

SOUTH GEORGIA STATE COLLEGE

APPENDICES

Appendix: Data Tables and Graphs

SGSC Enrollment Demographics

Table A										
Enrollment and Demographic Trends										
	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,648	100.00	2,542	100.00	2,540	100.00	2,482	100.00	2,346	100.00
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	1,828	69.03%	1,638	64.44%	1,651	65.00%	1,580	63.66%	1,476	62.92%
Part-Time	820	30.97%	904	35.56%	889	35.00%	902	36.34%	870	37.08%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,678	63.37%	1,616	63.57%	1,636	64.41%	1,612	64.95%	1,566	66.75%
Male	970	36.63%	926	36.43%	904	35.59%	870	35.05%	780	33.25%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	170	6.42%	161	6.33%	162	6.38%	171	6.89%	196	8.35%
American Indian, Alaskan Native, Pacific Islander, or Asian	36	1.36%	42	1.65%	37	1.46%	30	1.21%	31	1.32%
Black or African American	832	31.42%	769	30.25%	772	30.39%	747	30.10%	674	28.73%
White	1,556	58.76%	1,514	59.56%	1,523	59.96%	1,478	59.55%	1,394	59.42%
Two or More Races	31	1.17%	36	1.42%	34	1.34%	40	1.61%	31	1.32%
Race Unknown	23	0.87%	20	0.79%	12	0.47%	16	0.64%	20	0.85%

Source: USG Semester Enrollment Reports/USG ADM Census; SGSC Banner

**Table B
Underserved Enrollment Trends**

	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	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	1,457	55.02%	61.53%	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%	61.15%	1,266	53.96%	63.30%
% First Generation	706	26.66%	29.81%	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%	27.59%	551	23.49%	27.55%
% Adult Learner	394	14.88%	16.64%	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%	18.03%	378	16.11%	18.90%

Source: USG ADM Census; SGSC Banner

Strategy/Activity: STEPS

Table C							
First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts							
	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 2017 STEPS Cohort (n = 38)	Fall 2018 STEPS Cohort (n = 94)	Fall 2019 STEPS Cohort (n = 44)
Fall to Spring Persistence Rate (Institutional)	87.50%	88.89%	87.50%	92.72%	89.47%	84.04%	86.36%
Fall to Fall Retention Rate (Institutional)	48.96%	63.04%	43.75%	60.00%	34.21%	38.30%	47.73%
Three-Year Graduation Rate (Institutional)	7.29%	11.11%	12.50%	7.27%	21.05%	n/a	n/a
Fall to Fall Transfer Rate	19.79%	11.11%	21.88%	7.89%	31.58%	11.70%	n/a
First Term Academic Comparison							
Average Fall Term GPA	1.85	2.12	1.99	1.96	1.64	1.49	1.78
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%	71.88%	63.64%	65.79%	38.30%	59.09%
Course Success Rate for Fall Term	67.00%	67.74%	68.42%	68.20%	55.93%	52.66%	62.85%
Second Term Academic Comparison							
Average Spring Term GPA	1.51	2.30	1.89	1.89	1.83	1.41	2.16
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%	60.71%	62.75%	55.88%	32.98%	56.82%
Course Success Rate for Spring Term	50.13%	72.14%	60.93%	64.68%	62.37%	47.60%	69.27%
Demographics							
<i>Gender</i>							
<i>Female</i>	56.25%	62.22%	56.25%	34.55%	31.58%	50.00%	47.73%
<i>Male</i>	43.75%	37.78%	43.75%	65.45%	68.42%	50.00%	52.57%
<i>Race/Ethnicity</i>							
<i>White</i>	21.88%	20.00%	37.50%	27.27%	34.21%	27.66%	15.91%
<i>Black or African American</i>	75.00%	77.78%	50.00%	70.91%	60.53%	60.64%	75.00%

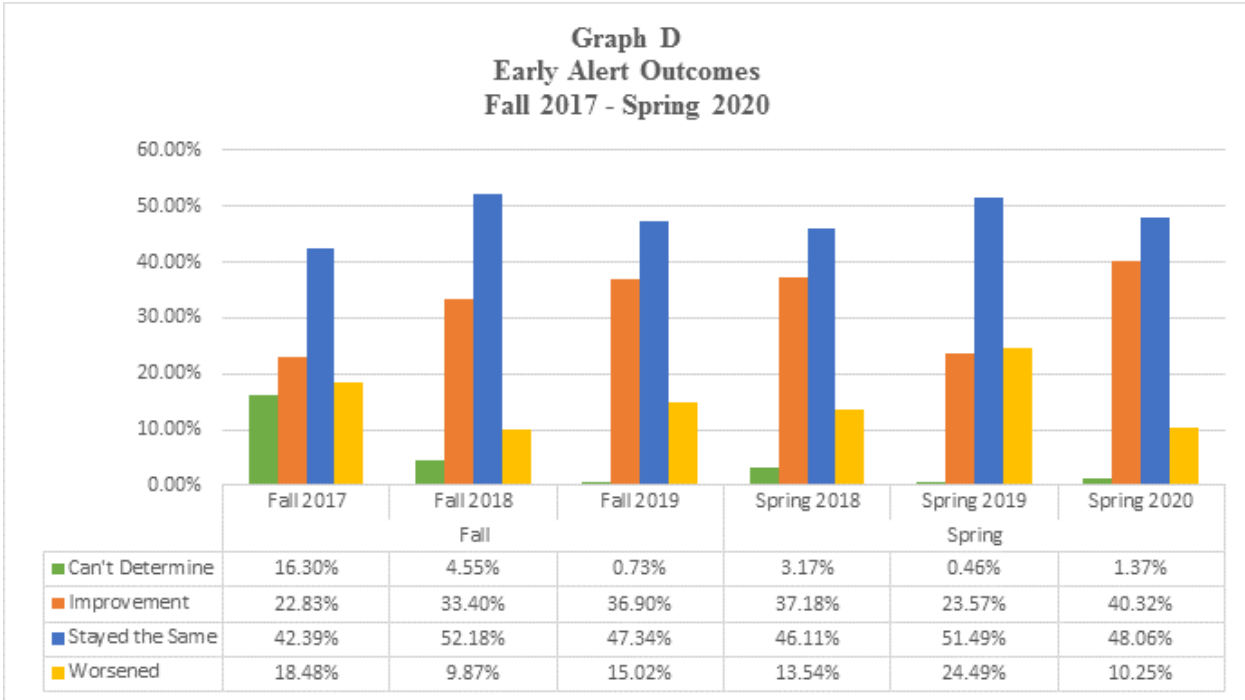
Table C
First Academic Year Metrics for the Comparative Group in Comparison to STEPS Cohorts

	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 2017 STEPS Cohort (n = 38)	Fall 2018 STEPS Cohort (n = 94)	Fall 2019 STEPS Cohort (n = 44)
<i>Other</i>	3.13%	2.22%	12.50%	1.82%	5.26%	11.70%	9.09%
<i>State of Residence</i>							
<i>GA Resident</i>	91.67%	77.78%	71.88%	83.64%	65.79%	80.85%	86.36%
<i>Non-GA Resident</i>	8.33%	22.22%	28.13%	16.36%	34.21%	19.15%	13.64%
<i>Other Characteristics</i>							
Percentage Receiving PELL in fall	86.46%	71.77%	68.75%	69.09%	63.16%	74.47%	79.55%
Avg High School GPA	2.39	2.38	2.22	2.39	2.33	2.53	2.63
Avg Age for Fall	19	19	19	18	19	19	19

Source: SGSC Banner

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 (*) represents the first spring cohort of STEPS. Note that the performance of this group was impacted by COVID-19 in the spring 2020 semester.

Strategy/Activity: Early Alert Program



Source: SGSC Banner

Note: (1) The asterisk (*) above indicates the pilot year for the early alert program. (2) The above categories can be defined as the following: (a) “Can’t Determine” represents students alerted and neither an estimated grade or mid-term grade. Only a final grade was reported for the student and a conclusion about improvement could not be determined, (b) “Improvement” represents students alerted and the final grade was an increase of at least one letter grade compared to the estimated grade or mid-term grade, (c) “Stayed the Same” represents students alerted in the program and the final grade was unchanged compared to the estimated grade or mid-term grade, and (d) “Worsened” represents students alerted in the program and the final grade was a decrease of at least one letter grade compared to the estimated grade or mid-term grade.

