was not met. Potential factors that contributed to a lower success rate are:

- The number of student participants increased to a higher number than expected.
- The exact number of participants was not officially confirmed until after the June 6 Orientation for students, leaving less time to plan fully for the unexpected increase.
- Students were not required to sign a success contract or complete any other form of additional application to be in the program, which may have reduced the level of selection that has occurred in the past.
- Four of the students in the program had dual enrollment credit for both ENGL1101 and MATH1111. Thus, they were in only part of the cohort and designated IGX. One of the four IGX students did not meet the requirements of the program.

This program is a collaboration among Admissions, Centralized Advising, and First Year Programs. To address these challenges in a manner that will increase the percentage of successful students for Summer 2018, the following steps will be taken:

- Met with Admissions in August to discuss admissions steps into the program. Specifically, examine reinstating a step in the admissions process that requires students to complete an application or contract; Instituting firmer dates by which students must complete new student tasks such as submitting the FAFSA and signing up for Housing.
- Met with Admissions and Centralizing Advising staff to evaluate the courses built in to the cohorts and student placement in them.
- Met with the Student Success Center to identify innovative ways to academically support the students outside of the classroom.
- Work with Admissions to find an alternative for students who have college credit already for ENGL1101 and MATH1111.

PRIMARY POINT OF CONTACT

Beverly Cribbs, bcribbs@valdosta.edu, 229-245-4378

REFLECTIONS, OBSERVATIONS & PLANS FOR NEXT YEAR

With a solidification of leadership at Valdosta State University, we are working this year to develop a Strategic Enrollment Management Plan to align with our new strategic plan. This plan will include goals and strategies to impact college completion while streamlining processes and creating a clear purpose to impact student success on our campus. We have found ourselves doing good work in pockets, but are now seeking a shared and coordinated effort to address challenges our students face and to remove barriers to completion.

At the center of our efforts we will continue to collaborate across departments and divisions for each of our high impact practices showing the strength of teamwork at VSU. We will continue to leverage the skills, abilities, and knowledge across divisions and disciplines to impact success. Our relationship with campus and community stakeholders will also continue. The SEM plan will serve to bring all we are doing into one cohesive document with clear responsibilities, ownership and needs for successful implementation of the plan. The completion agenda within the SEM plan will replace our original CCG plan.

Complete College Georgia

2017 Campus Completion Plan Updates

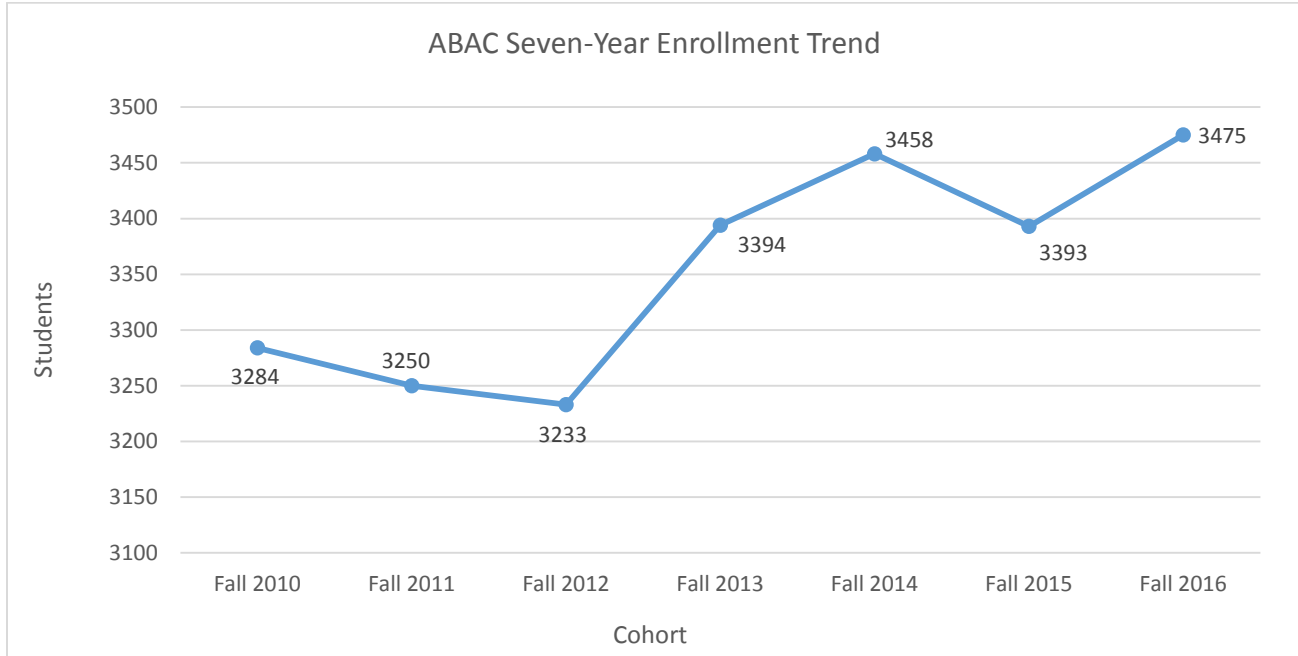
University System of Georgia

Appendices

Abraham Baldwin Agricultural College

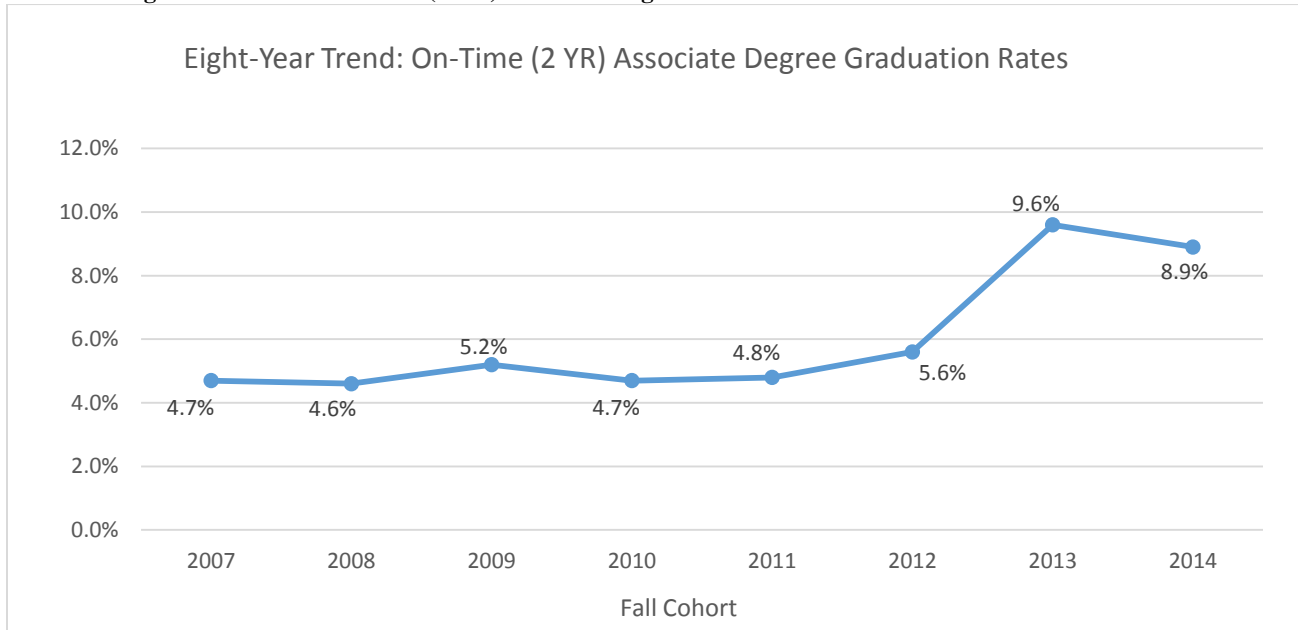
Appendix A

Table 1: Seven-Year Trend in Enrollment



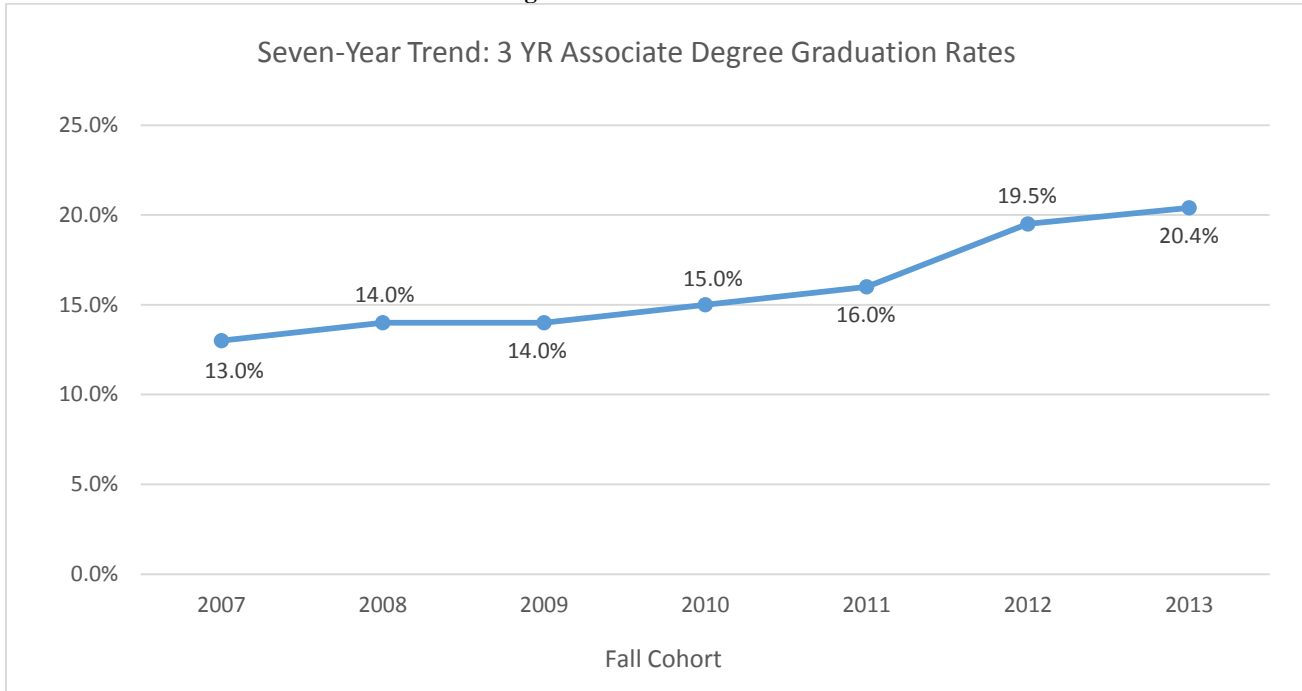
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2a: Eight-Year Trend: On-Time (2 YR) Associate Degree Graduation Rates



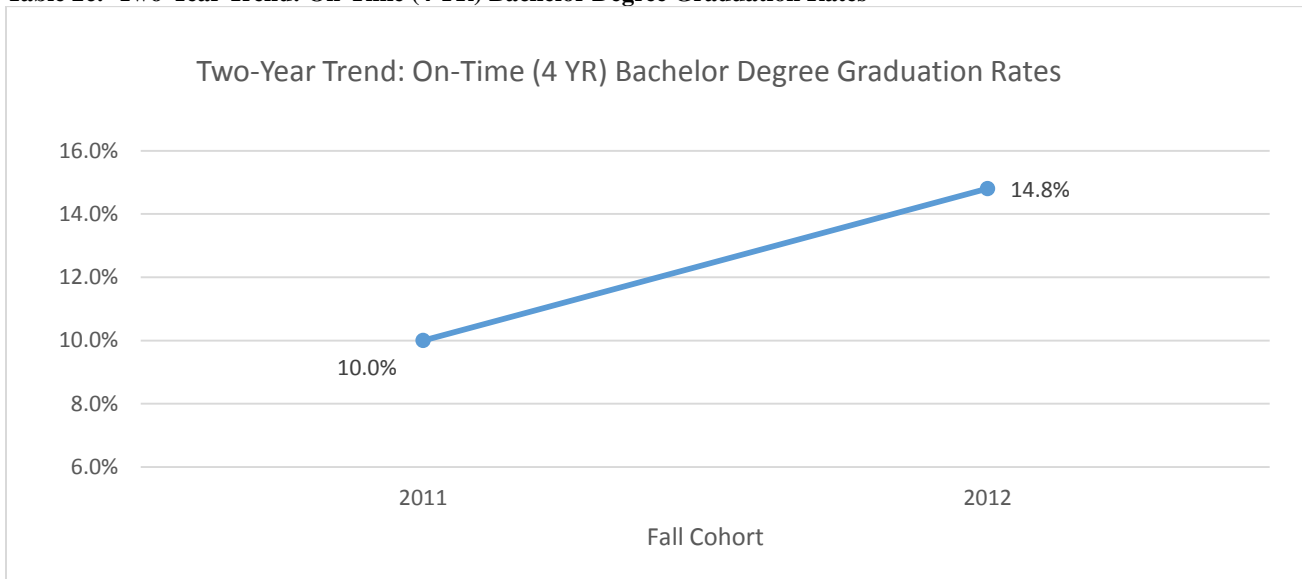
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2b: Seven-Year Trend: 3 YR Associate Degree Graduation Rates



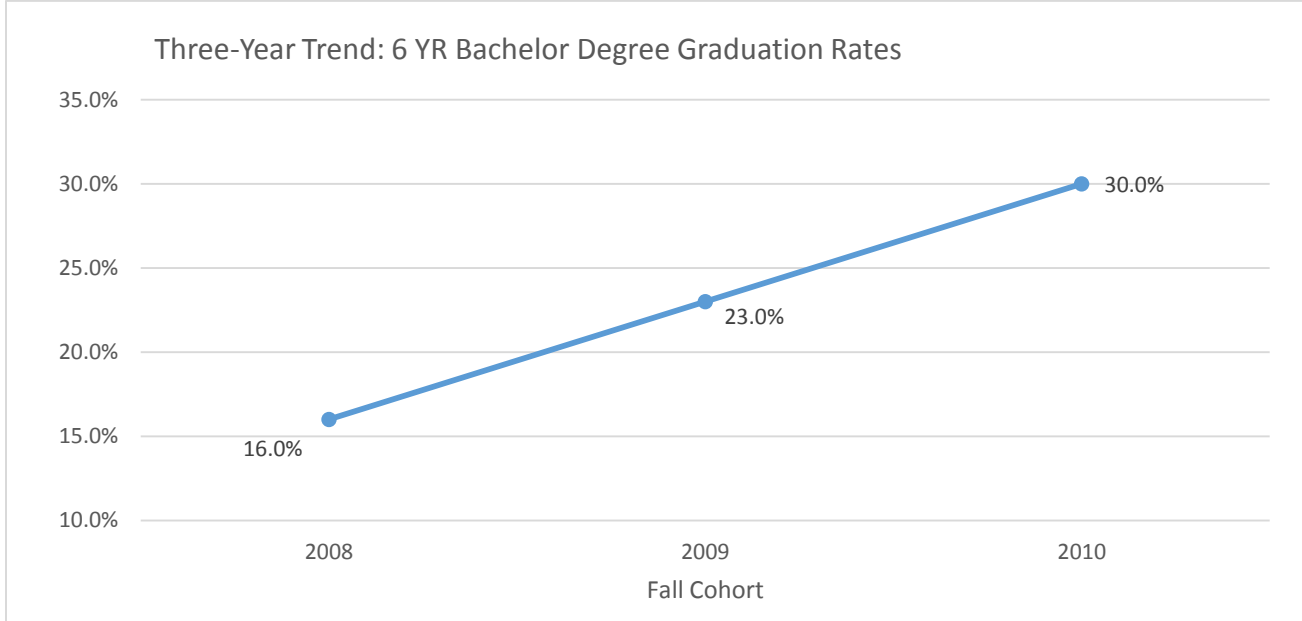
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2c: Two-Year Trend: On-Time (4 YR) Bachelor Degree Graduation Rates



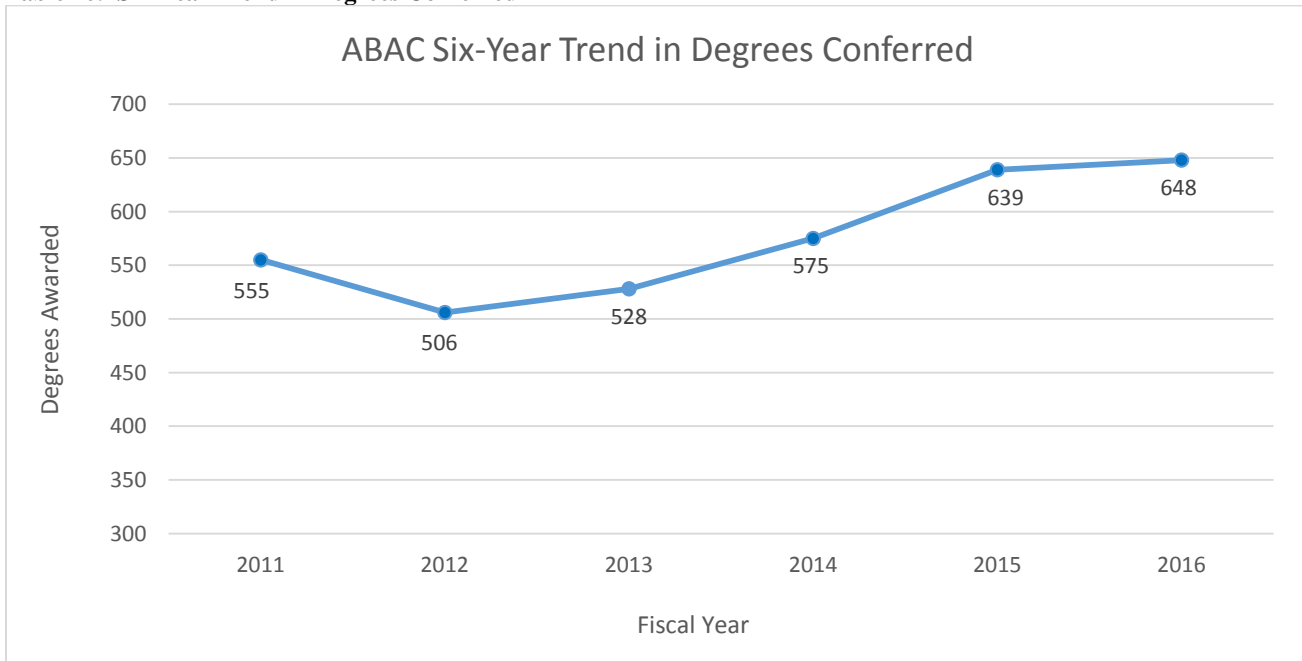
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2d: Three-Year Trend: 6 YR Bachelor Degree Graduation Rates