Term	N Flagged for Early Alert	Total Student Population	% of Student Population
Fall 2017	177	2,540	6.97
Fall 2018	431	2,482	17.37
Fall 2019	757	2,346	32.27

Source: SGSC Banner

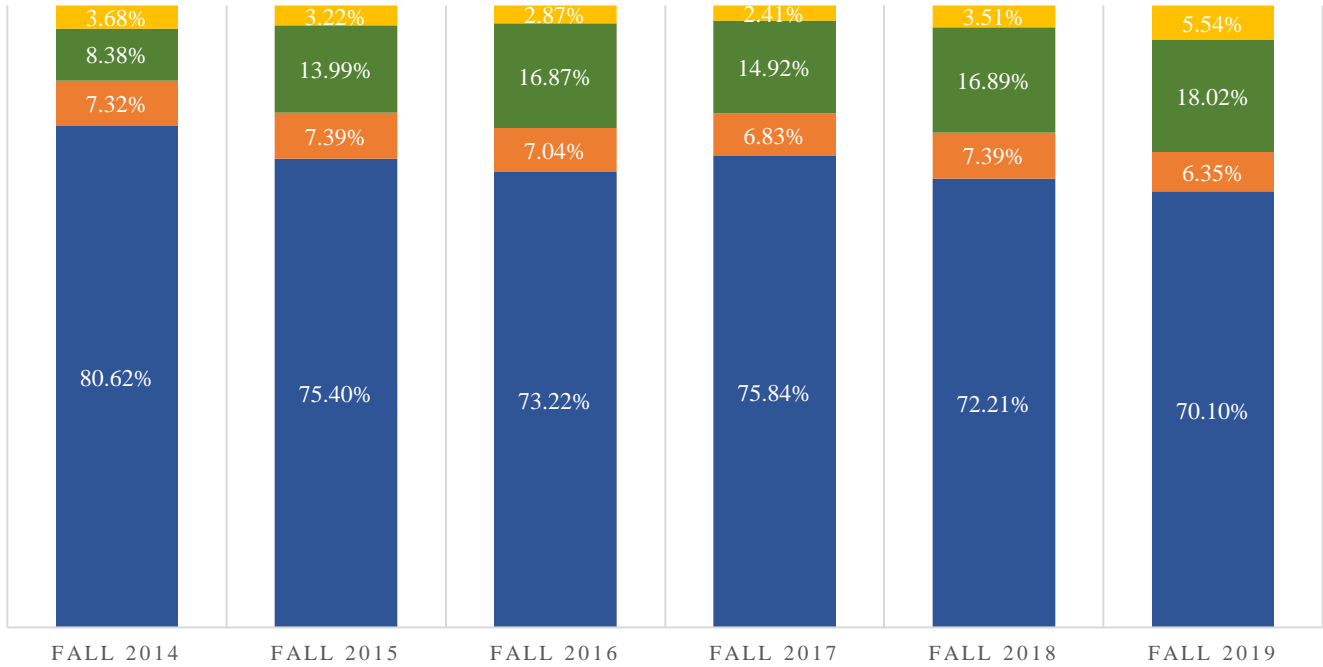
Table F								
Students Passing or Failing at Mid-Term and Final Outcome								
	N Passing at MT	N Passing at Final	% Passing at Final	N Failing at MT	N Passing at Final	% Passing at Final	N Can't Determine	Total Alerts
Fall 2017	42	27	64.29%	84	18	21.43%	58	184
Spring 2018	142	128	90.14%	176	65	36.93%	29	347
Fall 2018	191	174	91.10%	271	66	24.35%	65	527
Spring 2019	230	198	86.09%	199	46	23.12%	8	437
Fall 2019	283	240	84.81%	648	160	24.69%	161	1092
Spring 2020	340	319	93.82%	514	191	37.16%	22	876

Source: SGSC Banner

Strategy/Activity: Tutoring

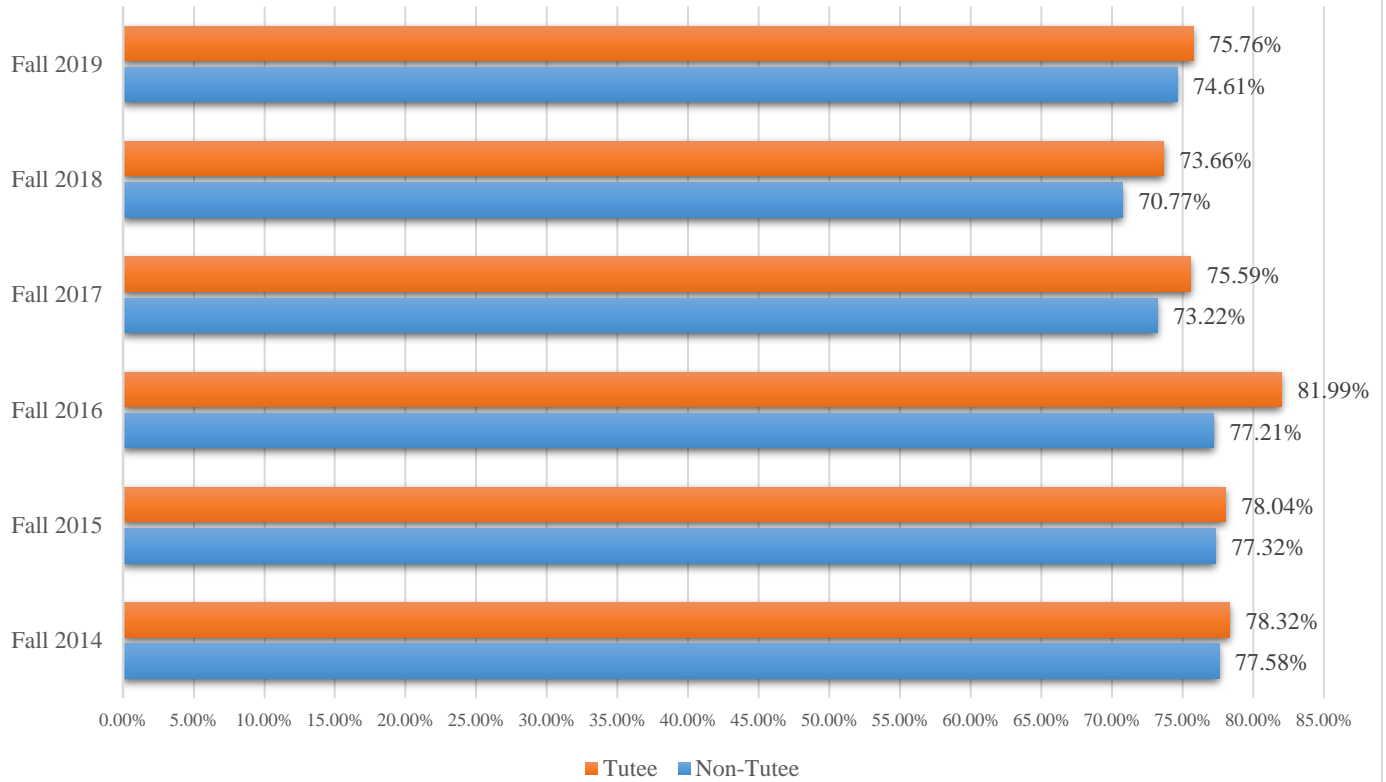
**GRAPH G
RESIDENTIAL STATUS FOR NON-TUTEE VS. TUTEE**

■ Non-Tutee Commuter ■ Non-Tutee Residential ■ Tutee Commuter ■ Tutee Residential