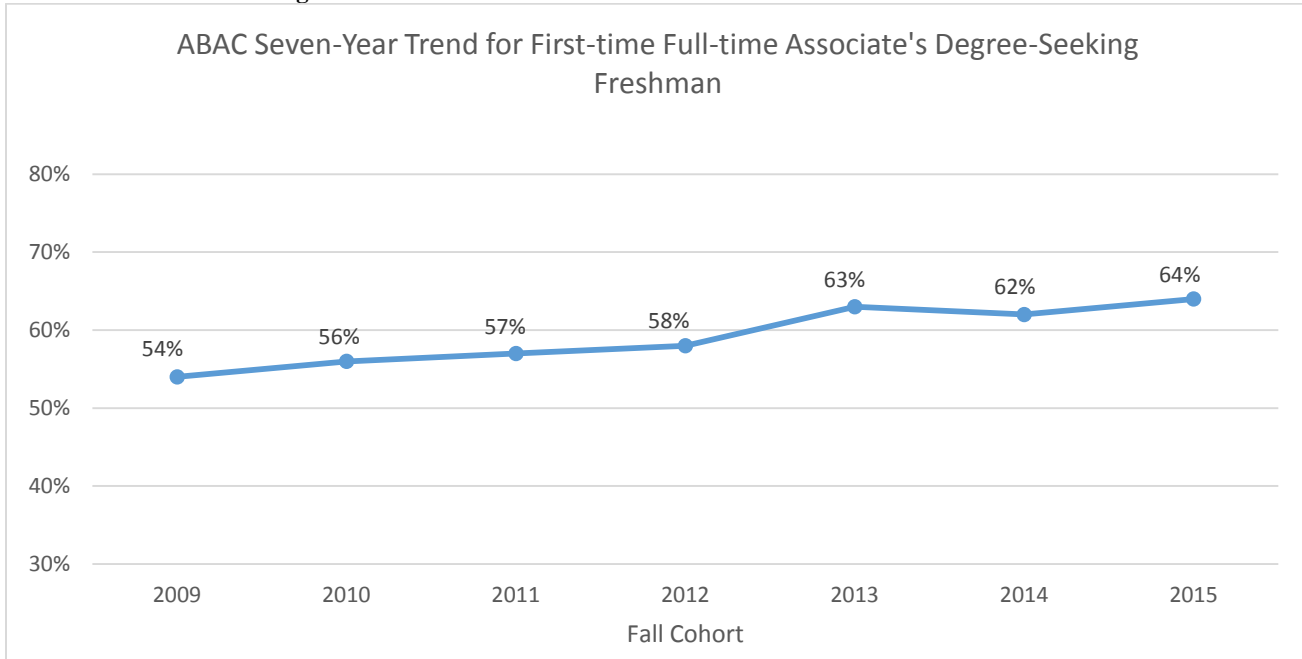
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 2e: Six-Year Trend in Degrees Conferred



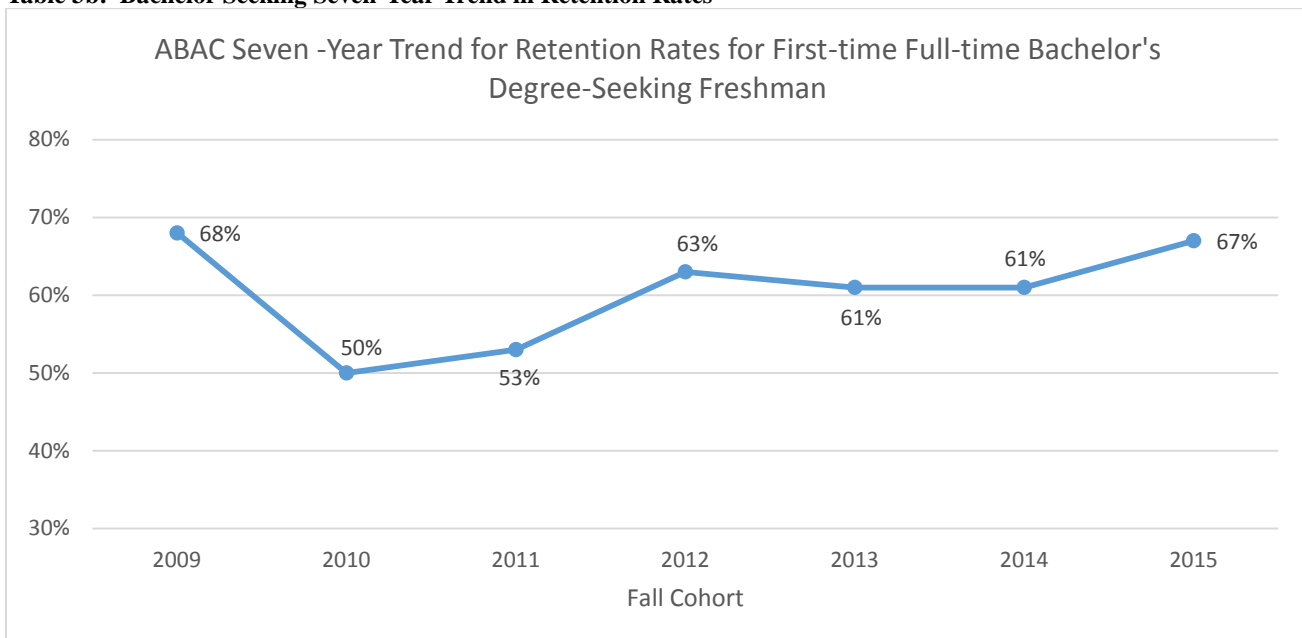
Data Source: University System of Georgia’s Office of Research & Policy Analysis

Table 3a: Associate Seeking Seven-Year Trend in Retention Rates



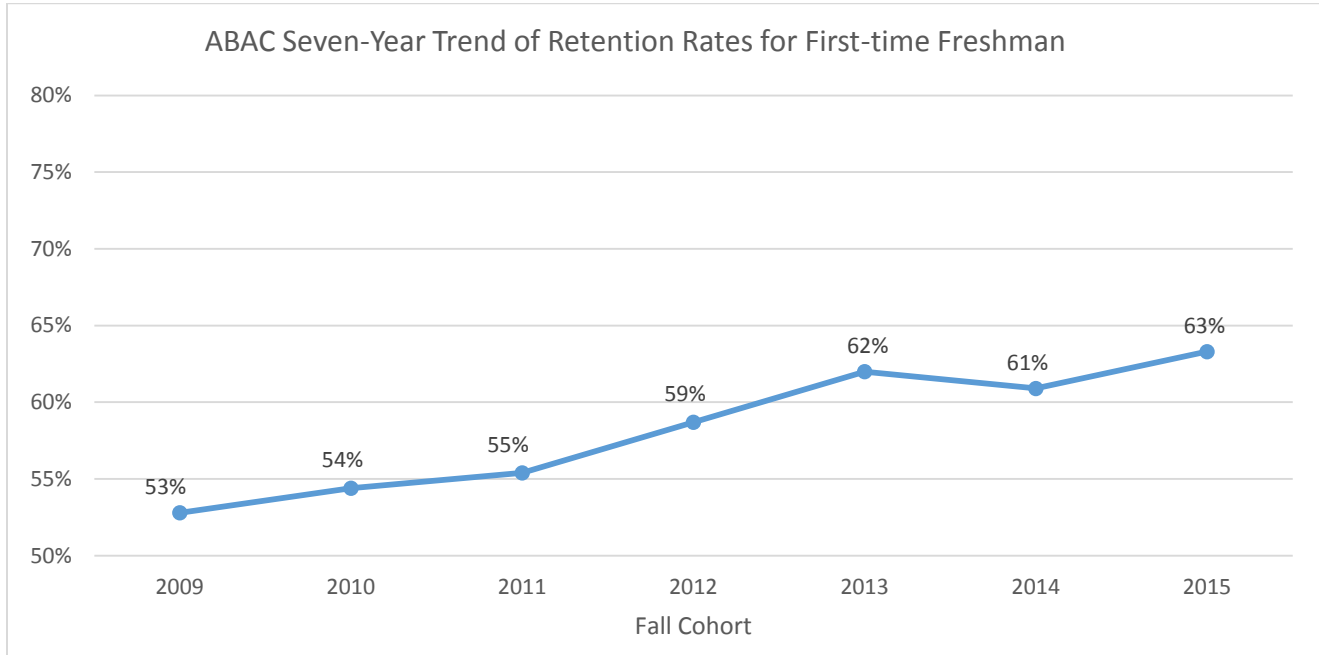
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 3b: Bachelor Seeking Seven-Year Trend in Retention Rates



Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 3c: Seven-Year Trend: All First-Time Freshmen Retention Rates



Data Source: University System of Georgia's Office of Research & Policy Analysis

Armstrong State University

APPENDIX

Table Armstrong Demographics, Total Enrolled	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	n	%	n	%	n	%	n	%	n	%
Total Undergraduates	6,731		6,377		6,346		6,331		6,397	
Full-Time	4,839	71.9%	4,699	73.7%	4,702	74.1%	4,201	73.4%	4,737	75.1%
Part-Time	1,892	28.1%	1,678	26.3%	1,644	25.9%	1,681	26.6%	1,660	25.9%
Male	2,369	35.2%	2,133	33.4%	2,120	33.4%	2,130	33.6%	2,186	34.2%
Female	4,362	64.8%	4,244	66.6%	4,226	66.6%	4,201	66.4%	4,211	65.8%
Black or African American	1,566	23.3%	1,534	24.1%	1,577	24.9%	1,589	25.1%	1,641	25.7%
Latino/Hispanic	462	6.9%	460	7.2%	456	7.2%	485	7.7%	552	8.8%
Multiracial	250	3.7%	254	4.0%	270	4.3%	296	4.7%	308	4.8%
Pell Recipient	2,904	43.1%	2,732	42.8%	2,910	45.9%	2,840	44.9%	2,495	39.0%
First-Time Full-Time Bachelor Seeking Freshman	968	14.4%	864	13.5%	635	10.0%	578	9.1%	640	10.0%
Adult Learners (Age 24 and Older)	302	4.5%	2,172	34.1%	2,230	35.1%	2,165	34.2%	2,181	34.1%
Veteran or Military Affiliated	587	8.7%	634	9.9%	539	8.5%	623	9.8%	1,090	17.0%
Learning Support	153	2.3%	157	2.5%	166	2.6%	225	3.6%	262	4.1%

Table 2: 5-Year history of number of entering students, by underserved population

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	n	%	n	%	n	%	n	%	n	%
Total entering undergraduate students	1,789		1,597		1,602		1,631		1,811	
Part-Time	408	22.8%	360	22.5%	450	28.1%	496	30.4%	473	26.1%
Adult Learners	312	17.4%	269	16.8%	328	20.5%	294	18.0%	420	23.2%
Military and affiliated	146	8.2%	152	9.5%	245	15.3%	167	10.2%	298	16.5%
First Generation	562	31.4%	492	30.8%	486	30.3%	517	31.7%	874	48.3%
Race/Ethnicity										
Asian	68	3.8%	66	4.1%	48	3.0%	63	3.9%	59	3.3%
Black or African American	403	22.5%	366	22.9%	361	22.5%	451	27.7%	476	26.3%
Hispanic	125	7.0%	124	7.8%	117	7.3%	146	9.0%	158	8.7%
American Indian or Alaska Native	6	0.3%	3	0.2%	4	0.2%	6	0.4%	6	0.3%
Native Hawaiian or other Pacific Islander	2	0.1%	4	0.3%	3	0.2%	6	0.4%	4	0.2%
White	1,018	56.9%	966	60.5%	971	60.6%	1,056	64.7%	1,025	56.6%
2 or More Races	70	3.9%	68	4.3%	80	5.0%	86	5.3%	84	4.6%
Unknown	97	5.4%	0	0.0%	18	1.1%	8	0.5%	2	0.1%
Gender										
Female	1,137	63.6%	1,087	68.1%	1,056	65.9%	1,202	73.7%	1,193	65.9%
Male	652	36.4%	510	31.9%	546	34.1%	620	38.0%	618	34.1%
Pell Recipient										
Pell Recipient	756	42.3%	651	40.8%	709	44.3%	696	42.7%	676	37.3%

Table 3: Armstrong, 6-year Graduation Rates	% Graduated within 6 Years 2006 cohort	% Graduated within 6 Years 2007 cohort	% Graduated within 6 Years 2008 cohort	% Graduated within 6 Years 2009 cohort	% Graduated within 6 Years 2010 cohort
First-Time Full-Time Bachelor Seeking Cohort	31.0%	33.6%	29.7%	32.6%	30.7%
Male	23.0%	24.2%	24.2%	23.1%	22.3%
Female	35.8%	40.7%	33.4%	39.1%	36.0%
Black or African American	35.2%	43.9%	25.3%	35.8%	30.2%
Latino/Hispanic	20.6%	35.7%	34.0%	37.7%	28.1%
Multiracial	26.7%	35.4%	30.4%	36.4%	25.6%
Pell Recipient	32.3%	31.3%	22.0%	34.1%	31.4%
Adult Learners (Age 24 and Older)	33.3%	27.6%	39.0%	35.7%	20.0%
Veteran or Military Affiliated	27.3%	38.5%	25.0%	28.2%	22.0%
Learning Support	25.0%	21.7%	18.0%	21.5%	18.4%

Table 4: Degrees Conferred	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17 Preliminary
Associate's Degrees	55	64	49	69	72	121
Bachelor's Degrees	881	975	1024	1018	1047	765
Total	936	1039	1073	1087	1119	1116

Table 5: Associate Degrees Conferred by Award Year							
		2012	2013	2014	2015	2016	
Asian		0	0	5	2	3	
Black/ African American		19	17	18	17	24	
Hispanic/ Latino		1	4	4	3	4	
American Indian/ Alaskan Native		0	0	0	0	0	
Native Hawaiian/ Pacific Islander		0	0	0	0	0	
White		31	37	19	41	37	
Multiracial		4	6	3	5	4	
Unknown		0	0	0	1	0	

Total		55	64	49	69	72
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Table 6: Bachelor's Degrees Conferred by Award Year

		2012	2013	2014	2015	2016
Asian		24	31	42	32	41
Black/ African American		189	206	222	235	270
Hispanic/ Latino		50	57	56	73	65
American Indian/ Alaskan Native		4	3	5	1	1
Native Hawaiian/ Pacific Islander		1	2	1	1	0
White		566	646	664	636	624
Multiracial		42	31	34	37	44
Unknown		5	1	2	3	2
Total		881	977	1026	1018	1047

Table 7: STEM Degrees Conferred

		2012	2013	2014	2015	2016
Associate's	n	0	0	0	0	0
	%	0%	0%	0%	0%	0%
Bachelor's	n	447	523	543	583	592
	%	50.7%	53.6%	52.9%	57.3%	56.4%

Source: USG Data Warehouse Report

**Table 8a:
Associate Degrees Conferred in 2 years or less**

	2010	2011	2012	2013	2014
Cohort	27	14	3	15	177
n	1	0	2	0	1
%	3.7%	0.0%	66.7%	0.0%	0.6%

8b: Bachelor's Degrees Conferred in 4 years or less

	2008	2009	2010	2011	2012
Cohort	931	1115	1208	1176	1062
n	94	122	146	125	148
%	10.1%	10.9%	12.1%	10.6%	13.9%

Table 9: 5-year history of 1-year Retention Rates by Student Type: First-Time Bachelor Seeking Freshmen & Sophomores							
9a: Institutional	Cohort		1-Year		Cohort	2-Year	
	<u>n</u>		<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>
Fall 2010	1208		771	63.8%	1219	552	45.3
Fall 2011	1176		779	66.2%	1180	528	44.7
Fall 2012	1062		691	65.1%	1062	537	50.6
Fall 2013	943		648	68.7%	945	492	52.1
Fall 2014	692		469	67.8%	966	357	37.0
Fall 2015	631		459	72.7%	665	348	52.3
9b: Full-time			1-Year			2-Year	
	<u>n</u>		<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>
Fall 2010	1088		711	65.3%	1088	508	46.7
Fall 2011	1067		732	68.6%	1067	497	46.6
Fall 2012	968		652	67.4%	968	509	52.6
Fall 2013	864		605	70.0%	864	469	54.3
Fall 2014	635		445	70.1%	635	331	52.1
Fall 2015	579		530	74.1%	578	321	55.5
9c: Part-time			1-Year			2-Year	
	<u>n</u>		<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>
Fall 2010	120		60	50.0%	131	44	33.6
Fall 2011	109		47	43.1%	113	31	27.4
Fall 2012	94		39	41.5%	94	28	29.8
Fall 2013	79		43	54.4%	81	23	28.4
Fall 2014	57		24	42.1%	74	26	35.1
Fall 2015	52		30	57.7%	87	27	31.0
9d: Pell Recipients			1-Year			2-Year	
	<u>n</u>		<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>
Fall 2010	494		325	65.8%	494	232	47.0
Fall 2011	485		324	66.8%	485	207	42.7
Fall 2012	448		299	66.7%	448	235	52.5
Fall 2013	395		260	65.8%	395	206	52.2
Fall 2014	309		197	63.8%	281	134	47.7
Fall 2015	271		203	74.9%	250	138	55.2
9e: Learning Support			1-Year			2-Year	
	<u>n</u>		<u>n</u>	<u>%</u>	<u>n</u>	<u>n</u>	<u>%</u>
Fall 2010	76		46	60.5%	76	30	39.5
Fall 2011	63		35	55.6%	63	24	38.1
Fall 2012	23		11	47.8%	23	4	17.4
Fall 2013	43		19	44.2%	43	15	34.9
Fall 2014	32		21	65.6%	32	17	53.1

Fall 2015	73	48	65.8%	67	30	44.8
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		2012	2013	2014	2015	2016
Freshmen	Cohort	2168	2048	1883	1949	2039
	n	604	525	606	618	550
	%	27.9%	25.6%	32.2%	31.7%	27.0%
Sophomore	Cohort	1542	1415	1471	1412	1420
	n	412	414	382	344	372
	%	26.7%	29.3%	26.0%	24.4%	26.2%
Junior	Cohort	1414	1243	1345	1333	1294
	n	393	375	413	425	373
	%	27.8%	30.2%	30.7%	31.9%	28.8%
Senior	Cohort	1607	1671	1647	1637	1644
	n	470	557	516	527	534
	%	29.2%	33.3%	31.3%	32.2%	32.5%
Total	Cohort	6731	6377	6346	6331	6397
	n	1879	1871	1917	1953	1829
	%	27.9%	29.3%	30.2%	30.8%	28.6%

		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Associate's	Retained (n)	3	13	161	299	269
	Completed 15 Hours	n	2	12	149	249
	%	66.7%	92.3%	92.5%	90.3%	92.6%
Completed 30 Hours	n	2	3	72	137	114
	%	66.7%	23.1%	44.7%	45.8%	42.4%
Bachelor's	Retained (n)	929	819	611	568	574
	Completed 15 Hours	n	809	732	530	510
	%	87.1%	89.4%	86.7%	89.4%	88.9%
Completed 30 Hours	n	327	318	237	241	208
	%	35.2%	38.8%	38.8%	42.4%	36.2%

	FY 12	FY 13	FY 14	FY 15	FY 16
Number of collegiate credits earned at degree conferral for students earning associate degrees.	85.18	86.38	92.35	84.97	87.74
5-year history of the number of collegiate credits earned at degree conferral for students earning bachelor's degrees.	136.96	139.05	137.35	137.58	137.63

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 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
84.3%	86.0%	87.1%	84.8%	84.0%

Table 13: Credit for Prior Learning

	FY 12	FY 13	FY 14	FY 15	FY 16
Number of students enrolled in dual enrollment or joint enrollment programs	60	62	79	84	70
Number of college credits awarded to dual enrollment students or joint enrollment students	633	716	864	803	816
Number of credits awarded by institution awarded based on AP exams	4,193	4,241	4,238	4,651	5,133
Number of credits awarded by institution awarded based on International Baccalaureate exams/degree completion	241	87	216	64	72
Number of credits awarded by institution awarded based on CLEP scores	449	478	524	472	638
Number of DANTEs credits	0	11	6	11	14

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	%
English*	24	11	45.8%	11	45.8%	11	45.8%
Math *	101	25	24.8%	48	47.5%	54	53.5%
Reading**	3	1	33.3%	2	66.7%	2	66.7%
Unduplicated	108	29	26.9%	50	46.3%	55	50.9%

* 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%	52.3%
Fall 2015*	579	74.2%	54.7%*
Fall 2016**	640	65.0%**	

*Fall 2015 two year retention is as of 8/28/2017
 **Fall 2016 one-year retention is as of 8/28/2017

East Georgia State College

Appendix

Table A1: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	AY 2012	AY 2013		AY 2014		AY 2015		AY 2016		AY 2017	
	Base No.	No.	% Cum Change	No.	% Cum Increase	No.	% Cum Increase	No.	% Cum Increase	No.	% Cum Increase
Female	112	106	-4.5%	145	29.5%	157	40.2%	221	97.3%	216	92.9%
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%	93	232.1%
White	75	60	-18.7%	88	17.3%	80	6.7%	126	68.0%	99	32.0%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%	24	166.7%
Male	56	70	25.0%	68	21.4%	84	50.0%	133	137.5%	123	119.6%
Black*	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%	46	557.1%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%	70	52.2%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%	7	133.3%
Total Awards	168	176	5.4%	213	26.8%	241	43.5%	354	110.7%	339	101.8%

*Although Table A1 shows that EGSC has made steady progress in increasing the number of Black female graduates over the last 5 years, the number of Black male graduates continues to lag behind EGSC's other three large student cohorts. The progress that has been made in the last two years to increase the number of Black male graduates has been supported by EGSC's reinvigorated African American Male Initiative, which will continue to play a key role in promoting Black male student success.

Table A2: Former EGSC Students Earning Bachelor Degrees at Georgia Southern University AY 2013 – AY 2016

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016
Female	161	149	163	167
Black	33	47	53	53
White	116	88	98	102
Other	6	7	8	12
Male	124	89	128	117
Black	21	19	23	31
White	93	62	91	82
Other	8	9	10	4
Total	285	238	291	284

Table A3: Former EGSC Students Earning Bachelor Degrees at Other USG Institutions AY 2013 – AY 2016

Bachelor Degrees	AY 2013	AY 2014	AY 2015	AY 2016
Female	37	53	65	78
Black	6	13	21	21
White	30	34	41	48
Other	1	6	3	9
Male	24	29	39	39
Black	2	6	5	10
White	20	20	30	25
Other	2	3	4	4
Total	61	82	104	117

Table A4: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online Fall 2011 through Spring 2017

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%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	51.3%	56.3%	51.4%	66.8%

Table A5: Credits Hours Earned to Attempted by Semester and Course Delivery

Semester	Credits Earned	Credits Attempted	Percent Completion
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%
Summer 2016	4,472	5,573	80.2%
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%
Fall 2016	26,793	36,400	73.6%
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%
Spring 2017	22,845	31,157	73.3%
Total Credit Hours	306,681	445,132	68.9%
Taking Face to Face Only Total	184,793	275,532	67.1%
Taking Online Only Total	19,509	29,459	66.2%
Taking Face to Face and Online Total	102,379	140,141	73.1%

Georgia Highlands College

DATA APPENDIX

Overall Degrees Conferred

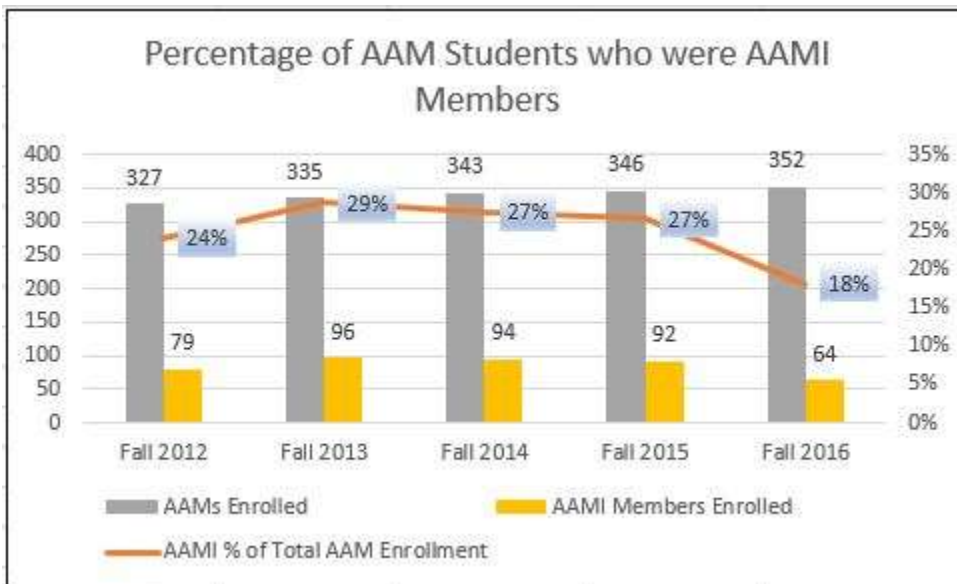
Degrees conferred for both associate and baccalaureate degrees are up for FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available. Increases reflect the addition of targeted baccalaureate degrees in health science, rising rapidly, and increased success efforts for multiple groups of students. Two targeted baccalaureate programs in business begin in Fall 2017.

Outcome Metrics, Degrees Conferred	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Associate degrees conferred	529	586	617	602	707
Baccalaureate degrees conferred	0	0	22	34	64
Total degrees conferred	529	586	639	636	771

African American Male Initiative (AAMI)

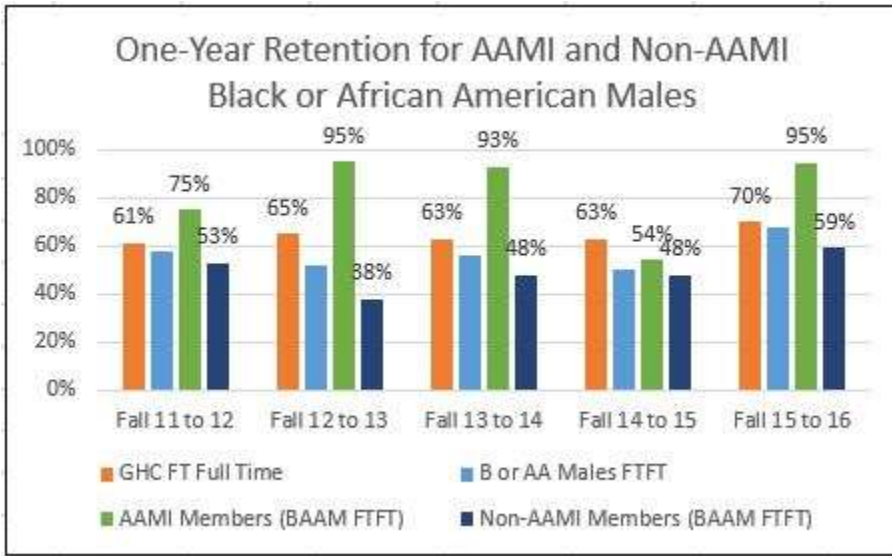
Participation in AAMI

Progress Metrics	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16
Total enrollment of Black or African American males	327	335	343	346	352
Members of GHC's AAMI	79	96	94	92	64
Percentage of Black or African American males participating in AAMI	24%	29%	27%	27%	18%



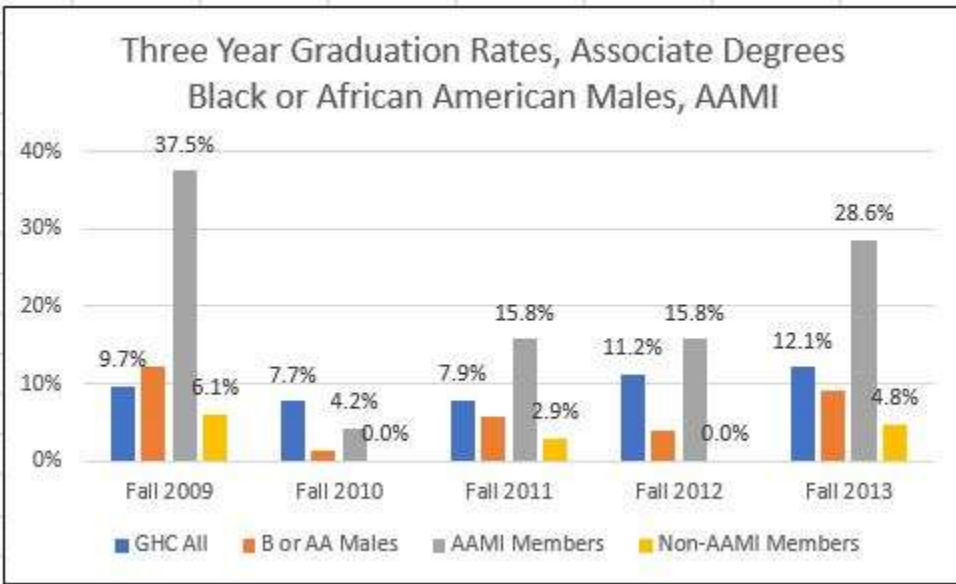
AAMI RETENTION

Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for African American male (AAM) students (FTFT)	58%	52%	56%	50%	68%
One-year retention for AAM members of African American Male Initiative (AAMI) (FTFT)	63%	95%	93%	54%	95%



AAMI Three-Year Graduation Rate for Associate Degrees

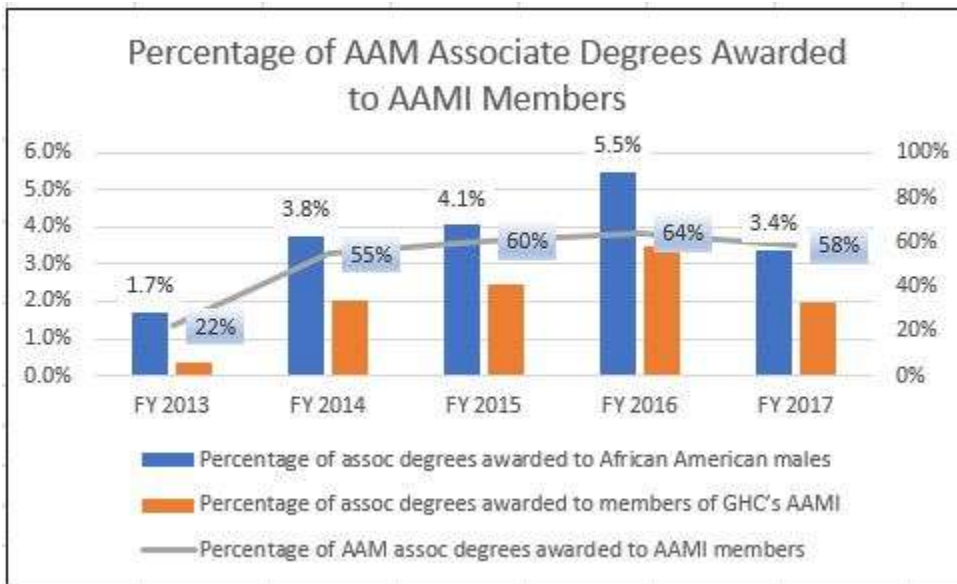
Progress Metrics	Fall 09 to 12	Fall 10 to 13	Fall 11 to 14	Fall 12 to 15	Fall 13 to 16
Three-year graduation for students who begin as full-time students (All FTFT) *	9.7%	7.7%	7.9%	11.2%	12.1%
Three-year graduation for African American male (AAM) students (FTFT)	12.2%	1.4%	5.7%	3.8%	9.0%
Three-year graduation for AAM members of African American Male Initiative (AAMI) (FTFT)	37.5%	4.2%	15.8%	15.8%	28.6%



AAMI Associate Degrees Conferred in FY 2017

No baccalaureate degrees were awarded to African American Males during FY 2017, according to local figures as of 7/22/2017. Figures from USG By The Numbers for FY 2017 were not yet available.

Progress Metrics	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Number of associate degrees awarded to African American Male students	9	22	25	33	24
Percentage of total associate degrees conferred that were awarded to African American Male students	1.7%	3.8%	4.1%	5.5%	3.4%
Number of associate degrees awarded to AAMI members	2	12	15	21	14
Percentage of total associate degrees that were awarded to AAMI members	0.4%	2.0%	2.4%	3.5%	2.0%
Percentage of associate degrees awarded to African American Male students that were awarded to AAMI members	22%	55%	60%	64%	58%



Success Coaching Programs

FALL 2015/SPRING 2016 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- Of the 1485 first-time, full-time freshmen, **938** of Students Assigned a Coach
- **187** total faculty and staff volunteers as Success Coaches
- **135** coaches logged their interactions in TutorTrac
- **2116** interactions were logged by coaches
- **64% (1363)** of logged interactions were unsuccessful
- **36% (753)** of logged interactions were successful
- **52** coaches did not document at least one interaction
- **618** of Students Assigned a Coach Retained in Fall 16
- **204** of Students that Responded to their Coach Retained Fall 16

Excerpts from resigning coaches:

"I have tried emails, phone calls, and post cards to contact/assist my list of students without any success. I am uncomfortable reaching out to them again."

"having students on the same campus, in my opinion, is really the only way this program can work long-term"

"I have found it difficult to keep on task with this program last semester as I have heavy reading and grading schedule... of the five students that I contacted... only one responded [to say that she did not need a coach]"

"please remove me from the Success Coach list at this time"

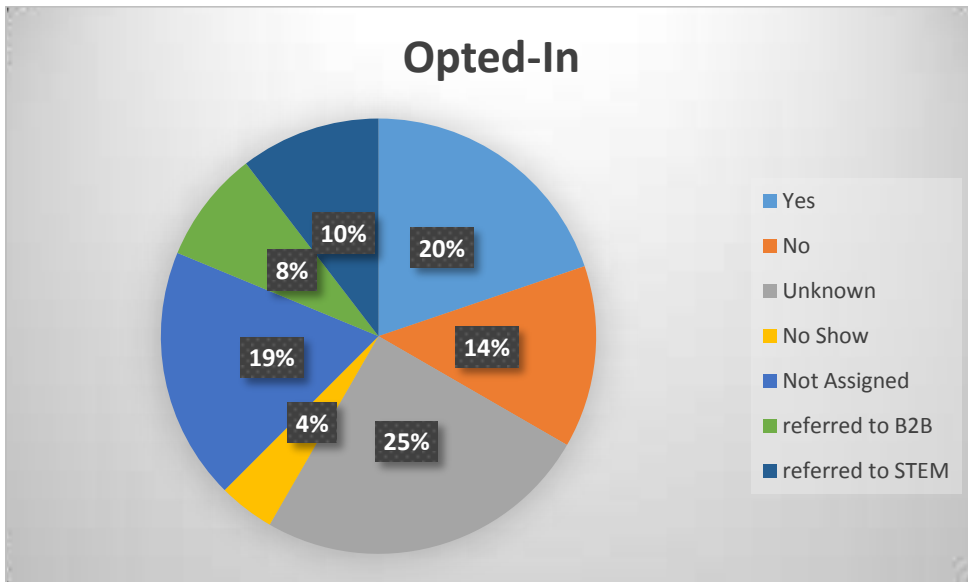
"I was not able to make contact with any of my mentees last semester, and this semester I am slammed with just trying to mentor my students in my classes."

"[my students] have ignored me the whole time."

"Please remove me... I need to maintain focus for the upcoming academic year."

FALL 2016/SPRING 2017 HIGHLIGHTS & LOWLIGHTS, SUCCESS COACH PROGRAM

- **731** general studies students receive email outreach
- **All** students received an announcement in their D2L
- **83** faculty, staff, administrators volunteered as coaches
- **97** students opted-in to the program



Out of 97 students who opted in, we know that 20% participated in the program. As the Opted-In chart illustrates, 14% did not respond to the initial contact made by the coach; 4% made appointments but were no shows; and 25% is unknown at this time because the coach has not logged the interaction. Multiple attempts have been made to contact the coach. An opportunity for growth is to reach out to the 19% of students who opted in but were not assigned because they opted in to the program at the end of the Spring 17 semester. 2016-2017 retention data is not available at this time.

IPEDS Cohort of First Time Students with and without Success Coaches						
One-year retention						
No subdivision by contact made						
	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	USG published rate	
IPEDS FTFT						
Coach	880	618		70%		
No Coach	123	85	2	70%		
	1003	703	2	70%		70%
IPEDS FTPT						
Coach	15	6		40%		
No Coach	454	256		56%		
	469	262	0	56%		56%
Not IPEDS						
Coach	36	11	1	31%		
No Coach	4240	1828		43%		
	4276	1839		43%		NA

Sub-division by contact made

	Total students	1-yr retained	1-yr grads not retained	201508 to 201608 f-f retention rate	
IPEDS FTFT					
Coach	880	618		70%	
Contact Made	281	204		73%	
Contact Not Made	599	414		69%	
No Coach	123	85	2	70%	
TOTAL IPEDS FTFT	1003	703	2	70%	
IPEDS FTPT					
Coach	15	6		40%	
Contact Made	4	3		75%	
Contact Not Made	11	3		27%	
No Coach	454	256		56%	
TOTAL IPEDS FTPT	469	262	0	56%	
Not IPEDS					
Coach	36	11	1	31%	
Contact Made	14	3		21%	
Contact Not Made	22	8	1	38%	
No Coach	4240	1828	542	49%	
	4276	1839	543	49%	

Learning Support – Corequisite Remediation and Math Pathways

Math Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 70%. For Math, the gateway classes are MATH 1001 (Quantitative Skills and Reasoning) and MATH 1111 (College Algebra). The figures shown are for IPEDS first time, full time students. At Fall 2014, the target of 70% was met with 71% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 81% of those starting in co-requisite remediation in math passed the gateway classes in two terms.