Source: SGSC Banner; TutorTrac; Tutor.com

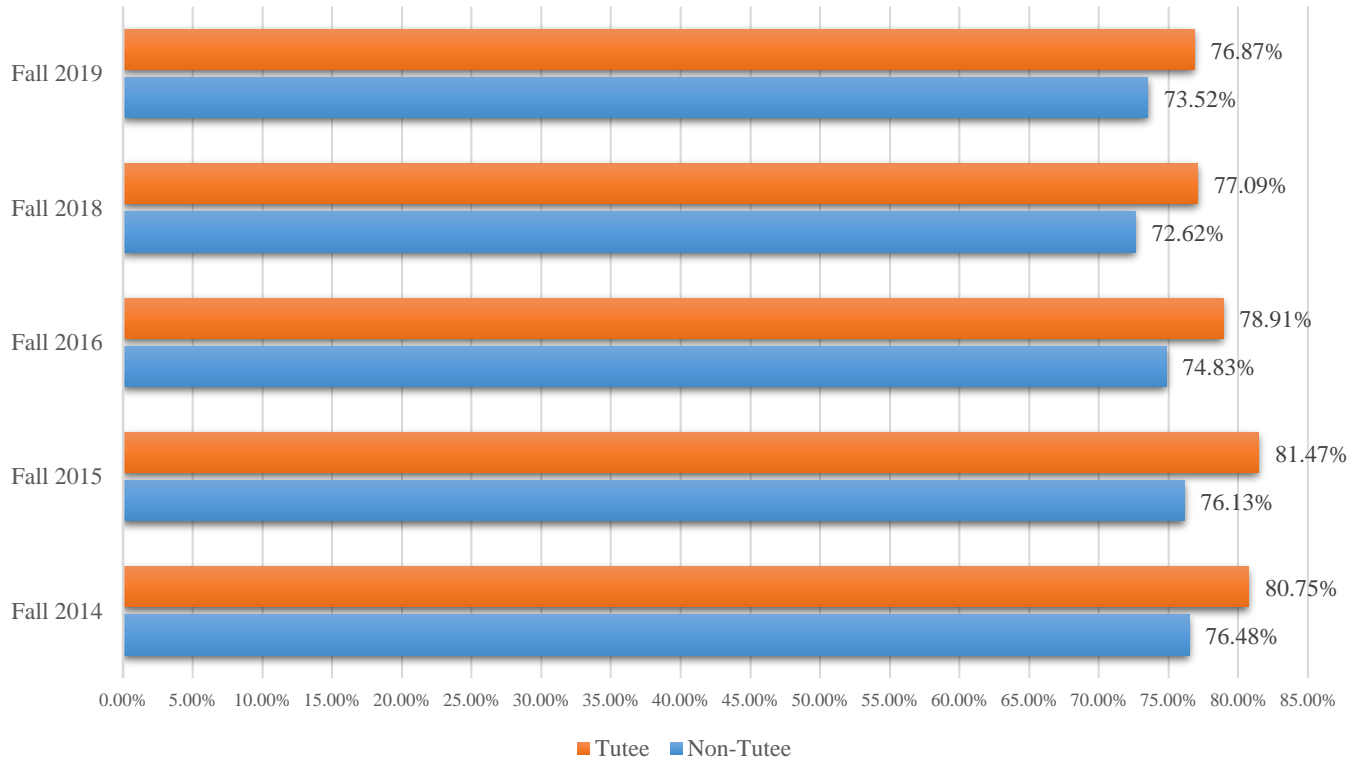
Graph H
Mid-Term Grade Course Success Rates Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF. (2) Mid-term grades are not required to be reported; the data above represents only grades submitted at mid-term.

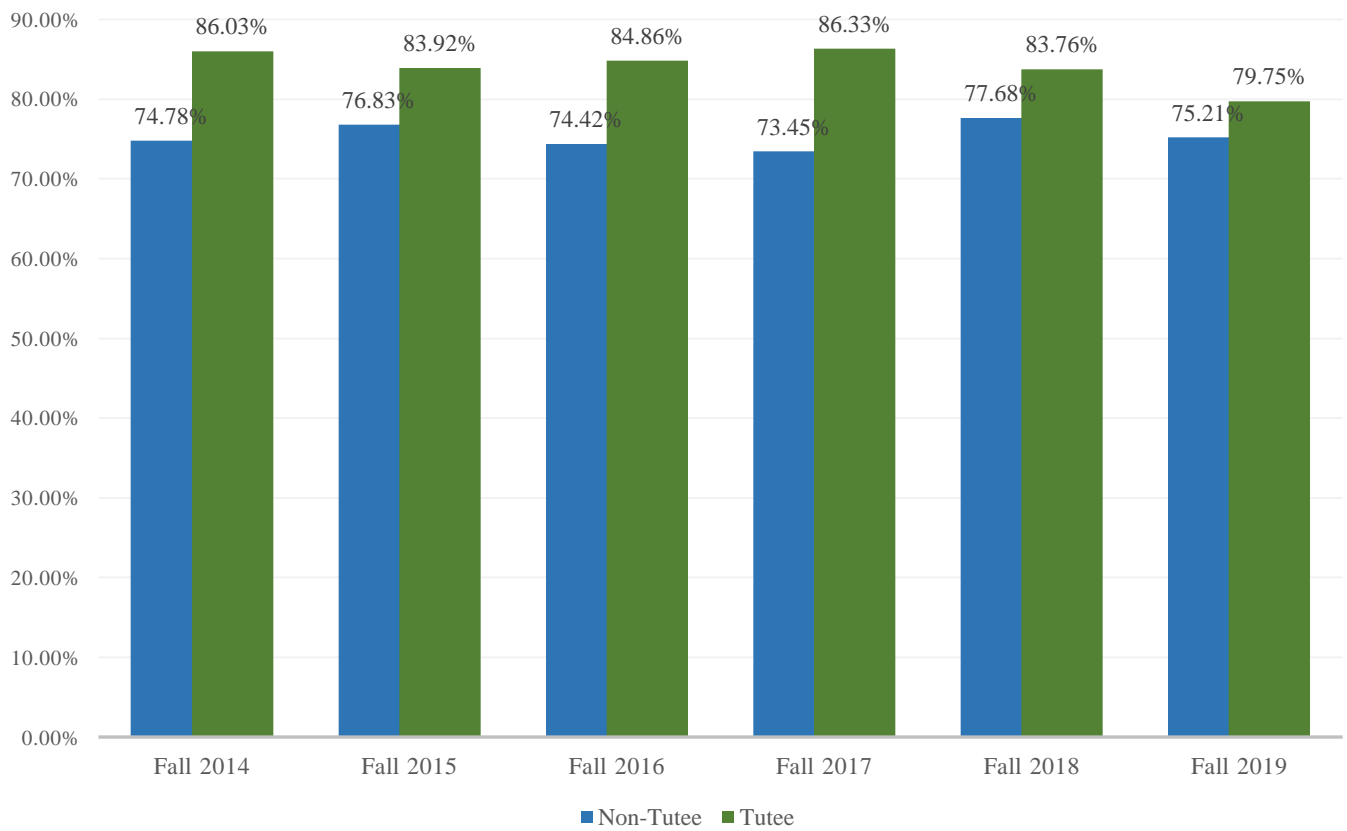
Graph I
Final Grade Course Success Rates Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

Note: (1) Course success rates is defined as the sum of A, B, C, or S divided by the total sum of A, B, C, D, F, S, U, W, and WF.

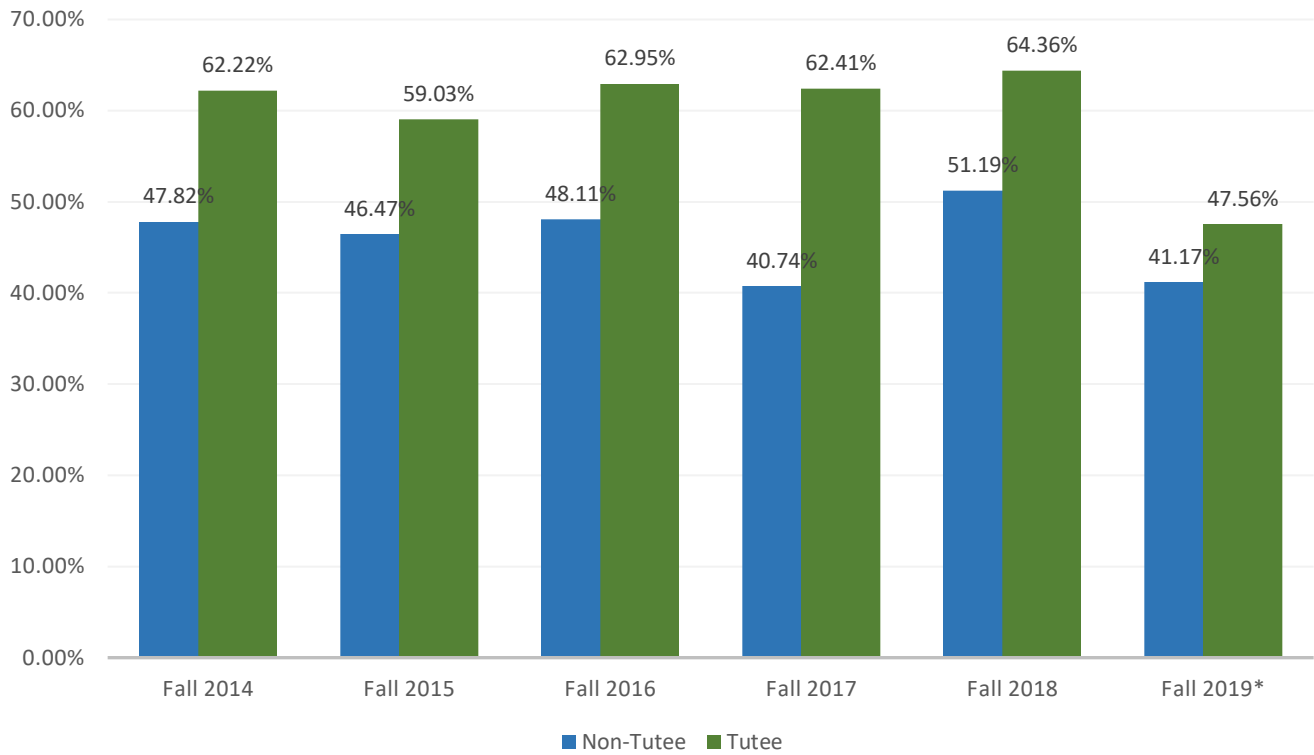
Graph J
Fall to Spring Persistence Rates Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

Note: Persistence rates can be defined as students enrolled in the fall term and enrolled in the subsequent term or graduated in the fall term prior to the subsequent term.

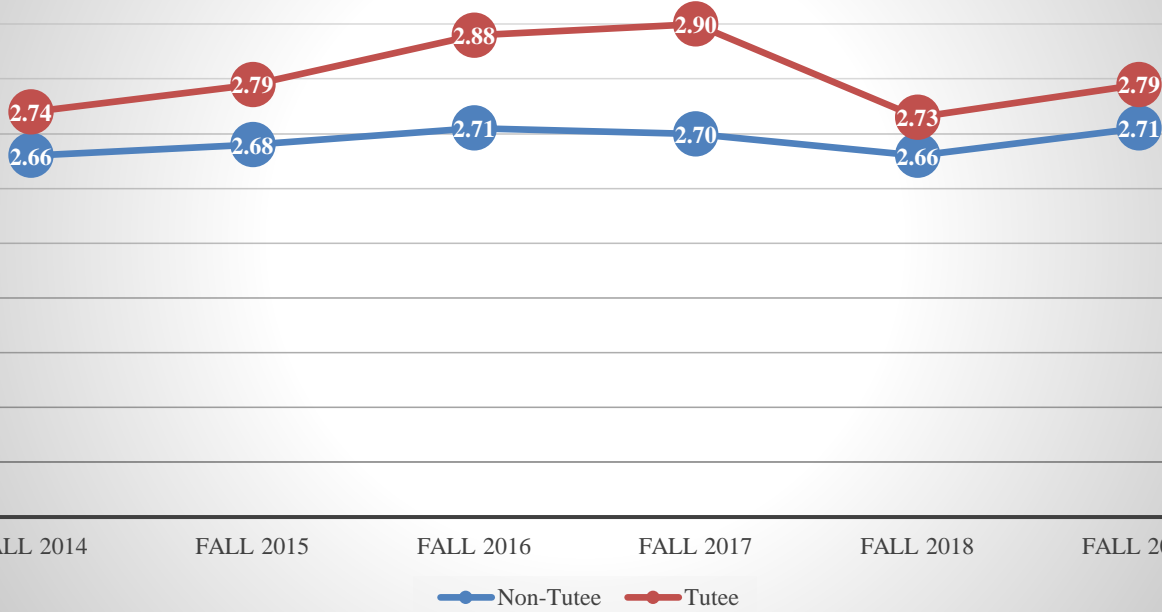
Graph K
Fall to Fall Retention Rate Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

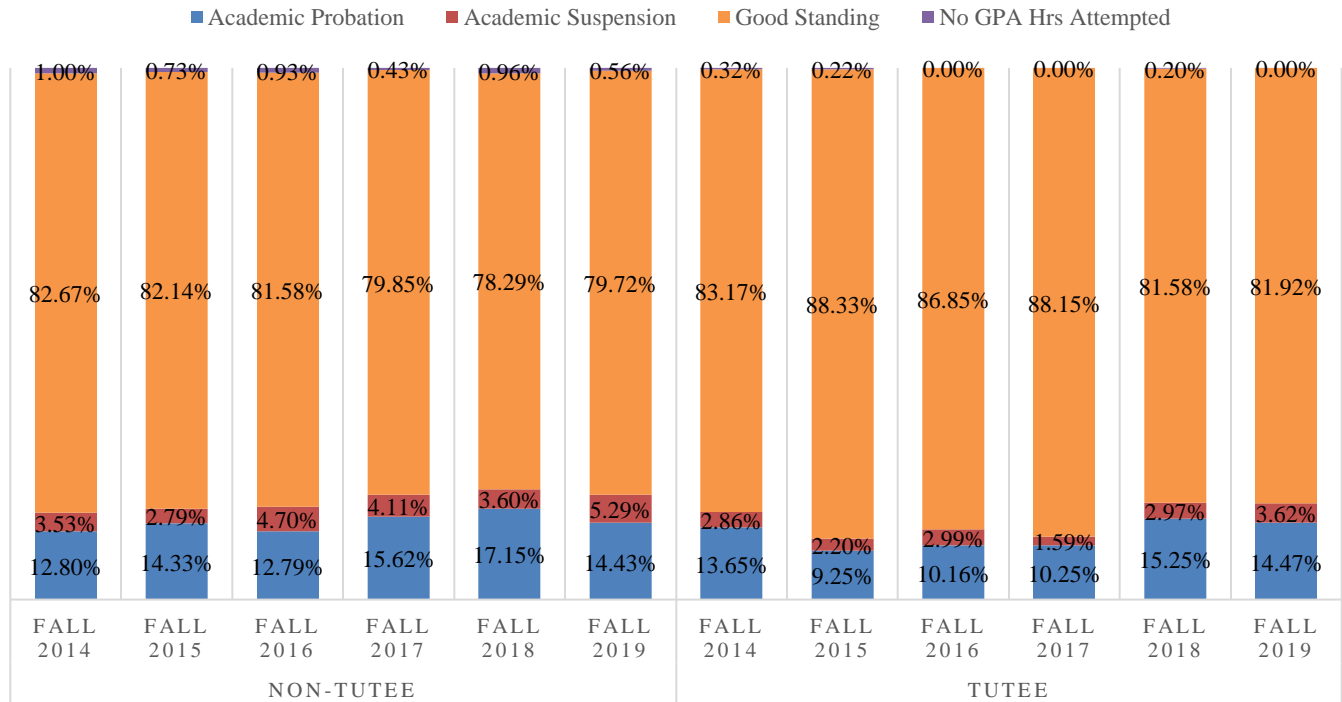
Note: (1) Retention rates can be defined as students enrolled in the fall term and enrolled in the subsequent fall term or graduated in the summer prior to the subsequent fall term. (2) COVID-19 had an impact on retention rates comparisons of tutee vs. non-tutee data.