	IPEDES FTFT Students	TERM 1				By TERM 2				Gateway in Two Terms
		Passed M 0099				Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	
Fall 2009	86	60				5	5	46	24	34%
		70%								
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2014	128	56	43	72	43	1	0	11	5	71%
			77%		60%					
		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
			84%		62%					

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 40%. Math follow-on classes are MATH 2200 or MATH 1113. For fall cohorts the third term combines completers in the following summer and fall terms.

	IPEDES FTFT Students	By TERM 3		
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2009	86	5	6	13%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2014	128	34	15	38%
		Passed M 2200	Passed M 1113	Follow-on in Three
Fall 2016	90			
		*Available end of Fall 2017		

Focus on Fall 2106 Cohort of Math Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 24% co-requisite, 76% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

Fall 2016	Non-STEM	STEM	All LS IPEDS FTFT
Co-requisite	38	52	90
Foundations	138	146	284
	176	198	374
% Co-req	22%	26%	24%

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support Math with math pathways, including a look at how the students who got through the gateway courses in Fall 2016 took and performed in follow-on courses in Spring 2017. Both groups (STEM and Non-STEM) did well when taking Statistics (MATH 2200) as the follow-on with pass rates of 100% and 70% respectively. A lower percentage (60%) of those who took Pre-Calculus (MATH 1113) passed on the first try.

One concern is the relatively low percentage of students who are eligible to take a follow-class in the second term

who take one. In Fall 2016, 24 of the 64 eligible students (38%) took a follow-on in the second term.

		Took M 0997 + M 1001	Passed M 0997 + M 1001	Took M 0999 + M 1111	Passed M 0999 + M 1111	Took M 1001	Passed M 1001	Took M 1111	Passed M 1111	Gateway in Two Terms
Fall 2016	90	38	32	52	32	1	1	17	8	81%
			84%		62%					
Spring 2017			Took M 2200	Passed M 2200	Took M 2200	Passed M 2200	Passed M 2200	Passed M 1113	Total	Follow On in Two
F 2016 Follow on	90		10	7	4	4	11	6	17	19%
			31% of eligible	70% of takers	13% of eligible	100% of takers				
			Took M 1113	Passed M 1113	Took M 1113	Passed M 1113				
			0	0	10	6				
					31% of eligible	60% of takers				

English Remediation

Corequisite Remediation (Highest Level)

The benchmark is the “gateway in two terms” figure, which combines success in Learning Support with progression through the corresponding gateway class. The goal is 75%. The figures shown are for IPEDS first time, full time students. For English analyses, students enrolled in Health Science Career programs are split out because they are not required to proceed past English 1101 into English 1102.

At Fall 2014, the target of 75% was met with 77% of those who started in co-requisite remediation completing the gateway course in two terms. At Fall 2016, the goal was exceeded as 89% of those starting in co-requisite remediation in English passed the gateway classes in two terms.

		TERM 1		By TERM 2		
		200908	201002			
	IPEDS FTFT Students	Passed E 0099 or R 0999	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2009 HS Career	6	4	4	3	75%	50%
Fall 2009 Non-HS	40	38	29	20	69%	50%
Total Pass Percentage		91%				
			201502			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2014 HS Career	9	6	0	0	NA	67%
Fall 2014 Non-HS	34	25	4	2	50%	79%
Total Pass Percentage		72%				77%
			201702			
		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%

Co-requisite Progression through Follow-On Class

The benchmark is the “follow-on in three terms” figure with a goal of 60%. For fall cohorts the third term combines completers in the following summer and fall terms. For the Fall 2014 cohort, the goal of 60% was not met, with

35% of students completing the follow-on class in three terms.

		By TERM 3		
		201005 or 201008		
	IPEDS FTFT Students	Took E 1102	Passed E 1102	Follow-on in Three
Fall 2009 HS Career	6			
Fall 2009 Non-HS	40	15	14	35%
		201502, 201505, or 201508		
	IPEDS FTFT Students	Took E 1102	Passed E 1102	Follow-on in Three
Fall 2014 HS Career	9			
Fall 2014 Non-HS	34	19	12	35%
		201702, 201705, or 201708		
	IPEDS FTFT Students	Took E 1102	Passed E 1102	Follow-on in Three
Fall 2016 HS Career	4			
Fall 2016 Non-HS	23			
*Available end of Fall 2017				

Focus on Fall 2106 Cohort of English Corequisite Students

The placement split for Fall 2016 Learning Support Math students in the IPEDS first time, full time cohort was 22% corequisite, 78% foundations. GHC expects this proportion to change as the indices for placement are fully implemented, with the percentage of students starting in co-requisite remediation increasing.

The table below presents the details for the Fall 2016 cohort of students in co-requisite Learning Support English, including a look at how the students who got through the gateway course in Fall 2016 took and performed in the follow-on course in Spring 2017. As noted earlier, the Fall 2016 cohort is on track to exceed 35% completion of the follow-class in three terms, having 48% of the cohort through English 1102 by the end of Spring 2017. In addition, the 95% of students eligible to take the follow-on class who did take it is encouraging.

		Passed E 1101 w co-req	Took E 1101	Passed E 1101	% of Takers	Gateway in Two Terms
Fall 2016 HS Career	4	4	0	0	NA	100%
Fall 2016 Non-HS	23	19	2	1	50%	87%
Total Pass Percentage		85%				89%
Spring 2017		Took E 1102	Passed E 1102	Follow On in Two		
F 2016 Follow on		18	11	48%		
		95% of eligible	61% of takers			

Retention

Retention Progress Metrics	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT) *	61%	65%	63%	63%	70%
One-year retention for students entering in	55%	59%	57%	63%	67%

Learning Support					
One-year retention for students NOT entering in Learning Support	64%	68%	67%	62%	72%
Retention rate gap	-9%	-9%	-10%	+1%	-5%

Completions

Completion figures come from the National Student Clearinghouse to include any credential from any institution.

IPEDS FTFT Math students starting in Fall 2009

Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2012	Assoc by end of Spr 2012	Bacc by end of Spr 2012	Total 2.75 Yr Completions	% 2.75 Yr Completions
Fall 2009	M 0097	264	1	18	0	19	7%
	M 0099	86	5	9	0	14	16%
	LS Total	350	6	27	0	33	9.43%
	No LS Math	582	8	71	1	80	14%

IPEDS FTFT Math students starting in Fall 2014

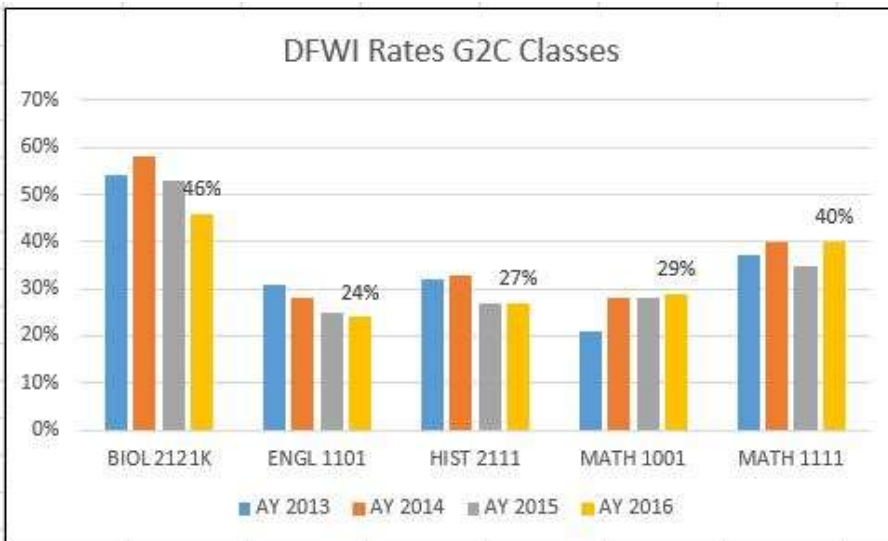
Term 1	Started In	IPEDS FTFT	Cert or Dipl by end of Spr 2017	Assoc by end of Spr 2017	Bacc by end of Spr 2017	Total 2.75 Yr Completions	% 2.75 Yr Completions	
Fall 2014	M 0989	126	2	6	0	8	6%	
	M 0987	115	1	9	0	10	9%	
	Tot Foundations	241	3	15	0	18	7%	
	M 0999	72	1	6	0	7	10%	
	M 0997	56	1	10	0	11	20%	
	Tot Co-Req	128	2	16	0	18	14%	Gap 2014 vs 2009 LS Completions
	LS Total	369	5	31	0	36	9.76%	0%
	No LS Math	559	7	65	0	72	13%	Gap in No-LS Completions

Gateways to Completion

Baseline Volume and DFWI Rates in Gateways to Completion Classes by Academic Year

Some work on gateway class success had already begun in AY 2016, especially in BIOL 2121K and ENGL 1101. The increase in students taking MATH 1001 in AY 2014 resulted from the use of math pathways at GHC starting in Fall 2014.

DFWI Volumes and Rates	AY 2013		AY 2014		AY 2015		AY 2016	
	Stu	DFWI	Stu	DFWI	Stu	DFWI	Stu	DFWI
BIOL 2121K	1,046	54%	966	58%	863	53%	640	46%
ENGL 1101	2,113	31%	2,046	28%	2,197	25%	2,254	24%
HIST 2111	1,011	32%	956	33%	1,147	27%	1,162	27%
MATH 1001	554	21%	1,000	28%	955	28%	872	29%
MATH 1111	1,692	37%	1,734	40%	1,759	35%	1,873	40%
All Credit Level Classes		26%		26%		24%		23%
Unduplicated FY Enroll.	7,287		7,122		7,580		7,809	(est)



Baseline DFWI Rates in G2C Follow-on Classes by Academic Year

Progress Metrics	AY 2013	AY 2014	AY 2015	AY 2016
BIOL 2122K	26%	29%	28%	29%
ENGL 1102	31%	29%	27%	25%
Any HIST class other than HIST 2111	30%	30%	24%	24%
MATH 2200	20%	23%	24%	21%
MATH 1113	43%	37%	33%	38%
All Credit Level Classes	26%	26%	24%	23%

Progress Example: Anatomy and Physiology

The team working on the first course in the Anatomy and Physiology sequence (BIOL 2121K) reported the following transformations and outcomes at the Gateways to Completion national conference in February 2017.

Changing textbook to Open Educational Resources (thereby enabling more students to have access to textbook materials)

Textbook to OER	DFW	Pass
Traditional textbook	61%	39%
Eight-week	48%	52%

- Significant difference between the treatments ($p < .0001$, $df=1$) using Chi Square Goodness of Fit. Data represented 718 students using traditional textbooks and 544 students using OERs.

Offering the Anatomy and Physiology sequence as two eight-week classes (thereby enabling students to take one fewer different class and still maintain full-time status) (Spring 2016 pilot)

Eight-week sessions	DFW	Pass
Full session BIOL 2121K	55%	45%
Eight-week	45%	55%

- Significantly lower DFW rate ($p < 0.001$, $df=1$) in the 8-week course compared to the traditional 16-week course using Chi Square Goodness of Fit. In Spring 2016 there were 2 sections of 8-week courses with 46 students enrolled and 14 sections of 16-week courses with 298 students enrolled.

Increasing the number of lab practical exams from two to four

Eight-week sessions	DFW	Pass
2 practical exams	57%	41%
4 practical exams	39%	61%

- Significantly lower DFW rate ($p=0.0089$, $df=1$) in the classes that received 4 lab practical exams compared to those who received 2 . In spring of 2016 there were 4 sections giving 4 lab practical exams representing 90 students, and 12 sections giving 2 lab practical exams representing 241 students.

Institutional Participation

One goal of the Gateways to Completion project is widespread participation among faculty and staff at the college. The following departments have participated in the first year.

- Academic Deans from all five academic divisions
- Academic Success (Advising, Tutoring, Early Warning)
- Admissions
- Adult Learning
- Center for Excellence in Teaching and Learning
- eLearning Support Services
- Faculty members from all five academic divisions
- Library
- New Student and Retention (Orientations, Success and Retention Programs)
- Planning, Assessment, Accreditation, and Research
- Student Support Services (Counseling and Disability)
- Vice President for Academic Affairs

These 15 units comprise 60% of the 25 or so divisions and departments of the college.

The course design teams for the selected courses are composed of faculty leaders and participants. So far, 23 of the 123 full time faculty members (19%) at GHC in Spring 2017 are actively updating and piloting classes.

Baseline Retention Rates

One-year Institutional Retention	Fall 11 to 12	Fall 12 to 13	Fall 13 to 14	Fall 14 to 15	Fall 15 to 16
One-year retention for students who begin as full-time students (All FTFT)	61%	65%	63%	63%	70%
State College Average for FTFT students	53%	57%	61%	60%	60%
One-year retention for students who begin as part-time students (All FTPT)	50%	55%	55%	60%	56%
State College Average for FTPT students	40%	44%	46%	51%	46%

Baseline Graduation Rates

Three-year Institutional Associate Degrees	Fall 09 to Sum 12	Fall 10 to Sum 13	Fall 11 to Sum 14	Fall 12 to Sum 15	Fall 13 to Sum 16
Three-year grad rate for GHC students who begin as full-time students (All FTFT)	9.7%	7.7%	7.9%	11.2%	12.1%
State College Average for FTFT students	9.6%	9.1%	8.7%	11.1%	13.6%
Three-year grad rate for GHC students who begin as part-time students (All FTPT)	NR	NR	6.4%	4.4%	4.8%
State College Average for FTPT students	3.2%	2.8%	3.0%	2.8%	4.4%

Georgia Institute of Technology

Appendices – Georgia Tech Status Report 2017

Appendix A – Retention and Graduation Rates

First-Time, Full-Time Freshman Retention Rates

COHORT	N	1 st to 2 nd Year
Fall 2009	2,655	94%
Fall 2010	2,706	95%
Fall 2011	2,692	95%
Fall 2012	3,039	96%
Fall 2013	2,669	96%
Fall 2014	2,805	97%
Fall 2015	3,087	97%

Note: Retention is defined as enrollment in the subsequent fall term.

First-Time, Full-Time Freshman Graduation Rates

COHORT	N	4-YR	5-YR	6-YR	8-YR
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%	84%
Fall 2009	2,654	40%	78%	85%	
Fall 2010	2,706	41%	80%	86%	
Fall 2011	2,690	39%	80%		
Fall 2012	3,038	40%			
Fall 2013	2,669				
Fall 2014	2,804				
Fall 2015	3,087				

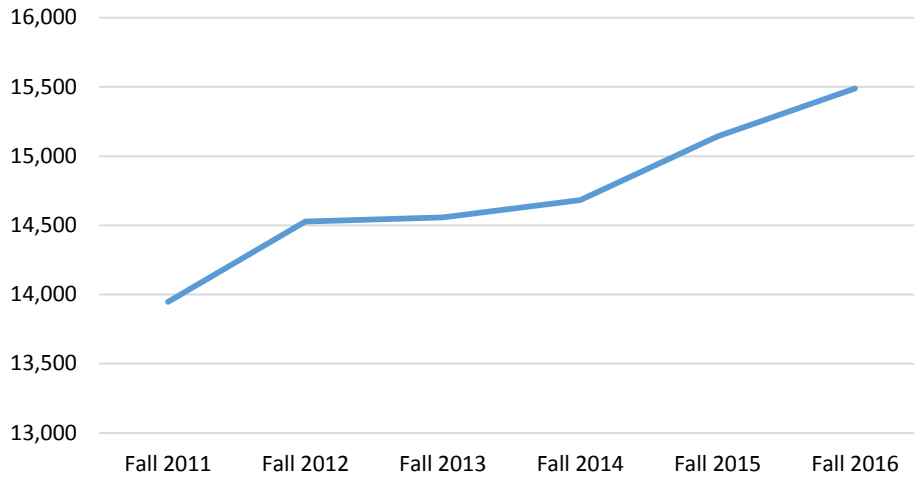
The cohort counts exclude students who died or were totally and permanently disabled, or those who left school to serve in the armed forces, with a foreign aid service, or with a religious mission.

Appendix B – Undergraduate Enrollment and Degrees Conferred

Undergraduate Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
13,948	14,527	14,558	14,682	15,142	15,489

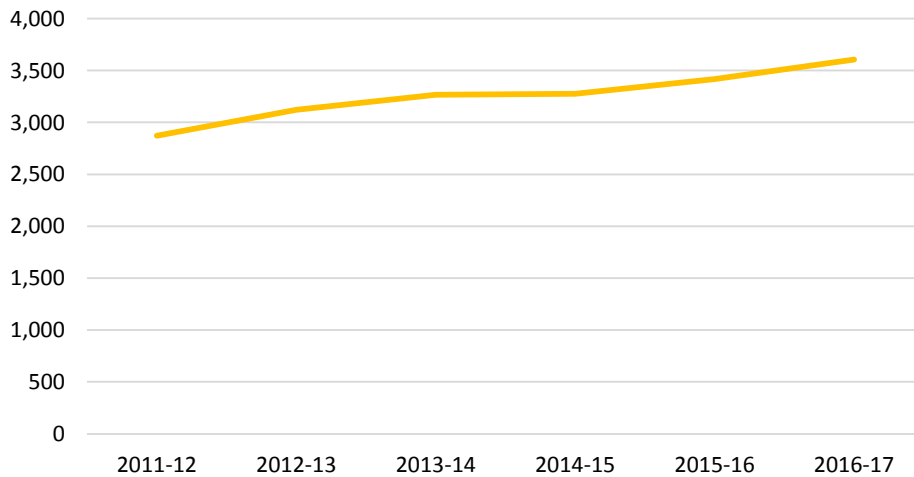
Undergraduate Enrollment



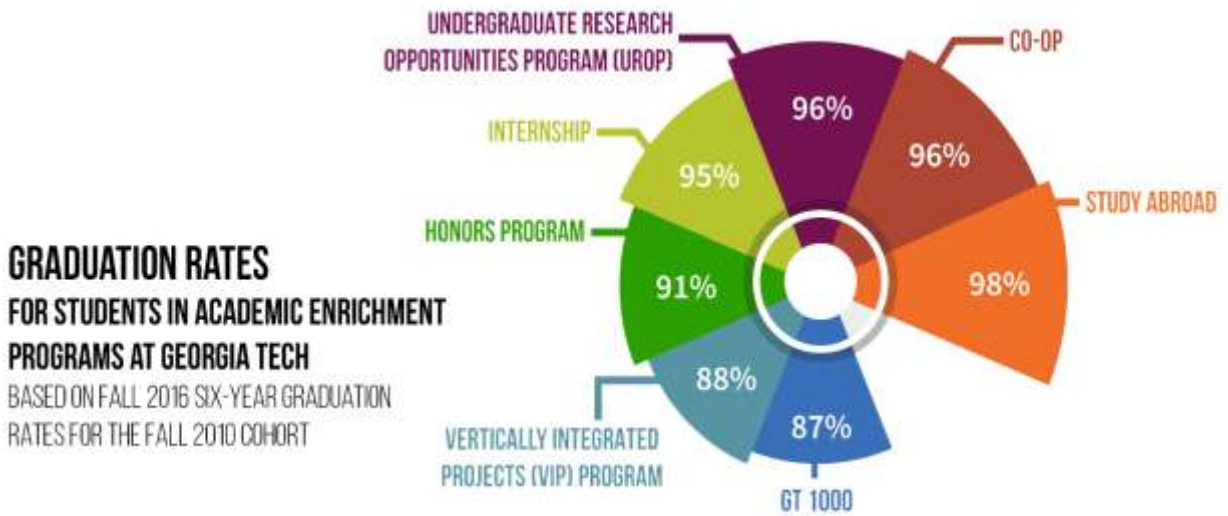
Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
2,873	3,121	3,268	3,275	3,419	3,606