Graph L
Average Institutional Cum GPA Comparison for Non-Tutee vs. Tutee



Source: SGSC Banner; TutorTrac; Tutor.com

GRAPH M
ACADEMIC STANDING COMPARISON
FOR NON-TUTEE VS. TUTEE



Source: SGSC Banner; TutorTrac; Tutor.com

Strategy/Activity: Gateways to Completion

Table N					
Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K					
	FY15*	FY16	FY17	FY18	FY19
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%	38.9%
DFWI Rate by Cohort					
<i>Development Ed.</i>	54.8%	59.2%	31.4%	32.9%	30.8%
<i>First Year</i>	51.3%	54.1%	41.3%	45.5%	51.9%
<i>Second Year</i>	33.8%	40.0%	25.0%	21.6%	26.2%
<i>Other Undergrad</i>	29.4%	50.0%	21.1%	30.8%	6.3%
DFWI Rates by Method of Instruction Delivery					
<i>Face-to-Face</i>	44.2%	49.8%	34.7%	36.2%	38.9%
<i>Blended</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Online</i>	0.0%	0.0%	0.0%	0.0%	0.0%
DFWI Rates by Gender					
<i>Male</i>	54.3%	58.4%	44.4%	44.8%	45.8%
<i>Female</i>	38.2%	42.9%	28.1%	30.1%	34.5%
DFWI Rates by Full-time or Part-Time Status					
<i>Full-Time</i>	46.8%	50.5%	36.3%	37.9%	44.3%
<i>Part-Time</i>	36.1%	47.7%	28.3%	29.3%	22.2%
DFWI Rates by Age					
<i>Age 22 and under</i>	44.4%	51.0%	36.3%	33.7%	39.5%
<i>Age 23-30</i>	48.0%	33.3%	30.4%	50.0%	35.7%
<i>Age 31-40</i>	35.7%	56.3%	12.5%	50.0%	25.0%
<i>Age 41 and older</i>	40.0%	75.0%	0.0%	66.7%	40.0%
DFWI Rates by Race/Ethnicity					
<i>Nonresident alien</i>	0.0%	0.0%	50.0%	100.0%	0.0%
<i>Hispanic or Latino</i>	50.0%	56.3%	35.3%	46.7%	36.8%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Asian</i>	33.3%	0.0%	0.0%	0.0%	0.0%
<i>Black or African American</i>	64.4%	63.8%	36.7%	47.1%	44.4%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%	0.0%	0.0%
<i>White</i>	35.6%	48.0%	33.8%	31.6%	37.5%
<i>Two or More Races</i>	0.0%	40.0%	0.0%	33.3%	75.0%

Table N					
Gateways to Completion Disaggregated DFWI Rates for BIOL 2107K					
	FY15*	FY16	FY17	FY18	FY19
<i>Race/ethnicity Unknown</i>	0.0%	0.0%	66.7%	0.0%	0.0%
DFWI Rates by Pell Eligibility and First-Generation Status					
<i>Pell Eligible Students</i>	49.4%	50.6%	34.6%	41.6%	40.7%
<i>Not Pell Eligible Students</i>	36.1%	45.6%	34.8%	29.9%	35.5%
<i>First Generation College Students</i>	41.7%	45.2%	27.3%	46.2%	53.1%
<i>Not First Generation College Students</i>	44.8%	54.3%	35.9%	34.8%	35.9%

Source: USG ADC Census; SGSC Banner

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY17.

Table O				
Gateways to Completion Disaggregated DFWI Rates for ENGL 1101				
	FY17*	FY18	FY19	
Overall DFWI Rate	25.2%	30.4%	35.9%	
DFWI Rate by Cohort				
<i>Development Ed.</i>	33.1%	25.0%	43.5%	
<i>First Year</i>	25.3%	30.3%	35.8%	
<i>Second Year</i>	25.0%	36.4%	55.6%	
<i>Other Undergrad</i>	0.0%	0.0%	0.0%	
DFWI Rates by Method of Instruction Delivery				
<i>Face-to-Face</i>	23.8%	28.1%	32.5%	
<i>Blended</i>	30.0%	50.0%	25.0%	
<i>Online</i>	43.1%	44.4%	45.7%	
DFWI Rates by Gender				
<i>Male</i>	27.4%	33.2%	40.0%	
<i>Female</i>	23.7%	28.3%	33.1%	
DFWI Rates by Full-time or Part-Time Status				
<i>Full-Time</i>	23.1%	30.3%	34.5%	
<i>Part-Time</i>	39.3%	31.1%	43.1%	
DFWI Rates by Age				
<i>Age 22 and under</i>	25.1%	30.6%	35.4%	
<i>Age 23-30</i>	30.6%	27.6%	47.9%	
<i>Age 31-40</i>	17.2%	28.6%	31.0%	
<i>Age 41 and older</i>	16.7%	33.3%	21.1%	

Table O			
Gateways to Completion Disaggregated DFWI Rates for ENGL 1101			
	FY17*	FY18	FY19
DFWI Rates by Race/Ethnicity			
<i>Nonresident alien</i>	12.5%	0.0%	0.0%
<i>Hispanic or Latino</i>	19.3%	28.6%	37.1%
<i>American Indian or Alaska Native</i>	33.3%	33.3%	40.0%
<i>Asian</i>	33.3%	28.6%	16.7%
<i>Black or African American</i>	23.7%	31.3%	41.4%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	27.8%	28.9%	26.6%
<i>Two or More Races</i>	30.0%	46.7%	51.9%
<i>Race/ethnicity Unknown</i>	25.0%	33.3%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status			
<i>Pell Eligible Students</i>	26.5%	32.1%	39.4%
<i>Not Pell Eligible Students</i>	22.2%	25.8%	25.8%
<i>First Generation College Students</i>	26.8%	43.2%	45.1%
<i>Not First Generation College Students</i>	24.9%	28.3%	34.5%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table P			
Gateways to Completion Disaggregated DFWI Rates for MATH 1111			
	FY17*	FY18	FY19
Overall DFWI Rate	33.7%	38.8%	44.0%
DFWI Rate by Cohort			
<i>Development Ed.</i>	41.4%	35.3%	51.0%
<i>First Year</i>	34.5%	40.5%	45.0%
<i>Second Year</i>	23.9%	24.6%	30.9%
<i>Other Undergrad</i>	40.0%	21.1%	75.0%
DFWI Rates by Method of Instruction Delivery			
<i>Face-to-Face</i>	32.6%	38.7%	40.8%
<i>Blended</i>	0.0%	0.0%	0.0%
<i>Online</i>	46.0%	37.5%	48.6%
DFWI Rates by Gender			

Table P			
Gateways to Completion Disaggregated DFWI Rates for MATH 1111			
	FY17*	FY18	FY19
<i>Male</i>	36.7%	41.8%	49.6%
<i>Female</i>	31.3%	36.5%	40.1%
DFWI Rates by Full-time or Part-Time Status			
<i>Full-Time</i>	33.4%	36.8%	43.7%
<i>Part-Time</i>	35.4%	50.0%	45.2%
DFWI Rates by Age			
<i>Age 22 and under</i>	33.5%	39.1%	43.5%
<i>Age 23-30</i>	32.8%	35.5%	51.2%
<i>Age 31-40</i>	45.0%	34.6%	41.7%
<i>Age 41 and older</i>	33.3%	50.0%	37.5%
DFWI Rates by Race/Ethnicity			
<i>Nonresident alien</i>	0.0%	25.0%	0.0%
<i>Hispanic or Latino</i>	28.3%	27.3%	44.2%
<i>American Indian or Alaska Native</i>	33.3%	0.0%	0.0%
<i>Asian</i>	0.0%	100.0%	33.3%
<i>Black or African American</i>	34.8%	47.9%	45.6%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	33.1%	26.9%	42.5%
<i>Two or More Races</i>	42.1%	62.5%	50.0%
<i>Race/ethnicity Unknown</i>	60.0%	20.0%	50.0%
DFWI Rates by Pell Eligibility and First-Generation Status			
<i>Pell Eligible Students</i>	35.5%	42.3%	47.3%
<i>Not Pell Eligible Students</i>	29.7%	30.5%	37.8%
<i>First Generation College Students</i>	33.3%	46.4%	46.9%
<i>Not First Generation College Students</i>	33.8%	37.7%	43.6%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table Q			
Gateways to Completion Disaggregated DFWI Rates for HIST 2112			
	FY17*	FY18	FY19
Overall DFWI Rate	36.3%	41.9%	49.4%
DFWI Rate by Cohort			
<i>Development Ed.</i>	35.9%	42.0%	45.6%
<i>First Year</i>	39.4%	44.6%	52.7%
<i>Second Year</i>	18.8%	29.7%	35.4%
<i>Other Undergrad</i>	25.0%	0.0%	0.0%
DFWI Rates by Method of Instruction Delivery			
<i>Face-to-Face</i>	36.6%	40.9%	50.1%
<i>Blended</i>	24.3%	0.0%	0.0%
<i>Online</i>	43.8%	70.0%	45.7%
DFWI Rates by Gender			
<i>Male</i>	39.0%	49.8%	55.1%
<i>Female</i>	34.4%	35.5%	45.8%
DFWI Rates by Full-time or Part-Time Status			
<i>Full-Time</i>	36.8%	43.3%	49.5%
<i>Part-Time</i>	33.0%	33.7%	48.8%
DFWI Rates by Age			
<i>Age 22 and under</i>	37.9%	43.3%	50.8%
<i>Age 23-30</i>	31.4%	41.7%	46.3%
<i>Age 31-40</i>	19.4%	26.1%	44.4%
<i>Age 41 and older</i>	20.0%	0.0%	15.4%
DFWI Rates by Race/Ethnicity			
<i>Nonresident alien</i>	20.0%	50.0%	0.0%
<i>Hispanic or Latino</i>	28.9%	41.5%	45.1%
<i>American Indian or Alaska Native</i>	0.0%	0.0%	0.0%
<i>Asian</i>	25.0%	0.0%	0.0%
<i>Black or African American</i>	51.1%	53.8%	60.3%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	25.8%	30.4%	38.2%
<i>Two or More Races</i>	33.3%	33.3%	69.2%
<i>Race/ethnicity Unknown</i>	20.0%	50.0%	62.5%
DFWI Rates by Pell Eligibility and First-Generation Status			
<i>Pell Eligible Students</i>	38.8%	45.0%	53.6%

Table Q			
Gateways to Completion Disaggregated DFWI Rates for HIST 2112			
	FY17*	FY18	FY19
<i>Not Pell Eligible Students</i>	30.6%	35.9%	39.8%
<i>First Generation College Students</i>	34.8%	49.4%	63.4%
<i>Not First Generation College Students</i>	36.6%	40.8%	47.3%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table R			
Gateways to Completion Disaggregated DFWI Rates for POLS 1101			
	FY17*	FY18	FY19
Overall DFWI Rate	24.5%	27.8%	26.4%
DFWI Rate by Cohort			
<i>Development Ed.</i>	28.8%	31.3%	26.1%
<i>First Year</i>	25.3%	29.8%	28.6%
<i>Second Year</i>	18.6%	14.3%	12.9%
<i>Other Undergrad</i>	20.0%	14.3%	0.0%
DFWI Rates by Method of Instruction Delivery			
<i>Face-to-Face</i>	21.9%	26.3%	24.9%
<i>Blended</i>	0.0%	0.0%	0.0%
<i>Online</i>	45.5%	34.6%	25.6%
DFWI Rates by Gender			
<i>Male</i>	24.8%	30.4%	29.2%
<i>Female</i>	24.3%	26.3%	24.7%
DFWI Rates by Full-time or Part-Time Status			
<i>Full-Time</i>	22.7%	26.3%	26.0%
<i>Part-Time</i>	34.1%	34.8%	28.4%
DFWI Rates by Age			
<i>Age 22 and under</i>	24.8%	28.1%	27.6%
<i>Age 23-30</i>	21.1%	28.8%	28.3%
<i>Age 31-40</i>	29.4%	23.3%	7.1%
<i>Age 41 and older</i>	16.7%	14.3%	6.3%
DFWI Rates by Race/Ethnicity			
<i>Nonresident alien</i>	14.3%	25.0%	0.0%
<i>Hispanic or Latino</i>	24.5%	11.6%	27.1%
<i>American Indian or Alaska Native</i>	50.0%	0.0%	0.0%

Table R			
Gateways to Completion Disaggregated DFWI Rates for POLS 1101			
	FY17*	FY18	FY19
<i>Asian</i>	0.0%	14.3%	0.0%
<i>Black or African American</i>	27.6%	38.9%	38.3%
<i>Native Hawaiian or Other Pacific Islander</i>	0.0%	0.0%	0.0%
<i>White</i>	21.3%	21.0%	18.2%
<i>Two or More Races</i>	50.0%	38.9%	35.7%
<i>Race/ethnicity Unknown</i>	37.5%	50.0%	0.0%
DFWI Rates by Pell Eligibility and First-Generation Status			
<i>Pell Eligible Students</i>	28.1%	31.0%	30.3%
<i>Not Pell Eligible Students</i>	18.5%	2130.0%	19.1%
<i>First Generation College Students</i>	31.3%	34.0%	43.9%
<i>Not First Generation College Students</i>	23.0%	26.9%	24.3%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table S
Disaggregated DFWI Rates, BIOL 2107, for G2C and Non-G2C Students

Overall DFWI Rates

		Fiscal Year				
		FY15	FY16	FY17	FY18	FY19
G2C Faculty	Number of Records	201.0	185.0	168.0	160.0	136.0
	Distinct count of SECTION	9.0	10.0	9.0	9.0	9.0
	Count - A, B, C, S, K	120.0	111.0	122.0	117.0	93.0
	Count - D, F, U, W, WF, I, IP	81.0	74.0	46.0	43.0	43.0
	DFWI Rates	40.30	40.00	27.38	26.88	31.62
Non-G2C Faculty	Number of Records	50.0	68.0	57.0	50.0	49.0
	Distinct count of SECTION	3.0	4.0	3.0	3.0	3.0
	Count - A, B, C, S, K	20.0	16.0	25.0	17.0	20.0
	Count - D, F, U, W, WF, I, IP	30.0	52.0	32.0	33.0	29.0
	DFWI Rates	60.00	76.47	56.14	66.00	59.18
Grand Total	Number of Records	251.0	253.0	225.0	210.0	185.0
	Distinct count of SECTION	12.0	14.0	12.0	12.0	12.0
	Count - A, B, C, S, K	140.0	127.0	147.0	134.0	113.0
	Count - D, F, U, W, WF, I, IP	111.0	126.0	78.0	76.0	72.0
	DFWI Rates	44.22	49.80	34.67	36.19	38.92

Source: USG ADC Census, SGSC Banner

Note: The above table represents DFWI rates for BIOL 2107K; however, this data excludes dual enrolled students.

Strategy/Activity: Academic Advising

Table T					
First-Time Full-Time Degree-Seeking Freshmen					
One Year Retention Rates					
	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Retained	% Retained	N Retained	% Retained
Fall 2014	819	423	51.65%	538	65.69%
Fall 2015	910	409	44.95%	591	64.95%
Fall 2016	812	403	49.63%	572	70.44%
Fall 2017	768	315	41.02%	482	62.76%
Fall 2018	778	343	44.09%	472	60.67%

Source: USG ADC Census; USG Retention Rate Reports

Table U		
Number and Percentage of Students Enrolling in 15 or More Credit Hours		
	N Enrolled	% of Enrollment
Fall 2015	737	27.83%
Fall 2016	613	24.11%
Fall 2017	666	26.22%
Fall 2018	610	24.58%
Fall 2019	472	20.12%

Source: USG ADC Census

Table V			
Number and Percentage of Students Successfully Earning 15 or More Credit Hours			
	N Enrolled in 15 or More CH	N Successfully Earning 15 or More CH	% Successfully Earning 15 or More CH
Fall 2015	734	369	50.27%
Fall 2016	614	288	46.91%
Fall 2017	662	337	50.91%
Fall 2018	613	217	35.40%
Fall 2019	471	207	43.95%

Source: SGSC Banner

Note: (1) "Earning 15 or More CH" represents students who were enrolled in 15 or more credit hours that successfully completed 15 or more hours which includes CLEP credit; however, this does not include learning support credits.

Table W					
First-Time Full-Time Associates Degree-Seeking Freshmen					
Three-Year Graduation Rates					
	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC	
	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated
Fall 2012 Cohort	965	113	11.71%	117	12.12%
Fall 2013 Cohort	878	105	11.96%	108	12.30%
Fall 2014 Cohort	818	118	14.43%	123	15.04%
Fall 2015 Cohort	910	120	13.19%	125	13.74%
Fall 2016 Cohort	812	130	16.01%	132	16.26%