Degrees Awarded 2011-12 through 2016-17



Appendix C – Graduation Rates for Students in High-Impact Curricular and Co-Curricular Programs

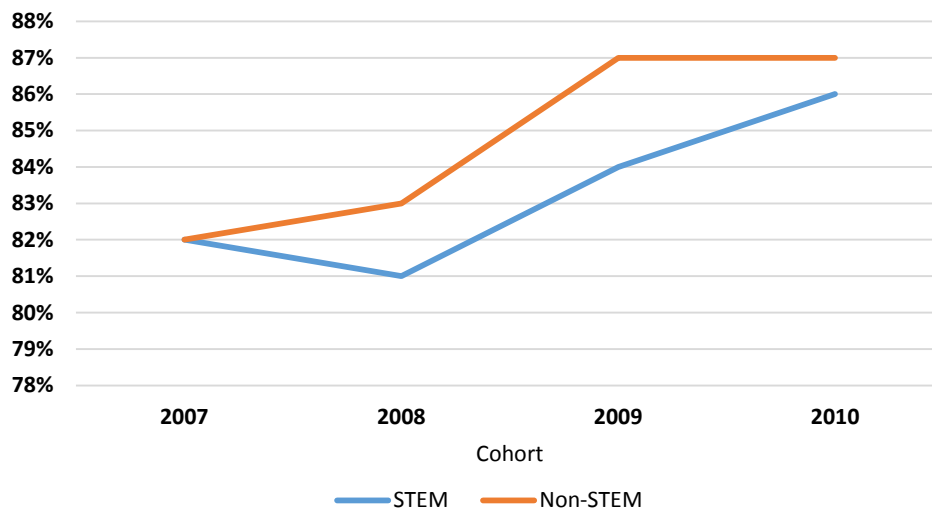


Appendix D – STEM Graduation Rates

Six-Year Graduation Rates STEM vs. Non-STEM

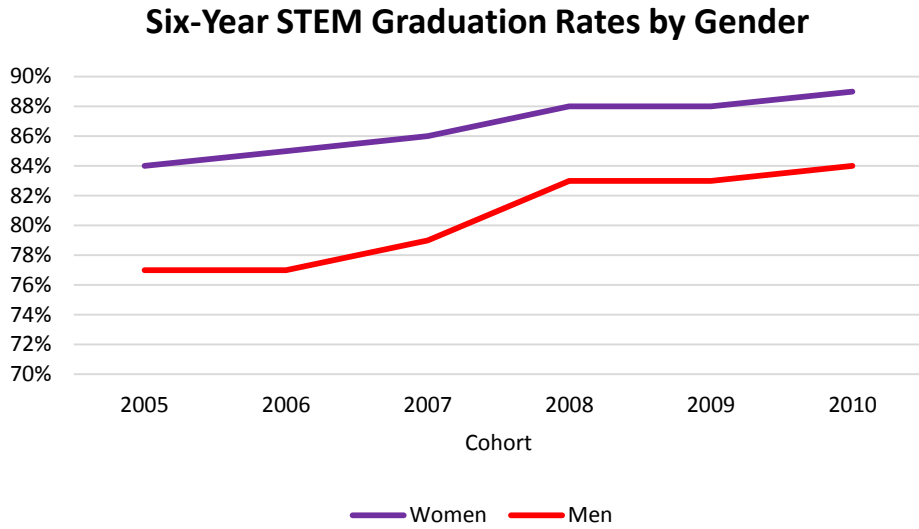
Cohort	STEM	Non-STEM
2007	82%	82%
2008	81%	83%
2009	84%	87%
2010	86%	87%

Six-Year Graduation Rates STEM vs. Non-STEM



Six-Year Graduation Rates for STEM Majors by Gender

COHORT	2005	2006	2007	2008	2009	2010
Women	84%	85%	86%	88%	88%	89%
Men	77%	77%	79%	83%	83%	84%



Appendix E – Challenge and AAMI Outcomes

Fall 2016 GPA Outcomes for Summer 2016 URM Challenge Participants

Challenge First-Year Black (55)	3.19	Non-Challenge First-Year Black (131)	3.01
Challenge First-Year Hispanic (18)	3.54	Non-Challenge First-Year Hispanic (242)	3.26
Challenge First-Year Multi (0)		Non-Challenge First-Year Multi (91)	3.32
Challenge Fall GPA Average (75)	3.26	Non-Challenge Fall GPA Average (409)	3.17
% Challenge students with GPA = 4.0 (16)	21%		
% Challenge students with GPA ≥ 3.0 (38)	48%		

Average Cumulative GPA for First-Year Students at the End of the Fall Term

Cohort	AAMI Participants	Non-AAMI Matched Peers	Non-Black Males
2016	3.09	2.85	3.37
2015	3.24	2.95	3.47
2014	3.43	3.04	3.40
2013	3.36	2.77	3.32

Undergraduate First-to-Second-Year Retention Rates

Cohort	Institutional	AAMI Participants	Non-AAMI Matched Peers
2015	97%	100%	95%
2014	97%	94%	97%
2013	96%	97%	91%

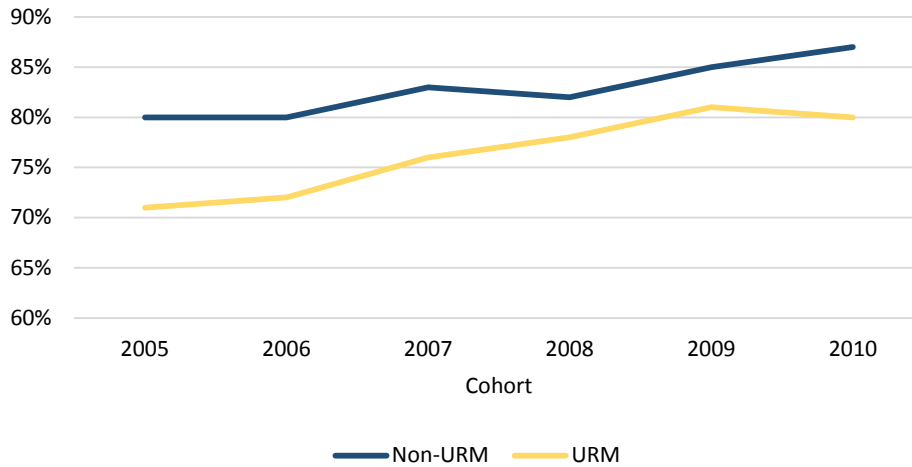
Appendix F – URM Graduation Rates

Six-Year Graduation Rates

COHORT	2005	2006	2007	2008	2009	2010
Non-URM	80%	80%	83%	82%	85%	87%
URM	71%	72%	76%	78%	81%	80%

URM = American Indian or Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander; or two or more races when at least one race was URM; includes U.S. Citizens and permanent residents

Six-Year Graduation Rates: URM and Non-URM



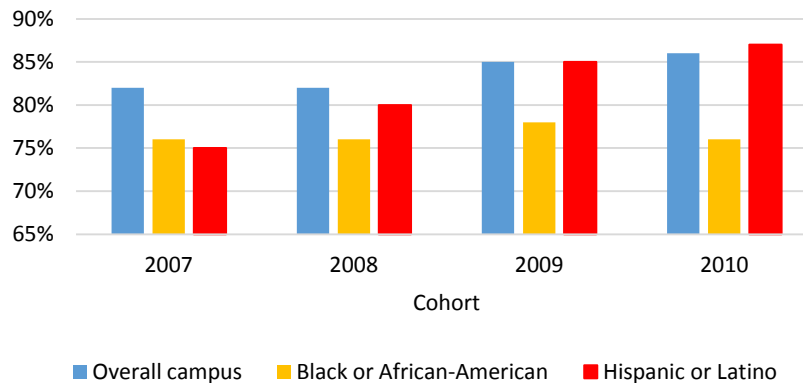
Graduation Rates for Black or African-American and Hispanic or Latino Students

Six-Year Graduation Rates

COHORT	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Overall campus	82%	82%	85%	86%
Black or African-American*	76%	76%	78%	76%
Hispanic or Latino*	75%	80%	85%	87%

**Includes U.S. Citizens and permanent residents*

Six-Year Graduation Rates by Race/Ethnicity



Appendix G – 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

Appendix G – PLUS Outcomes by Course

FALL 2016				
	n PLUS Regulars* Earning A/B/C/S	% of PLUS Regulars Earning A/B/C/S	n Non-PLUS Students Earning A/B/C/S	% of Non-PLUS Students Earning A/B/C/S
BMED 3310	4	80%	78	76%
CHEM 1211K	13	100%	280	87%
CHEM 2311	49	100%	102	81%
CHEM 2312	12	100%	76	79%
MATH 1113**	6	67%	25	100%
MATH 1552	55	93%	315	81%
MATH 2551	19	95%	510	90%
MATH 2552	55	100%	454	82%
PHYS 2211	38	95%	395	84%
PHYS 2212	25	100%	608	87%
*Regulars = 5 or more visits **PLUS attendance mandated for student athletes				

SPRING 2017				
	n PLUS Regulars* Earning A/B/C/S	% of PLUS Regulars Earning A/B/C/S	n Non-PLUS Students Earning A/B/C/S	% of Non-PLUS Students Earning A/B/C/S
BMED 3310	12	100%	55	87%
BMED 3400	18	95%	71	95%
CHEM 1211K	4	100%	24	67%
CHEM 1212K	11	100%	203	85%
CHEM 2311	10	91%	47	84%

CHEM 2312	5	100%	85	77%
CHEM 2313	4	100%	34	71%
MATH 1113**	6	100%	7	70%
MATH 1551	9	90%	27	51%
MATH 1552	29	88%	283	78%
MATH 1554	10	100%	129	81%
MATH 2551	32	97%	517	90%
MATH 2552	66	96%	366	83%
PHYS 2211	59	91%	517	86%
PHYS 2212	30	97%	381	84%
<i>*Regulars = 5 or more visits **PLUS attendance mandated for student athletes</i>				

Georgia Gwinnett College

TABLE 4: 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)	461	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%	72.7	80%
						Co-re	81%	82.2	82%	76.2	83%
First semester exit rate: Learning Support Math	47.1%	44%	61.0	60%	64.9%	F	61%	59.3	62%	62.3	63%
						Co-re	71%	66.2	72%	66.6	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	67.6	72	
ITEC1001 First attempt completion rate: Intro to Computing	78.7	77%	82.4	82%	82.7	82	82.7	83	80.3	83	
ENGL1101 First attempt completion rate: English Composition	76.4	74%	79.9	75	79.2	77	77.5	78	77.1	80	

TABLE 5: OFFICIAL GRADUATION RATES FOR GGC STUDENTS (IPEDS FTFTF COHORTS)

	4 Year				5 Year				6 Year				7 Year				8 Year				9 Year				
	Institution		System		Institution		System		Institution		System		Institution		System		Institution		System		Institution		System		
	N	%	N	%	N	%	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%	102	34.6%	140	47.5%
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%	115	31.9%	161	44.6%				
F09	708	28	4.0%	46	6.5%	92	13.0%	144	20.3%	148	20.9%	218	30.8%	175	24.7%										
F10	1615	57	3.5%	98	6.1%	184	11.4%	309	19.1%	281	17.4%	461	28.5%												
F11	1996	51	2.6%	95	4.8%	189	9.5%	95	16.8%																
F12	1960	70	3.6%	131	6.7%																				
F13	1752																								

FIGURE 1. COMPARISON OF SYSTEM AND GGC 4-YEAR GRADUATION RATES BY YEAR

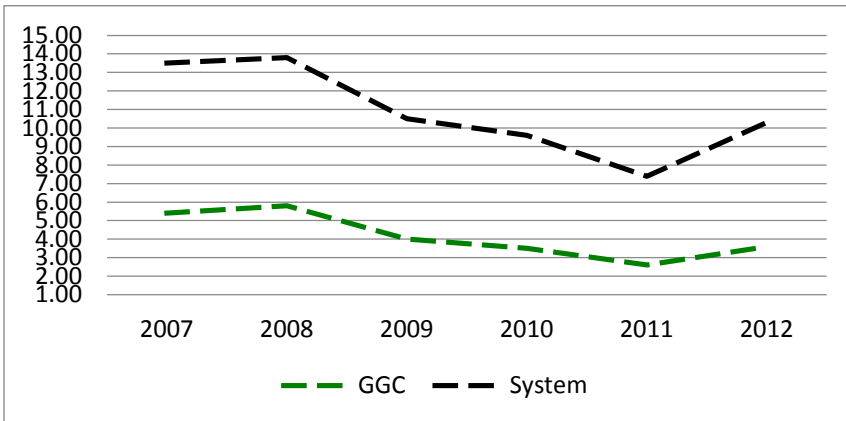


FIGURE 2. COMPARISON OF SYSTEM AND GGC 5-YEAR GRADUATION RATES BY YEAR

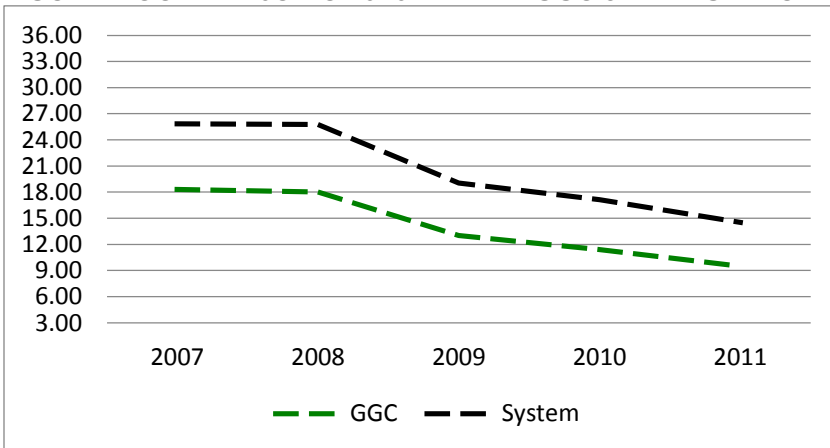
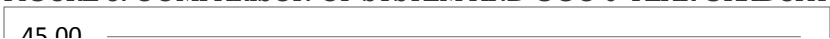


FIGURE 3. COMPARISON OF SYSTEM AND GGC 6-YEAR GRADUATION RATES BY YEAR



Georgia State University

APPENDIX

Chart 1

GSU Bachelor Degree Graduation Rates by Year
2003 to Present

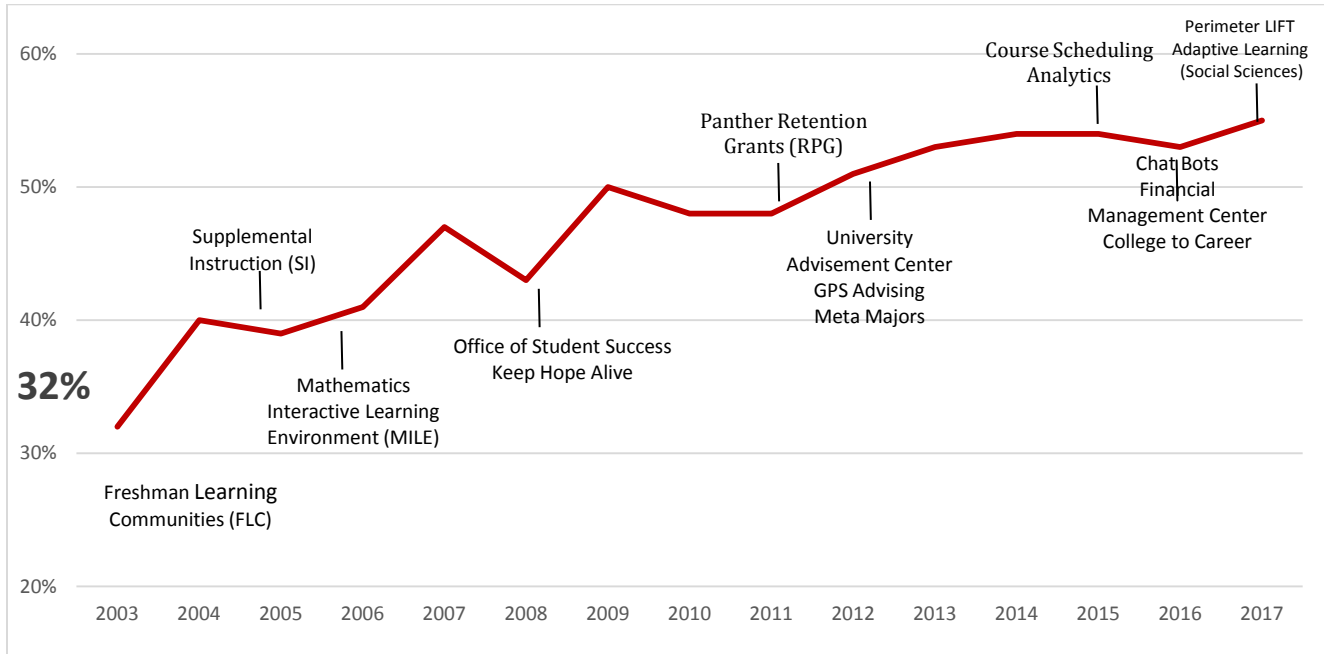


Chart 2

GSU Bachelor Graduation Rates by Population
2010 to Present

	2010	2011	2012	2013	2014	2015	2016	2017*
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%
6-Year: White	46%	45%	49%	52%	53%	50%	52%	50%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	48%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	28%

*2017 Rates are pre-census and are therefore subject to change.