Source: USG Graduation Rate Reports

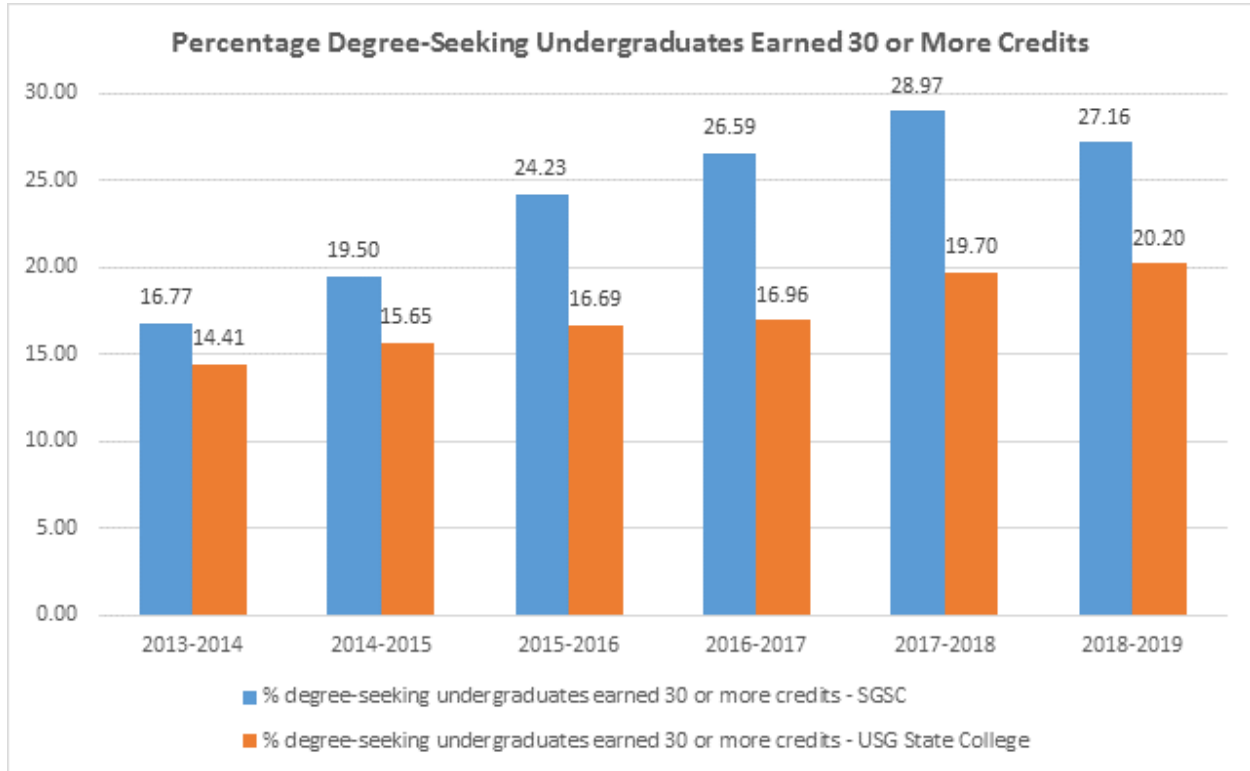
Table X					
Degrees Conferred by Degree Offered					
	FY2016	FY2017	FY2018	FY2019	FY2020
Associate Degree	237	236	265	261	302
Career Associate	65	60	41	48	42
Bachelors	25	33	58	65	69
Total	327	329	364	374	413

Source: USG ADC Census; USG Degrees Conferred Reports

Table Y				
First-Time Full-Time Student Math Placement				
Correct Math?	Fall 2018		Fall 2019	
	N	%	N	%
No Math Required (ASN majors)	4	0.51%	0	0.00%
Placed in Correct Math w/no associated requirements	313	40.23%	280	42.04%
Placed in Correct Math w/ Learning Support Requirements	350	44.99%	313	47.00%
Placed in Correct Math w/ Pre-requisite Requirements	29	3.73%	35	5.26%
Not Placed in Correct Math	82	10.54%	38	5.71%
Total	778	100.00%	666	100.00%

Source: SGSC Banner as of 10-20-20

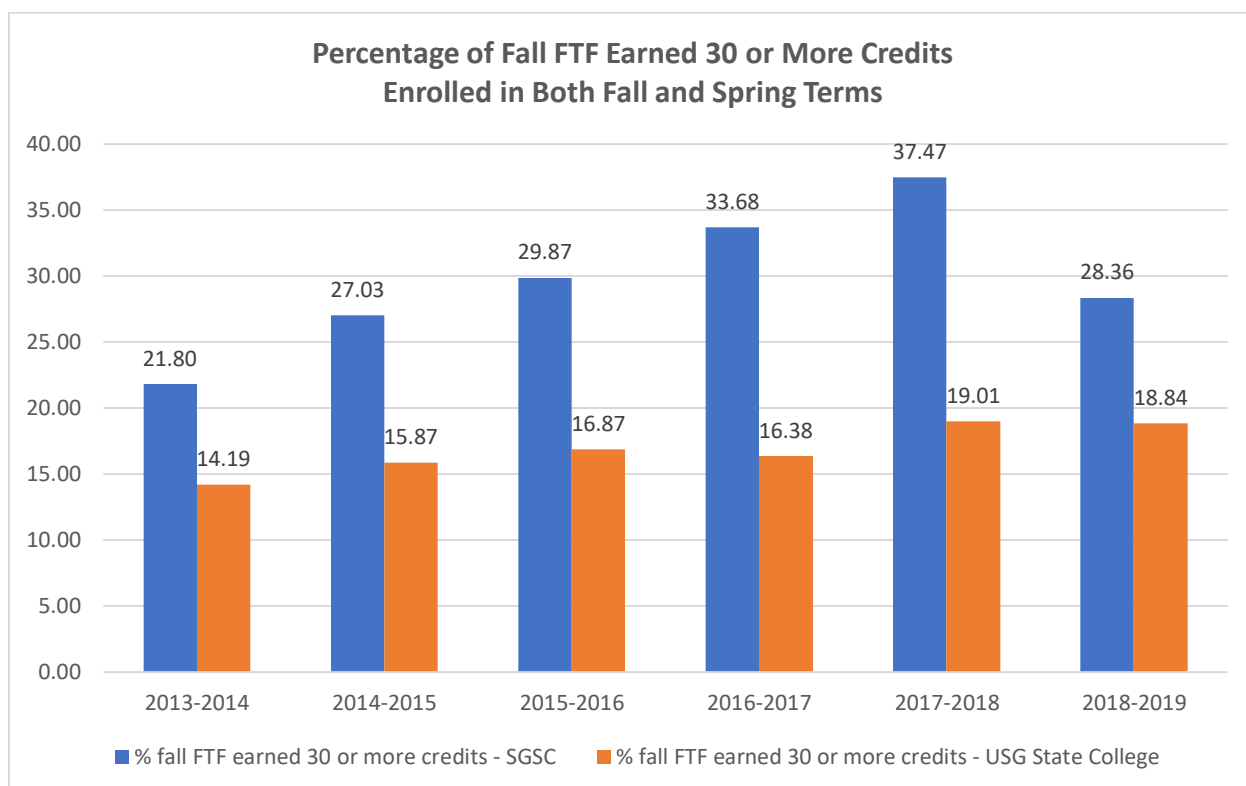
Graph Z



Source: USG ADC Census

Note: (1) The above table includes degree-seeking, undergraduate students with a student level of 10, 20, 30, or 40 and degree level code is A, B, C, E, V, or Z. (2) Credit hours earned in an academic year includes the hours earned in summer terms (e.g., AY 2012-13 includes Fall 2012, Spring 2013, and Summer 2013).

Graph AA



Source: USG ADC Census

Note: (1) The data above includes students who were first-time freshmen (FTF) in the fall term who were enrolled both fall and spring terms of the given academic year. (2) FTF are restricted to student level 10, 20, 30, or 40 and degree level code of A, B, C, E, V, or Z. (3) Credit hours earned in an academic year includes the hours earned in summer terms (e.g., AY 2012-13 includes Fall 2012, Spring 2013, and Summer 2013).