Chart 3

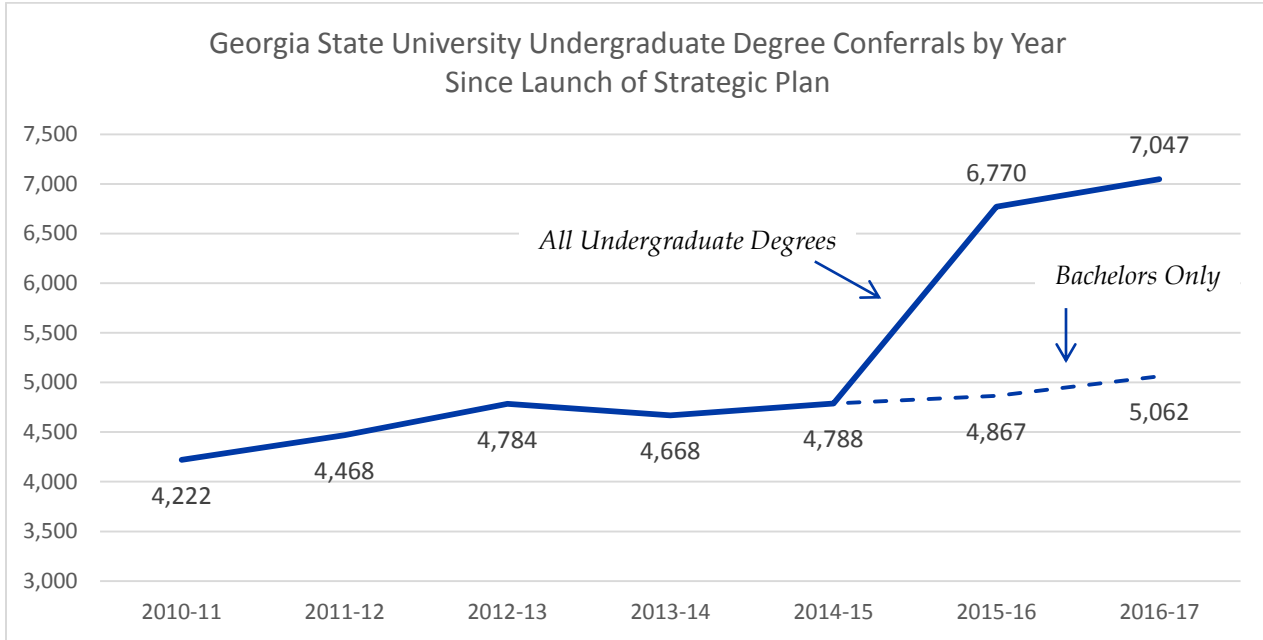


Chart 4

**GSU Bachelor Degrees Conferred by Academic Year
2010 to Present**

		Academic Year						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Status	Adult Learners	1,562	1,625	1,808	1,768	1,697	1,701	1,520
	Pell-eligible Students	2,218	2,551	2,872	2,808	2,912	2,944	2,957
	First Generation Students	927	1,113	1,149	1,146	1,171	1,210	1,384
Race	White	1,884	2,002	2,006	1,915	1,855	1,778	1,728
	Black or African American	1,386	1,550	1,664	1,726	1,829	1,975	2,040
	Asian	543	507	633	541	536	568	711
	More Than One Race	170	154	167	175	184	276	315
	American Indian or Alaska Native	13	9	18	12	19	11	15
	Native Hawaiian or Other Pacific Islander	19	14	9	10	8	0	0
	Not Reported	207	232	287	289	357	259	253
Ethnicity	Non-Hispanic	3,682	3,919	4,123	4,006	4,107	4,233	4,353
	Hispanic	292	339	394	409	435	443	509
	Not Reported	248	210	267	253	246	191	200
Total Bachelor's Degrees Conferred		4,222	4,468	4,784	4,668	4,788	4,867	5,062

Chart 5



Chart 6

Perimeter College Degrees conferred by FY

	2010	2011	2012	2013	2014	2015	2016
Associate degree conferrals overall	1,452	1,626	1,919	1,813	1,685	1,702	1,953

*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 7

**Perimeter College Associates Degrees Conferred by Academic Year
2014-15 to Present**

		2014-15	2015-16	2016-17
Status	Adult Learners	1,035	1,134	1,077
	Pell-eligible Students	1,110	1,196	1,153
	First Generation Students	570	601	653
Race	White	648	682	666
	Black or African American	786	900	884
	Asian	183	203	216
	More Than One Race	77	83	94
	American Indian or Alaska Native	9	8	5
	Native Hawaiian or Other Pacific Islander	2	4	2
	Not Reported	163	117	86
Ethnicity	Hispanic	143	173	219
				1,953

Chart 8

**Perimeter College Associate Graduation Rates by Population
2011 to Present**

	2011	2012	2013	2014	2015	2016
3-Year Graduation Rate	8%	8%	9%	7%	9%	12%
3-Year: African American	6%	6%	6%	4%	7%	10%
3-Year: White	9%	10%	10%	10%	11%	13%
3-Year: Hispanic	8%	11%	10%	6%	11%	13%
3-Year: Pell	7%	7%	8%	5%	8%	10%

Chart 9

Enrollment of Minority Students at Georgia State (Atlanta Campus) by Year
Fall 2008 - Fall 2016

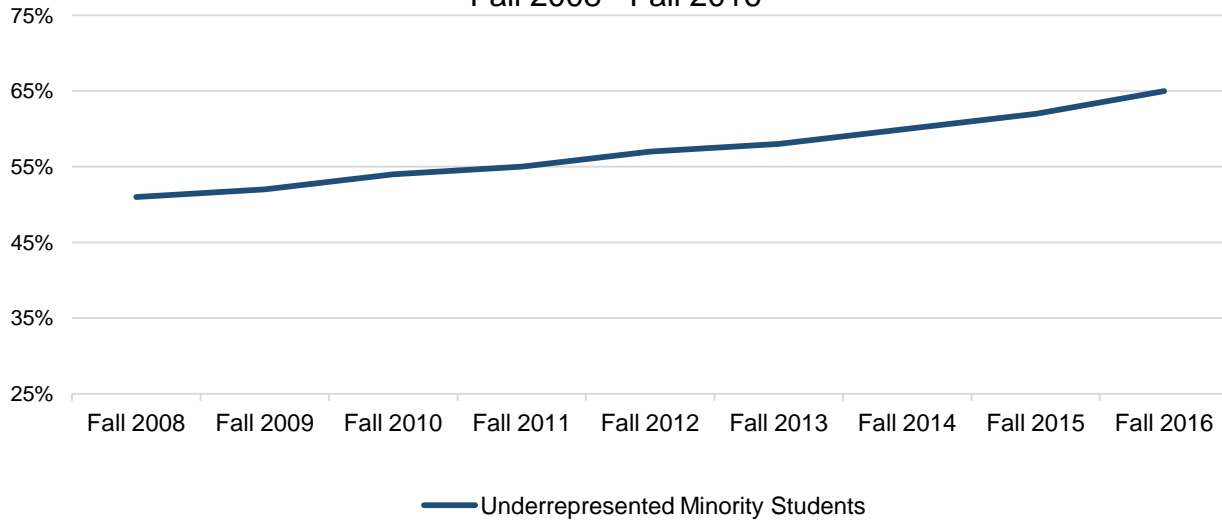


Chart 10

Credit Hours at Completion: Bachelor Students

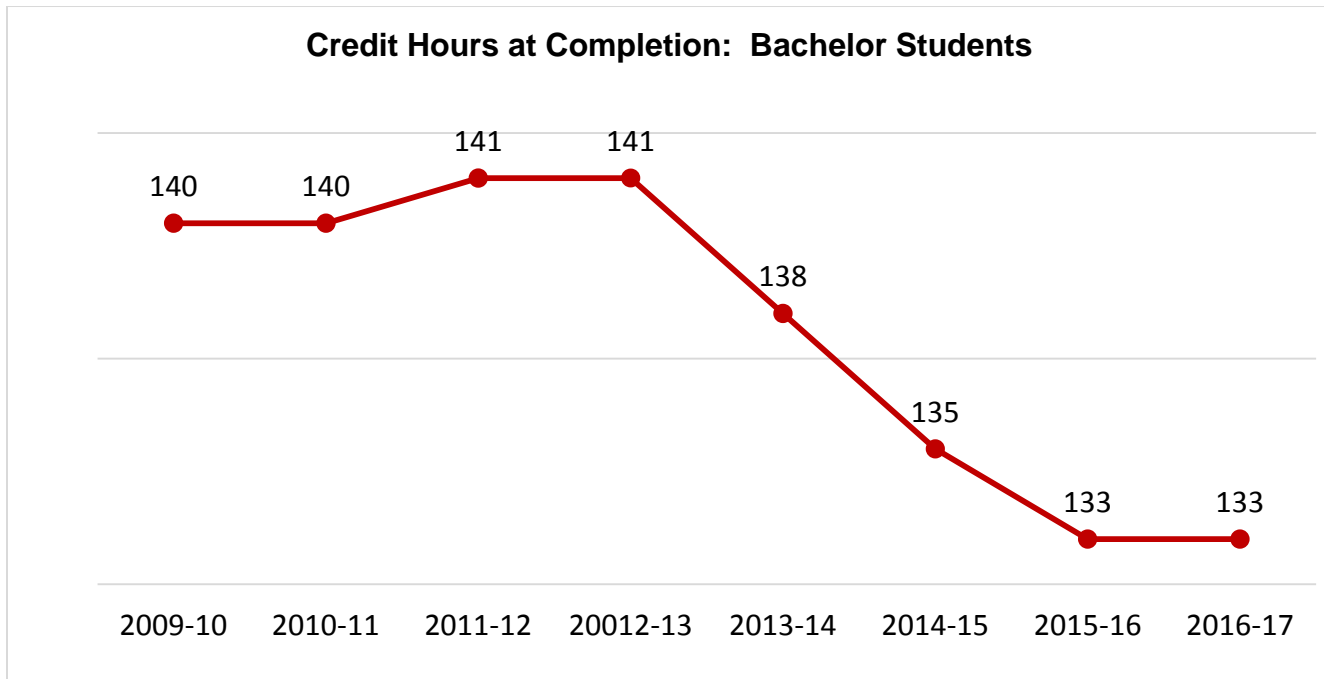


Chart 11

6 Year Bachelor Graduation Rates Among First Time First Year Freshman who Started at Georgia State University

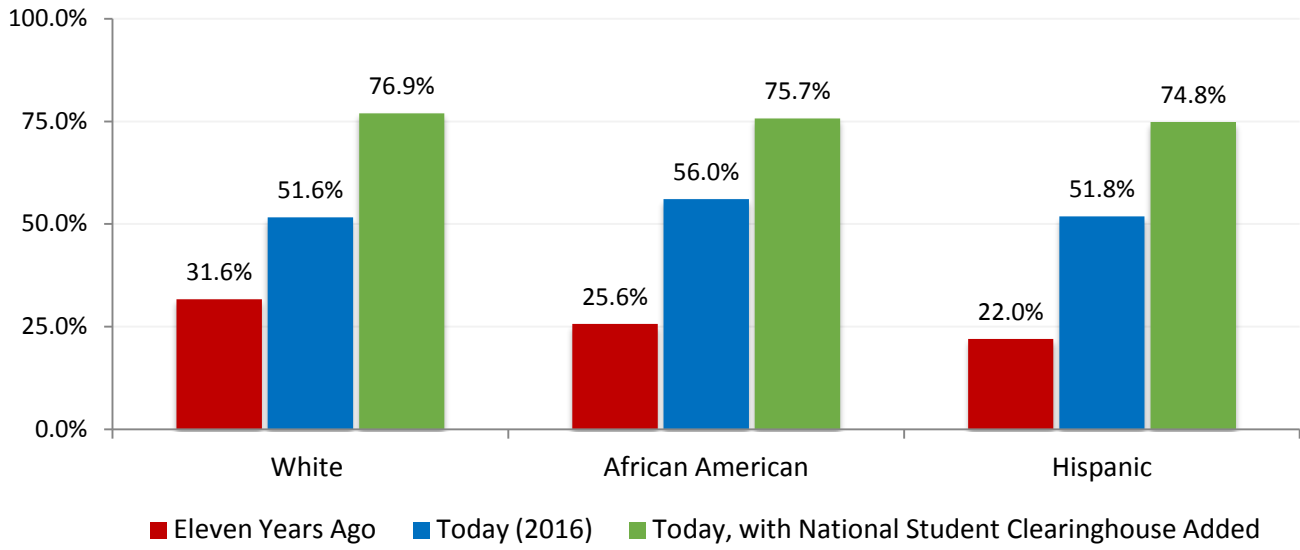


Chart 12

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.	70% of first-year students in 2016-17
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.	10,000+ students in 2016-17
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.	8,500 students in 2016-17
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	1,100 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.	9,000+ 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 52,000 student-adviser meetings in 2016-17
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.	300+ students in Summer 2016; 1,400 students since launch
Meta Majors	2013	Onboarding program that enrolls new students according to broad areas of academic interests and then delivers programming to help students understand the differences between majors within each area; has significantly reduced the number of students changing majors after their freshman years.	Approximately 3,700 freshmen during the 2016-17 academic year
Course Scheduling Analytics	2015	Predictive Analytics deployed to determine the number of course sections and seats needed each semester; establishment of a university Strategic Course Scheduling Committee.	Capacity added in 800 courses in 2016-17
Chat Bots	2016	Artificial-intelligence-enhanced automatic texting platform that has been developed to answer thousands of common freshman questions immediately via texts. Has reduced summer melt by 22%.	4,000 incoming freshman during Summer 2017
SunTrust Student Financial Management Center	2016	Office using predictive analytics to proactively identify students who are at financial risk and reach out to them with help. Delivers financial competencies programming.	31,000 in-person student visits during the Spring 2017 term
College to Career	2016	Undergraduate curriculum that promotes career readiness each year a student is enrolled leveraging new technologies, e.g. career-based e-portfolios for each student, career component of academic advising, live regional job data.	700,000 student postings to e-portfolios in 2016-17
Perimeter LIFT	2017	Integrated suite of 16 different student support programs to take students from high school to college graduation> program is in cooperation with DeKalb Public Schools and supported by State Farm.	300 Perimeter College students in 2017
Adaptive Learning in the Social Sciences	2017	A collaborative, funded project in which faculty members in Psychology, Economics, and Political Science are converting 20,000 seats of introductory courses to hybrid, flipped classes assisted by adaptive-learning technology.	20,000 students a year by 2018

Source: *Building A Pathway to Student Success at Georgia State University*

Kennesaw State University

APPENDIX A

Supplemental Instruction Fall 2014-Spring 2017

	FA14	SP15	FA15	SP16	FA16	SP17
Faculty	30	27	39	54	58	48
Courses	19	16	22	25	30	24
Sections	48	41	69	88	101	84
SI Leaders	29	27	49	56	58	49
Students Attending SI	1603	1441	1759	2382	2771	1108
Graded Enrollment	2402	2384	3585	5622	6300	4415
Percent Attended	67%	60%	49%	42%	48%	25%
Number of Sessions	606	589	831	1,085	1,186	893
Student Contact Hours	8,229	7,308	9,744	13,077	12,557	10,871
Mean Grade SI	2.51	2.18	2.30	2.30	2.51	2.46
Mean Grade Non-SI	2.07	1.50	1.98	2.01	2.19	2.29
SI DFW	27%	29%	31%	29%	23%	26%
Non SI DFW	43%	47%	45%	44%	39%	38%
Diff. in DFW	16%	16%	16%	15%	16%	12%

Middle Georgia State University

APPENDICES

Characteristic	Number	% of Total Enrollment
Full-Time	4785	62.0%
Part-Time	2,931	38.0%
Enrollment by Student Level	#	%
Freshmen	2,636	34.2%
Sophomore	1,437	18.6%
Junior	1,326	17.2%
Senior	1,681	21.8%
Other*	634	8.2%
Enrollment by Gender	#	%
Female	4,480	58.1%
Male	3,234	41.9%
Enrollment by Age	#	%
Under 25	5,549	71.9%
25 or older	2,165	28.1%
Enrollment by Ethnicity/Race	#	%
Hispanic	330	4.3%
American Indian / Alaskan Native	13	0.2%
Asian	184	2.4%
Black Non-Hispanic	2,631	34.1%
Native Hawaiian / Pacific Islander	13	0.2%
White Non-Hispanic	4,253	55.1%
2 or more races	254	3.3%
Unknown	36	0.5%
Residency	#	%
Georgia	7,396	95.9%
Out of State	237	3.1%
International	81	1.1%
New Student Enrollment	#	%
First Time Freshmen	1,268	16.4%
Transfer	536	6.9%
New Other	425	5.6%
Other Demographics	#	%
Pell Recipients		51.46%
Learning Support		5.57%
Total Enrollment	7714	

Table 2 Student Body Characteristics Fall 2013-Fall 2016

	Fall 2013*		Fall 2014		Fall 2015		Fall 2016	
	#	%	#	%	#	%	#	%
Full-Time	4916	62.1%	4809	60.7%	4864	63.4%	4783	62%
Part-Time	3028	37.9%	3118	39.3%	2812	36.6%	2931	38%
Enrollment by Student Level								
Freshmen	3026	37.9%	2727	34.4%	2785	36.3%	2636	34.2%
Sophomore	1518	19.8%	1702	21.5%	1474	19.2%	1437	18.6%
Junior	1243	15.5%	1298	16.4%	1390	18.1%	1326	17.2%
Senior	1727	21.6%	1764	22.3%	1578	20.6%	1681	21.8%
Other*	412	5.2%	436	5.5%	449	5.8%	634	8.2%
Enrollment by Gender								
Female	3521	40.7%	4616	58.2%	4447	57.9%	4480	58.1%
Male	4738	59.3%	3313	41.8%	3229	42.1%	3234	41.9%
Enrollment by Age								
Under 25	Not Available	69.9%	5386	67.94%		71%	5549	71.9%
25 or older	Not Available	32.1%	2541	32.06%		29%	2165	28.1%
Average age		25.2		25.2		24.2		24.4
Enrollment by Ethnicity/Race								
Hispanic	270	3.4%	276	3.5%	297	3.9%	330	4.3%
American Indian / Alaskan Native	22	0.3%	20	0.3%	11	0.1%	13	0.2%
Asian	211	2.6%	204	2.6%	184	2.4%	184	2.4%
Black Non-Hispanic	2699	33.8%	2625	33.1%	2653	34.6%	2631	34.1%
Native Hawaiian / Pacific Islander	10	0.1%	11	0.1%	14	0.2%	13	0.2%
White Non-Hispanic	4497	56.3%	4535	57.2%	4255	55.4%	4253	55.1%
2 or more races	234	2.9%	220	2.8%	230	3.0%	254	3.3%
Unknown	46	0.6%	36	1.27%	32	0.4%	36	0.5%
Residency								
Georgia	7717	96.6%	7662	96.7%	7381	96.2%	7396	95.9%
Out of State	210	2.6%	208	2.6%	221	2.9%	237	3.1%
International	62	0.8%	57	0.7%	74	1.0%	81	1.1%
New Student Enrollment								
First Time Freshmen	1081	13.5%	1257	56.9%	1469	62.7%	1268	16.4%
Transfer	665	8.4%	650	29.4%	554	23.6%	536	6.9%
New Other	668	8.4%	304	13.7%	321	13.7%	425	5.6%
Other Demographics								
Pell Recipients	Not Available	Not Available	4439	56%	4068	53%	3970	51.46%
Learning Support	Not Available	9.4%	690	8.7%	530	6.9%	430	5.57%
Total Enrollment		7889		7927		7676		7714

* Fall 2013 is the first semester of consolidation data which is problematic as baseline data due to errors in data reports and missing data.

Source: USG Semester Enrollment Report* Other defined as dual enrollment, transient and other special student populations

Table 3 5-Year history of one-year retention rates for the institution as a whole

	Pre-Consolidation	Post Consolidation		
	Fall '12 - Fall '13	Fall '13- Fall '14	Fall '14- Fall '15	Fall '15- Fall '16
One-year retention (Institution as a whole*)	64.71%	67.18%	65.06%	67.31%
One-year retention students who began FT*	66.92%	68.94%	69.12%	71.07%
One-year retention students who began PT*	39.94%	41.91%	45.65%	44.81%
One-year retention student who began w/ LS requirements*	53.01%	63.62%	67.30%	62.12%

Source: MGA Office of Institutional Research /BANNER

* Enrollment adjusted for Graduated Before Following Fall term and Dismissed Returning

Table 4 Associate’s Degree-Seeking FTFTF One-Year Retention Rates

Cohort	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained
Pre-Consolidation			
Fall 2011 Cohort	55.32%	7.04%	62.36%
Fall 2012 Cohort	57.31%	5.67%	62.98%
Post Consolidation			
Fall 2013 Cohort	62.40%	6.87%	69.27%
Fall 2014 Cohort	60.71%	4.77%	65.48%
Fall 2015 Cohort	56.30%	5.10%	61.48%

Source: USG by the Numbers Retention Reports

Table 5 Bachelor’s Degree-Seeking First-time Full-time Freshmen One-Year Retention Rates

Cohort	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained
Pre-Consolidation			
Fall 2011 Cohort	65.96%	8.78%	74.74%
Fall 2012 Cohort	70.34%	5.05%	75.42%
Post Consolidation			
Fall 2013 Cohort	66.85%	9.19%	76.04%
Fall 2014 Cohort	68.46%	7.16%	75.62%
Fall 2015 Cohort	68.50%	6.33%	74.80%

Source: USG by the Numbers Retention Reports

Table 6 5-year history credit hour enrollment

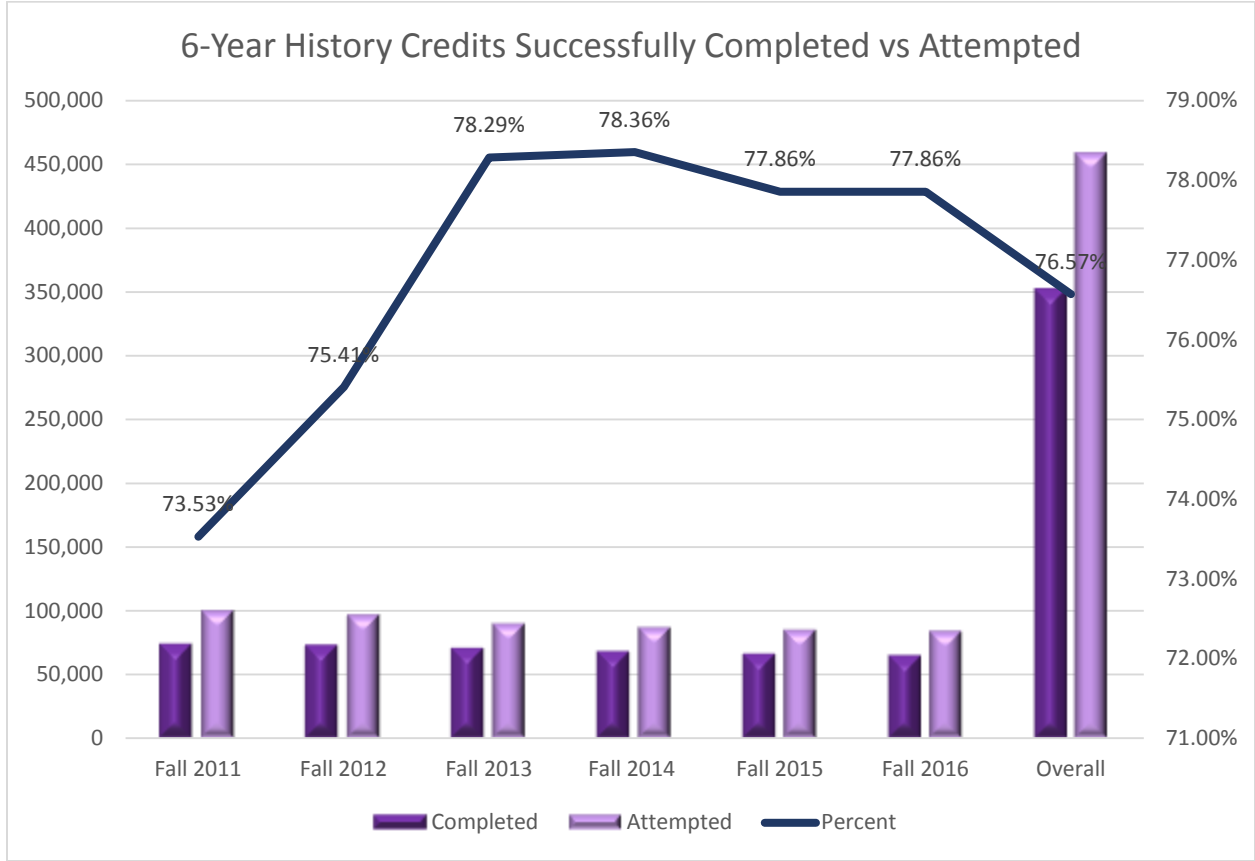
Academic Year	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
	Fall	Spring	Fall	Spring	Fall	Spring
Pre-Consolidation						
2012-2013	16.2%	16.4%	46.5%	44.3%	37.3%	39.4%
Post-Consolidation						
2013-2014	17.3%	18.3%	46.9%	45.1%	35.8%	36.6%
2014-2015	18.6%	17.9%	44.6%	44.4%	36.8%	37.7%

2015-2016	18.7%	20.6%	47.6%	43.5%	33.7%	35.8%
2016-2017	19.45%	19.66%	42.69%	39.72%	37.86%	40.63%

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.

Source: USG BOR Data Base; IR MGA

Table 7



	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Completed	73,600	72,963	70,264	67,944	65,908	64,708
Attempted	100,094	96,757	89,750	86,712	84,587	83,887
Percent	75.53%	75.41%	78.29%	78.29%	77.86%	77.86%

Data source: MGA Office of Institutional Research /BANNER

South Georgia State College

Appendix: Data Tables and Graphs

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; SGSC Banner*
 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: Gateway Mathematics Support Courses

Table C				Course Success Rates		
for MATH 0987 (Formerly MLCS 0099, Quantway, Foundations for Quantitative Reasoning) and MATH 0989				(Foundations for College Algebra)		
Fall 2015 – Spring 2017						
	MATH 0987			MATH 0989		
Term	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%
Fall 2016	18	19	48.65%	74	33	69.16%
Spring 2017	13	2	86.67%	21	16	56.76%

Source: SGSC Banner, fall 2015-spring 2017
 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 Compared			
Rates for MATH 1001: Students Required to Take MATH 0997 (Co-Requisite)				to Those in MATH 1001 (Stand Alone)			
Fall 2015 - Spring 2017							
	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%
Fall 2016	69	69	55	79.71%	110	85	77.27%
Spring 2017	39	39	36	92.31%	50	30	60.00%

Source: SGSC Banner, fall 2015-spring 2017
 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 E				Course Success Rates Compared to			
Rates for MATH 1111: Students Required to Take MATH 0999 (Co-Requisite)				Those in MATH 1111 (Stand Alone)			
Fall 2015 – Spring 2017							
	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%
Fall 2016	141	141	107	75.89%	336	254	75.60%
Spring 2017	98	98	87	88.78%	225	172	76.44%

Source: SGSC Banner, fall 2015-spring 2017
 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.

unsuccessful is defined as earning a grade of F, W, I, IP, or U.

Strategy 2: Move on When Ready (Formerly ACCEL)

Table F When Ready (MOWR) Enrollment Enrolled and/or Joint Enrolled)	Move on (formerly Dual				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Dual Enrolled/Joint Enrolled	129	96	234	280	350

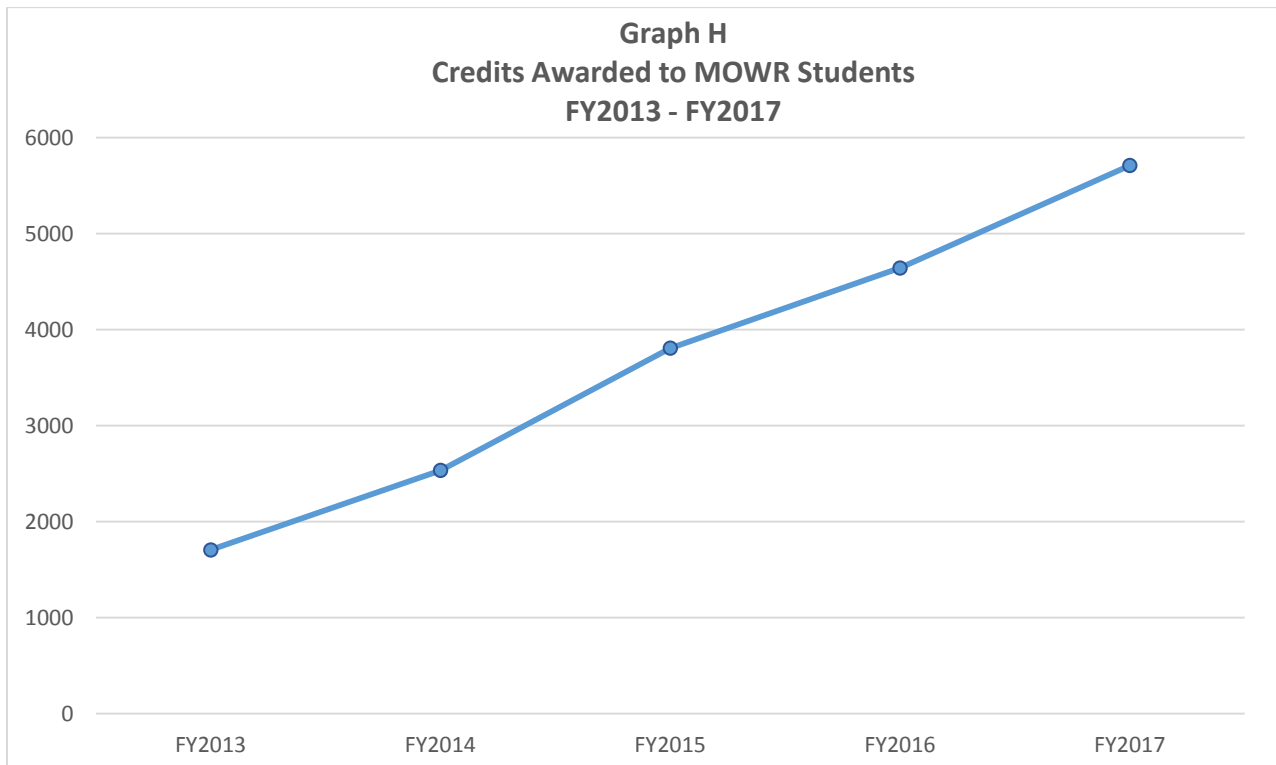
Source: USG Academic Data Collection, fall 2012-fall 2016

Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Table G to Move on When Ready (MOWR) Students (formerly Dual Enrolled and/or Joint Enrolled)	Credits Awarded				
	FY2013	FY2014	FY2015	FY2016	FY2017
Number of Credits Awarded	1706	2535	3808	4642	5710

Source: SGSC Banner, FY2012-FY2017

Note: All data prior to fall 2013 has been combined due to institutional consolidation.



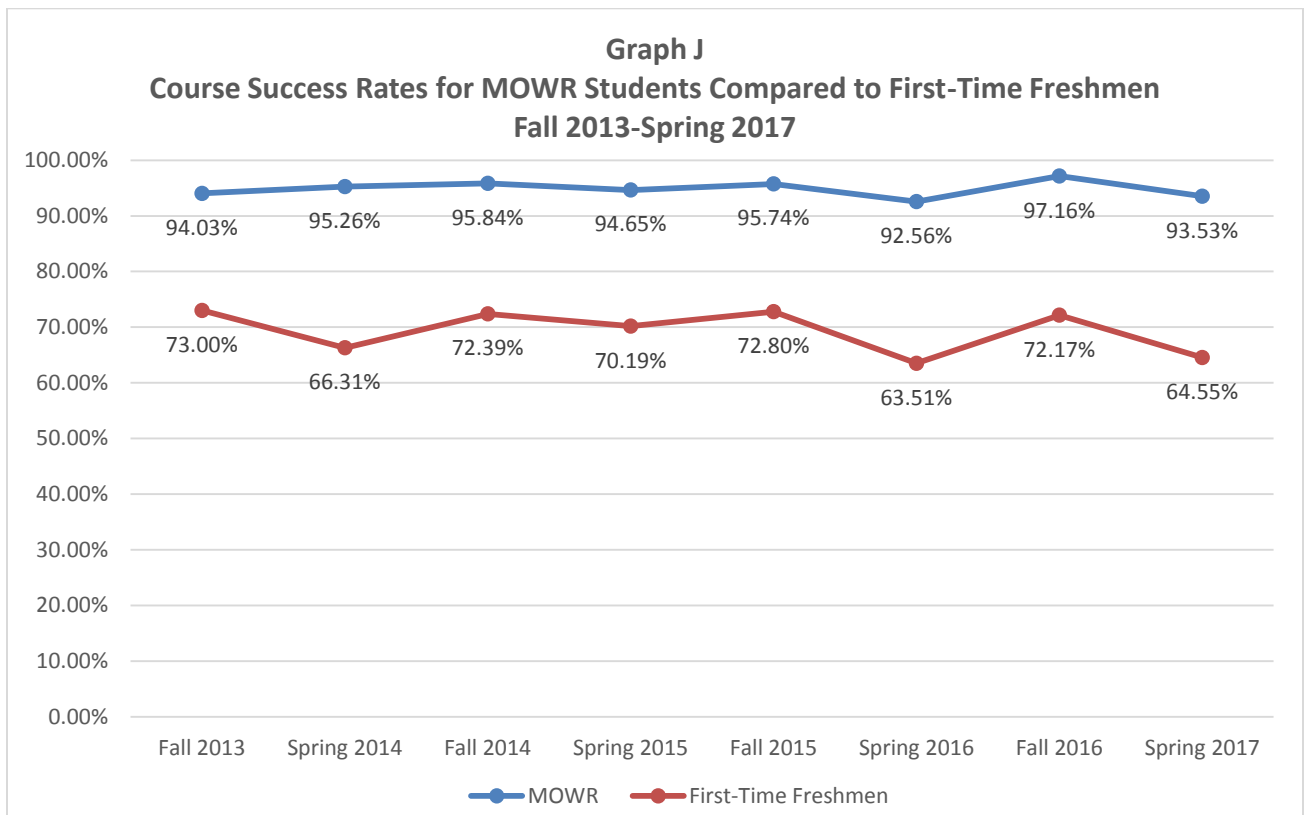
Source: SGSC Banner, FY2012-FY2017

Note: All data prior to fall 2013 has been combined due to institutional consolidation.

Table I	Grade
Distribution and Success Rates for Move on When Ready (MOWR) Students	

Fall 2013-Spring 2017									
TERM	A	B	C	D	F	W	WF	Grand Total	% Successful
Fall 2013	195	37	20	4	5	7	0	268	94.03%
Spring 2014	331	148	43	5	11	10	0	548	95.26%
Fall 2014	318	167	45	11	11	1	0	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%
Fall 2016	533	171	48	8	11	3	0	774	97.16%
Spring 2017	707	183	78	23	21	23	0	1035	93.53%
Grand Total	3381	1282	480	90	96	98	2	5429	94.73%

Source: SGSC Banner, fall 2013-spring 2017
 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.



Source: SGSC Banner, fall 2013-spring 2017
 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 K Course Success Rates for Move on When Ready (MOWR) Students Compared to First-Time Freshmen in MOWR-Approved Courses Fall 2013-Spring 2017				
	MOWR		First-Time Freshmen	
	N	Course Success Rate	N	Course Success Rate
Fall 2013	96	94.03%	963	73.00%
Spring 2014	218	95.26%	183	66.31%
Fall 2014	234	95.84%	863	72.39%
Spring 2015	346	94.65%	170	70.19%
Fall 2015	280	95.74%	956	72.80%
Spring 2016	387	92.56%	137	63.51%
Fall 2016	350	97.16%	803	72.17%
Spring 2017	430	93.53%	144	64.55%

Source: SGSC Banner, fall 2013-spring 2017
 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 L South Georgia State College Move on When Ready (MOWR) College Enrollment after High School Graduation						
Location of Enrollment	Class of 2014		Class of 2015		Class of 2016	
	N	%	N	%	N	%
South Georgia State College	59	36.65%	78	34.51%	101	38.70%
Other University System of Georgia Institution	74	45.96%	108	47.79%	104	39.85%
Other Higher Education Institution	22	13.66%	28	12.39%	32	12.26%
No Records Found	6	3.73%	12	5.31%	24	9.20%
Total	161	100.00%	226	100.00%	261	100.00%

Source: SGSC Banner and National Student Clearinghouse

Strategy 3: STEPS

Table M	Year Metrics for the Comparative Group in Comparison to STEPS Cohorts	First Academic
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	Fall 2013 Comparative First- Time Freshmen Residential Student Group	Fall 2014 STEPS Cohort (n = 45)	Fall 2015 STEPS Cohort (n = 32)	Fall 2016 STEPS Cohort (n = 55)
Fall to Spring Persistence Rate (Institutional)	87.50%	88.89%	87.50%	92.72%
Fall to Fall Retention Rate (Institutional)	48.96%	63.04%	43.75%	45.45%*
Three-Year Graduation Rate (Institutional)	7.29%	11.11%**	n/a	n/a
First Term Academic Comparison				
Average Fall Term GPA	1.85	2.12	1.99	1.96
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%	63.64%
Course Success Rate for Fall Term	67.00%	67.74%	68.42%	68.20%
Second Term Academic Comparison				
Average Spring Term GPA	1.51	2.30	1.89	1.89
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%	62.75%
Course Success Rate for Spring Term	50.13%	72.14%	60.93%	64.68%
Demographics				
Gender				
<i>Female</i>	56.25%	62.22%	56.25%	34.55%
<i>Male</i>	43.75%	37.78%	43.75%	65.45%
Race/Ethnicity				
<i>White</i>	21.88%	20.00%	37.50%	27.27%
<i>Black or African American</i>	75.00%	77.78%	50.00%	70.91%
<i>Other</i>	3.13%	2.22%	12.50%	1.82%
State of Residence				
<i>GA Resident</i>	91.67%	77.78%	71.88%	83.64%
<i>Non-GA Resident</i>	8.33%	22.22%	28.13%	16.36%
Percentage Receiving PELL in fall	86.46%	71.77%	68.75%	69.09%
Avg High School GPA	2.39	2.38	2.22	2.39
Avg Age for fall	19	19	19	18

Source: SGSC Banner, fall 2013-fall 2016

Note: (1) Fall 2013 comparative group is comprised of first-time freshmen residential students who had either a high school GPA of less than or equal to 2.5 or enrolled in at least one learning support class. The total comparison group included 96 students for the fall semester. (2) Course success rates are defined as the sum of A, B, C, and S divided by the total of A, B, C, D, F, S, U, W, and WF. (3) The asterisk (*) for fall 2016 cohort represents preliminary retention as of 5/18/17. Final retention cannot be completed until fall 2017 term has begun. (4) The double asterisks (**) for fall 2014 cohort represents preliminary graduation rates as of 5/19/17. Final graduation rates cannot be completed until the end of summer 2017.

Strategy 4: Academic Advising

Table N	Full-Time Degree-Seeking Freshmen One-Year Retention Rates	First-Time
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	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
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%
Fall 2015	910	409	44.95%	591	64.95%

Source: USG ADC Census; USG Retention Rate Reports

Table O 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	613	24.11%

Source: USG ADC Census

Table P 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%
Fall 2014	665	327	49.17%
Fall 2015	734	369	50.27%
Fall 2016	614	287	46.74%

Source: SGSC Banner, fall 2013-fall 2016

Table Q Time Associates Degree-Seeking Freshmen Graduation Rates		First-Time Full- Three Year
	Institution-Specific Rate for SGSC	System-Wide Rate for SGSC

	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
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%
Fall 2013 Cohort	878	105	11.96%	108	12.30%

Source: USG ADC Census; USG Graduation Rate Reports

Table R	Degrees				
	Conferred by Degree Offered				
	FY2013	FY2014	FY2015	FY2016	FY2017*
Associate Degree	262	178	239	236	210
Career Associate	63	66	70	65	60
Bachelors	-	22	33	25	33
Total	325	266	342	326	303

Source: USG ADC Census; USG Degrees Conferred Reports

Note: The asterisk (*) for FY2017 represents preliminary degrees conferred as of 5/30/17. Final FY2017 data will not be available until mid-summer.

Table S					
Average Credit Hours Earned at Graduation by Degree Conferred					
	FY2013	FY2014	FY2015	FY2016	FY2017*
Associate of Arts in Core Curriculum					
Overall Credit Hours Earned	73.61	72.41	71.87	71.52	71.78

Institutional Hours Earned	65.66	64.45	66.65	65.25	65.06
Transfer Hours Earned	16.85	19.79	13.47	13.91	17.93
Associate of Science in Core Curriculum					
Overall Credit Hours Earned	73.71	73.44	75.29	73.13	73.58
Institutional Hours Earned	68.07	69.78	69.18	67.05	67.88
Transfer Hours Earned	18.01	15.24	20.08	13.74	12.98
Associate of Science in Nursing					
Overall Credit Hours Earned	96.01	95.99	97.98	100.33	95.25
Institutional Hours Earned	82.09	80.15	83.73	85.08	85.18
Transfer Hours Earned	32.46	40.22	32.19	26.8	23.23
Bachelor of Science in Nursing					
Overall Credit Hours Earned	-	150.97	145.30	143.01	137.60
Institutional Hours Earned	-	135.12	131.83	124.40	113.49
Transfer Hours Earned	-	27.17	20.20	28.64	34.83
Bachelor of Science in Biological Sciences					
Overall Credit Hours Earned	-	-	-	135.00	143.67
Institutional Hours Earned	-	-	-	134.20	129.00
Transfer Hours Earned	-	-	-	2.00	14.67

Source: SGSC Banner, FY2013-FY2017

Note: (1) All data prior to fall 2013 has been combined due to consolidation. (2) The asterisk (*) for FY2017 represents preliminary degrees conferred as of 6/13/17. Final FY2017 data will not be available until mid-summer.

Strategy 5: Gateway to Completion

Source: USG ADC Census, SGSC Banner

Table T	
2014-2015 G2C Baseline Data for BIOL 2107K	
Overall DFWI Rate	44.2%
DFWI Rate by Cohort	
<i>Development Ed.</i>	54.8%
<i>First Year</i>	51.3%
<i>Second Year</i>	33.8%
<i>Other Undergrad</i>	29.4%
DFWI Rates by Method of Instruction Delivery	
<i>Face-to-Face</i>	44.2%
<i>Blended</i>	0.0%
<i>Online</i>	0.0%
DFWI Rates by Gender	
<i>Male</i>	54.3%
<i>Female</i>	38.2%
DFWI Rates by Full-time or Part-Time Status	
<i>Full-Time</i>	46.8%
<i>Part-Time</i>	36.1%
DFWI Rates by Age	
<i>Age 22 and under</i>	44.4%
<i>Age 23-30</i>	48.0%
<i>Age 31-40</i>	35.7%
<i>Age 41 and older</i>	40.0%
DFWI Rates by Race/Ethnicity	
<i>Nonresident alien</i>	0.0%
<i>Hispanic or Latino</i>	50.0%
<i>American Indian or Alaska Native</i>	0.0%
<i>Asian</i>	33.3%
<i>Black or African American</i>	64.4%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%
<i>White</i>	35.6%
<i>Two or More Races</i>	0.0%
DFWI Rates by Pell Eligibility and First-Generation Status	
<i>Pell Eligible Students</i>	49.4%
<i>Not Pell Eligible Students</i>	36.1%
<i>First Generation College Students</i>	41.7%
<i>Not First Generation College Students</i>	44.8%

Strategy 6: QEP – Undergraduate Research

Table U									
SLO 4b: Identify the research objectives									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	0	11	10	1	22	11	50.00%	11	50.00%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

Table V									
SLO 4c: Identify the hypothesis relationship to the research question									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	3	13	6	1	23	16	69.57%	7	30.43%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

Table W									
SLO 4d: Identify the hypothesis relationship to the literature review									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	2	12	9	0	23	14	60.87%	9	39.13%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

Table X									
SLO 5a: Determine the tools available for their research									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	0	14	9	0	23	14	60.87%	9	39.13%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

Table Y									
SLO 5c: Identify which plan or methodology is most appropriate to their research question or hypothesis									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	0	13	10	0	23	13	56.52%	10	43.48%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

Table Z									
SLO 5d: Identify the population from which their sample will be selected									
	Poor (1)	Marginal (2)	Good (3)	Excellent (4)	N Assessed	N Achieving Poor or Marginal	% Achieving Poor or Marginal	N Achieving Good or Excellent	% Achieving Good or Excellent
Summer 2016	0	14	9	0	23	14	60.87%	9	39.13%

Source: SGSC QEP Rubric/Assessment Committee, 2015-2016

University of North Georgia

Appendix A: The Right Way to Go and Graduate



The Right Way to **PAY**

- Apply for Scholarships
- Complete Your FAFSA by June 30
<http://fafsa.ed.gov>
- Only borrow what you need
- Talk to your advisor **before dropping** a class in order to prevent loss of Financial Aid.
- Visit the UNG Money Management Center or budgeting and borrowing tips!



The Right Way to **GET ADVISED**



- Check UNG email account daily
- Develop a relationship with your **ACADEMIC ADVISOR** in your first two months at UNG
- Utilize the UNG Advising Tools
- Ask questions to ensure goal achievement and on-time completion
- Familiarize yourself with UNG lingo
<http://ung.edu/orientation-transition-programs/resources/terms-to-know>

The Right Way to **ENGAGE**

- Get to know the people in your class and engage in **STUDY GROUPS**
- Participate in internships
- Go to your professor's office hours
- Join a club or organization to connect with others who will support you
- Conduct undergraduate research with your professors



The Right **15 CREDIT HOURS**



- Take 15 credit hours **every semester** to ensure on-time graduation and cost savings
- Discuss implications of change of major with your advisor
- Combine AP, work experience, military and CLEP credits, online coursework, and summer option to reach your 15 hours
- Develop a Plan of Study with your advisor and update it regularly

The Right Way to **A PROMISING CAREER**

- Visit Career Services to learn more about career exploration and preparation.
- Seek out **INTERNSHIPS** and job shadow experiences
- Complete a self assessment to learn about college majors and careers that you will find meaningful
- Learn about attributes that employers expect from recent college graduates
- Get help with development and interviewing

Appendix B: Math Department Pass Rates by Campus

Fall 2016: Gainesville Campus

Course Title	*Tutoring Lab % pass rate	**Non-Lab % pass rate	% difference
Brief Calculus	83%	67%	16%
Calculus I	64%	46%	17%
Calculus II	65%	46%	19%
Calculus III	85%	60%	25%
College Algebra	62%	54%	8%
Differential Equations	100%	79%	21%
Elementary Statistics	63%	63%	0%
Found for College Algebra	58%	59%	-1%
Found Quantitative Reasoning	75%	74%	1%
Intro to Abstract Algebra I	100%	86%	14%
Intro to Discrete Mathematics	100%	81%	19%
Intro to Linear Algebra	100%	100%	0%
Intro to Mathematical Proof	100%	50%	50%
Precalculus	62%	65%	-3%
Quantitative Skills & Reason	80%	77%	3%

Spring 2017: Gainesville Campus

Course	Tutoring Lab % pass rate	Non-Lab pass rate	% difference
Brief Calculus	76%	61%	15%
Calculus I	64%	48%	16%
Calculus II	77%	63%	15%
Calculus III	90%	70%	20%
College Algebra	61%	53%	8%
Differential Equations	89%	87%	2%
Elementary Statistics	76%	70%	6%
Found for College Algebra	50%	45%	5%
Found Quantitative Reasoning	50%	71%	-21%
Intro to Discrete Mathematics	100%	90%	10%
Intro to Linear Algebra	75%	71%	4%
Intro to Real Analysis I	100%	67%	33%
Precalculus	71%	57%	14%
Quantitative Skills & Reason	80%	60%	20%

Fall 2016: Oconee Campus

Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
Calculus I	80%	56%	24%
Calculus II	40%	22%	18%
College Algebra	54%	60%	-6%
Elementary Statistics	78%	72%	6%
Found for College Algebra	61%	50%	11%
Precalculus	70%	67%	3%
Quantitative Skills & Reason	45%	48%	-3%

Spring 2017: Oconee Campus

Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
Calculus I	50%	42%	8%
Calculus II	75%	59%	16%
College Algebra	70%	55%	15%
Elementary Statistics	86%	73%	13%
Found for College Algebra	67%	33%	33%
Precalculus	72%	66%	6%
Quantitative Skills & Reason	43%	44%	-2%

Appendix C: English Pass Rates by Campus

Fall 2016: Gainesville Campus				
	Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
	Advanced English Grammar	100%	82%	18%
	African American Literature	50%	76%	-26%
	American Literature II	100%	89%	11%
ENGL2121	British Literature I	100%	86%	14%
ENGL2122	British Literature II	100%	86%	14%
ENGL1102	Composition II	95%	82%	13%
ENGL1101	English Composition I	90%	76%	14%
	English Lit of Victorian Era	100%	76%	24%
	Foundations for English Comp	67%	46%	20%
	Immigrant Literature	100%	44%	56%
	Intermediate Composition	100%	57%	43%
	Intro to Fiction Writing	100%	92%	8%
	Intro to Literary Studies	100%	67%	33%
	Literature and Film	100%	83%	17%
	Magazine Production I	100%	88%	13%
	Multicultural American Lit	100%	84%	16%
	Southern Literature	100%	88%	13%
ENGL0999	Support English Composition	100%	71%	29%
ENGL2111	World Literature I	100%	85%	15%
ENGL2112	World Literature II	100%	90%	10%
Spring 2017: Gainesville Campus				
	Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
	American Literature I	83%	84%	-1%
	American Literature II	100%	87%	13%
	American Modernism	100%	80%	20%
ENGL2121	British Literature I	75%	52%	23%
ENGL2122	British Literature II	100%	65%	35%
ENGL1102	Composition II	91%	79%	12%
ENGL1101	English Composition I	85%	65%	20%
	Foundations for English Comp	29%	20%	9%
	Honors English Composition II	100%	100%	0%

	Honors World Literature II	100%	86%	14%
	Intermediate Composition	100%	55%	45%
	Literature and Film	75%	86%	-11%
	Multicultural American Lit	100%	70%	30%
	Poetry Writing Workshop	100%	100%	0%
	Senior Seminar in English	100%	80%	20%
	Standard English Grammar	100%	86%	14%
ENGL0999	Support English Composition	100%	63%	37%
ENGL2111	World Literature I	100%	78%	22%
ENGL2112	World Literature II	100%	77%	23%

Fall 2016: Oconee Campus

	Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
	African American Literature	75%	70%	5%
	American Literature I	100%	74%	26%
	American Literature II	100%	78%	22%
	British Literature II	100%	76%	24%
ENGL1102	Composition II	92%	70%	21%
ENGL1101	English Composition I	84%	77%	7%
	Foundations for English Comp	40%	69%	-29%
	Honors American Literature II	n/a	100%	n/a
	Honors English Composition I	100%	100%	0%
	Multicultural American Lit	100%	71%	29%
	Standard English Grammar	100%	54%	46%
ENGL0999	Support English Composition	75%	72%	3%
	World Literature I	100%	58%	42%
	World Literature II	57%	84%	-27%

Spring 2017: Oconee Campus

	Course	Tutoring Lab % pass rate	Non-Lab % pass rate	% difference
	African American Literature	n/a	63%	n/a
	American Literature I	n/a	65%	n/a
	American Literature II	100%	71%	29%
	British Literature I	100%	84%	16%
	British Literature II	n/a	91%	n/a
ENGL1102	Composition II	98%	78%	20%
ENGL1101	English Composition I	86%	65%	20%

	Foundations for English Comp	100%	33%	67%
	Honors English Composition II	100%	100%	0%
	Multicultural American Lit	100%	50%	50%
ENGL0999	Support English Composition	n/a	54%	n/a
	World Literature II	100%	71%	29%

University of West Georgia

APPENDIX

Table 1. Credits Successfully Completed in the First Year, Fall 2012-Fall 2016*

ENTERING COHORT						
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
All Entering Freshmen**		2,070	2,237	2,205	2,410	2,375
Between 15 and 29 credit hours	N	1,264	1,316	1,233	1,412	1,406
successfully completed***	%	61.1%	58.8%	55.9%	58.6%	59.2%
30 or more credit hours	N	237	339	430	439	437
successfully completed***	%	11.4%	15.2%	19.5%	18.2%	18.4%

*The "First Year" in Table 1 is defined as only Fall and Spring each year, 2012-2013 through 2016-2017. Many students enroll in the summer in order to earn 30+ hours their first year.

**The numbers of All Entering Freshman are determined using IPEDS methodology, with the exception that both full-time and part-time entering students are included in Table 1, 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 2012 entering cohort includes courses taken in Fall 2012 and Spring 2013). NOTE: UWG does not use the grade of P (passing).

Table 2. First Year Retention (Freshman to Sophomore)

ENTERING COHORT						
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First Year	N	1924	2012	2198	2167	2343
Second Year	N	1367	1444	1629	1572	1695
Retention Rate	%	71.05%	71.77%	74.11%	72.54%	72.34%

Table 3. Progression (Sophomore to Junior)

ENTERING COHORT						
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
First Year	N	1844	1924	2012	2198	2167
Second Year	N	1359	1367	1444	1629	1572
Third Year	N	1062	1078	1147	1300	1255
Progression Rate	%	57.59%	56.03%	57.01%	59.14%	57.91%

Table 4. Retention, Progression, and Graduation Rates (with Mean SAT Scores and HSGPA)

		Entered Fall 2009	Entered Fall 2010	Entered Fall 2011	Entered Fall 2012	Entered Fall 2013	Entered Fall 2014	Entered Fall 2015
<i>MEAN</i>	<i>SATCR</i>	503	496	500	487	486	485	486
	<i>SATM</i>	496	490	494	479	477	473	470
	<i>SATW</i>	482	479	476	469	471	464	467
	<i>HSGPA</i>	3.04	3.07	3.07	3.09	3.12	3.14	3.16
1st Year	N=	1909	1844	1924	2012	2198	2167	2343
2nd Year	Fall	1397	1359	1367	1444	1629	1572	1695
		73.18%	73.70%	71.05%	71.77%	74.11%	72.54%	72.34%
3rd Year	Fall	1100	1062	1078	1147	1300	1255	
		57.62%	57.59%	56.03%	57.01%	59.14%	57.91%	
4th Year	Fall	924	893	955	1004	1138		
		48.40%	48.43%	49.64%	49.90%	51.77%		
5th Year	Fall	572	560	599	570			
		29.96%	30.37%	31.13%	28.33%			
6thYear	Fall	219	227	222				
		11.47%	12.31%	11.54%				
Graduation	N=	298	309	293	392	468		
Rate	4 yr	15.61%	16.76%	15.23%	19.48%	21.29%		
	N=	628	624	649	746			
	5 yr	32.90%	33.84%	33.73%	37.08%			
	N=	744	760	778				
	6 yr	38.97%	41.21%	40.44%				

Valdosta State University

Appendix

First-Time, Full-Time Degree Seeking Undergraduate Students Enrolled					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Adult	25	24	22	24	19
American Indian or Alaska Native	2	2	1	2	1
Asian	28	19	38	29	31
Black or African American	776	668	602	529	589
Female	1,161	1,005	945	851	938
First Generation	NA	NA	NA	151	180
Full-time	1,935	1,688	1,585	1,410	1,491
Hispanic or Latino	106	96	98	93	102
Male	811	717	677	591	593
Military	NA	NA	11	55	95
More than one race	68	72	61	69	69
Native Hawaiian/Other pacific Islander	3	0	3	2	0
Part-Time	37	34	37	32	40
PELL Recipients	932	832	759	691	NA
Unknown Race	11	12	15	9	5
White	978	853	804	709	734
Total	1,972	1,722	1,622	1,442	1,531

Entering Fall Cohort Retention and Progression					
Entering Fall Cohort	Total Beginning Cohort	1 Year	2 Year	3 Year	4 Year
2011	2,210	67.3	51.4	45.0	42.0
2012	1,920	68.9	56.3	50.0	47.6
2013	1,675	70.5	55.0	47.9	
2014	1,574	69.8	54.8		
2015	1,394	70.9			
2016	1,529	68.1			

Credit Hours Earned Undergraduate, Degree-seeking Students							
Academic year	less than 24 credits		24-29 credits		30 or more credits		Total degree-seeking undergraduates
	2011-2012	3,002	34%	3,267	37%	2,643	
2012-2013	2,664	31%	3,099	37%	2,719	32%	8,482
2013-2014	2,524	31%	2,968	37%	2,583	32%	8,075
2014-2015	2,432	32%	2,814	37%	2,458	32%	7,704
2015-2016	2,295	32%	2,557	35%	2,353	33%	7,205

Average Credit Hours at Graduation		
Fiscal Year	Associate's Degree recipients	Bachelor's Degree recipients
2011	90.36	136.70
2012	100.31	137.57
2013	99.09	138.19
2014	103.93	136.66
2015	95.85	136.01
2016	97.17	136.00