Table BB

Area A Audit for First-Time Full-Time Freshmen						
Term	N Cohort	% Area A1 Attempted	% Area A1 Completed	% Area A2 Attempted	% Area A2 Completed	% Area A Completed
Fall 2013	878	54.78	41.57	53.64	36.67	25.74
Fall 2014	819	55.68	47.74	62.64	47.62	35.65
Fall 2015*	907	61.41	52.26	80.15	61.19	44.43
Fall 2016	812	64.90	56.90	85.84	66.87	48.89
Fall 2017	768	65.10	56.38	89.19	68.49	50.39
Fall 2018	778	60.93	50.00	89.85	61.18	41.77
Fall 2019	666	70.57	59.31	93.24	69.07	53.15

Source: USG ADC Census; SGSC Banner

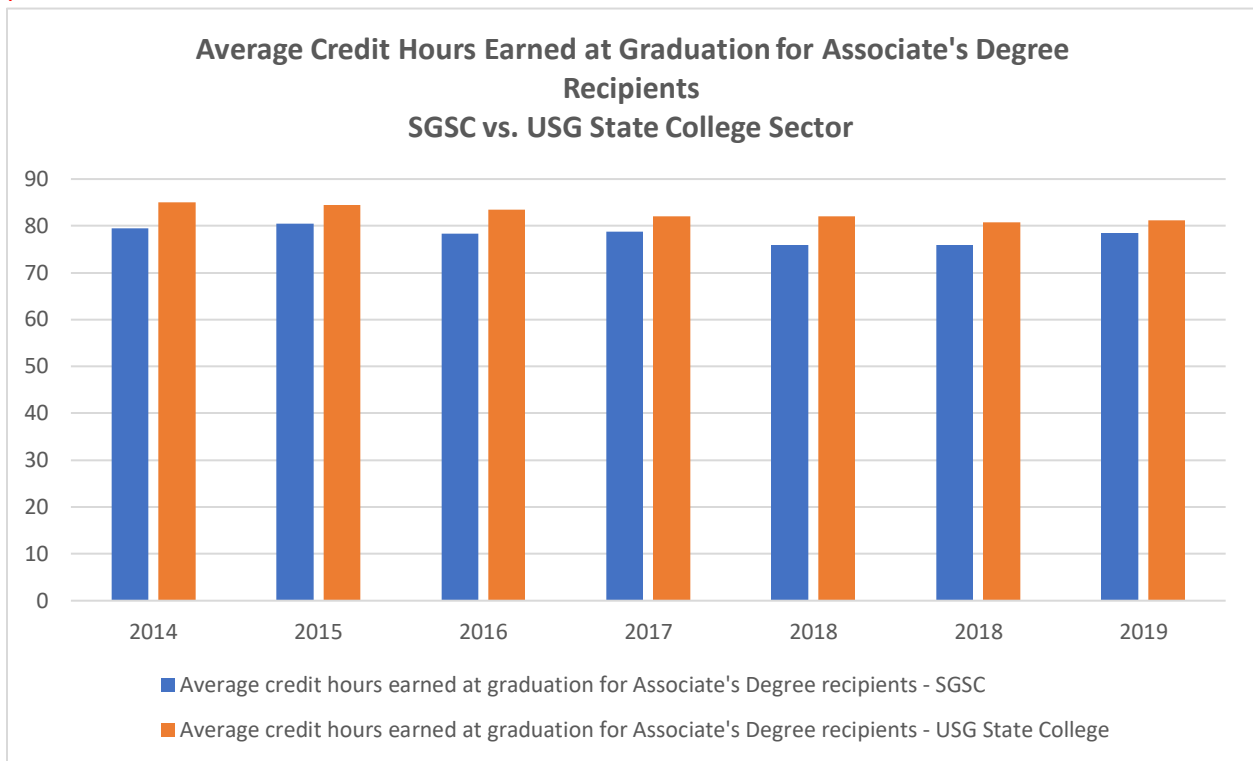
Note: (1) The asterisk (*) represents where the cohort did represent the official count. (2) The above table accounts for transfer credit, CLEP credit, and institutional credit earned for Area A through the summer of their first academic year.

Table CC					
Average Credit Hours Earned at Graduation by Degree Conferred					
	FY2016	FY2017	FY2018	FY2019	FY2020
AACC					
Overall Credit Hours Earned	71.52	70.72	70.69	74.11	68.84
Institutional Hours Earned	65.25	64.39	63.78	67.84	61.96
Transfer Hours Earned	13.91	17.93	19.68	14.29	13.75
ASCC					
Overall Credit Hours Earned	73.13	72.73	72.64	73.65	75.70
Institutional Hours Earned	67.05	66.99	67.10	66.74	66.88
Transfer Hours Earned	13.74	12.97	13.28	14.05	18.73
AS Nursing					
Overall Credit Hours Earned	100.33	95.25	94.40	97.16	96.52
Institutional Hours Earned	85.08	85.18	85.28	86.79	80.86
Transfer Hours Earned	26.8	23.23	18.25	17.41	31.32
BS Nursing					
Overall Credit Hours Earned	143.01	137.60	140.67	141.13	141.14
Institutional Hours Earned	124.40	113.49	132.08	123.69	116.77
Transfer Hours Earned	28.64	34.83	18.25	30.04	35.21
BS Biological Sciences					
Overall Credit Hours Earned	135.00	143.67	136.40	135.10	143.15
Institutional Hours Earned	134.20	129.00	124.00	121.80	122.62
Transfer Hours Earned	2.00	14.67	31.00	16.63	22.25
BS Management					
Overall Credit Hours Earned	-	-	136.17	131.83	132.97
Institutional Hours Earned	-	-	121.37	125.07	123.93
Transfer Hours Earned	-	-	24.67	11.28	17.33

Source: SGSC Banner

Note: All duplicate data has been deleted from averages in the above table.

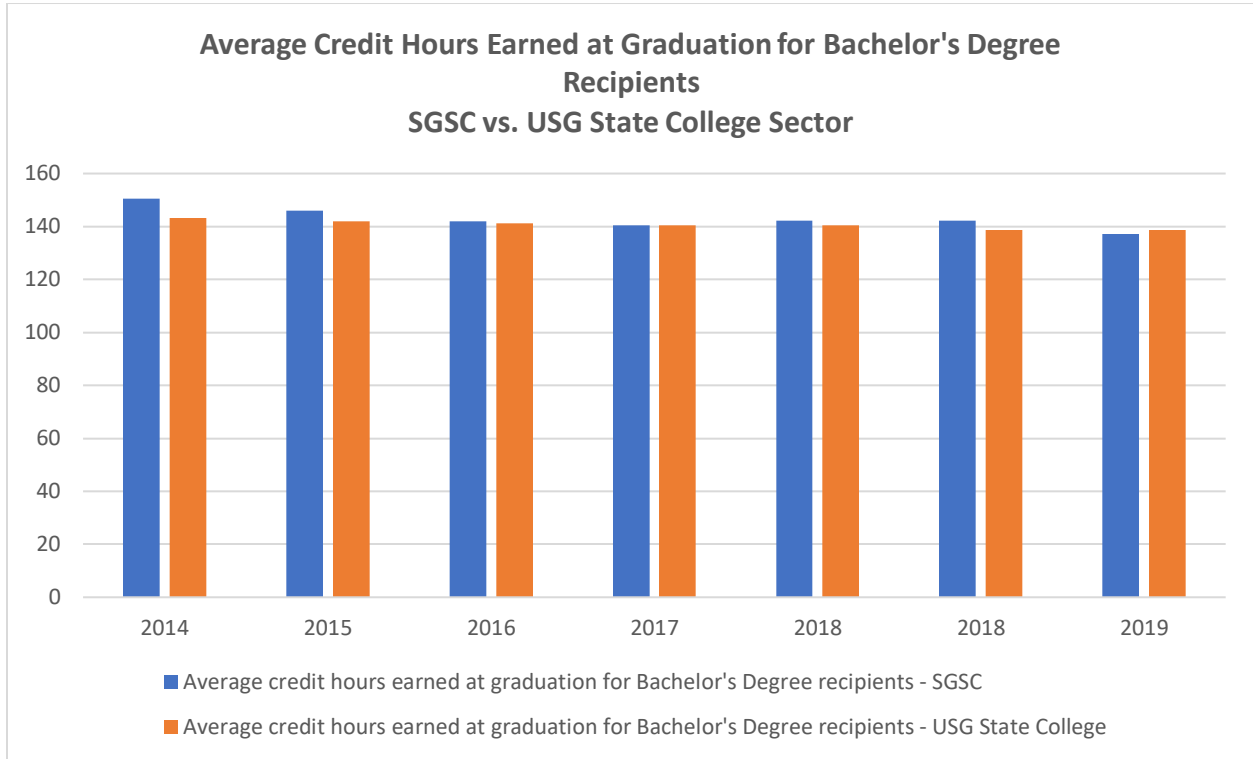
Graph DD



Source: USG ADC Census

Note: (1) The above table includes average credit hours earned for associate's degree recipients. (2) Only the highest degree earned in the fiscal year is counted (i.e., if a student earned both an associate's degree and a bachelor's degree in the same fiscal year, only the bachelor's degree is counted). (3) The data is limited to the students' first ever associate's or bachelor's degree earned, according to System data.

Graph EE



Source: USG ADC Census

Note: (1) The above table includes average credit hours earned for bachelor’s degree recipients. (2) Only the highest degree earned in the fiscal year is counted (i.e., if a student earned both an associate’s degree and a bachelor’s degree in the same fiscal year, only the bachelor’s degree is counted). (3) The data is limited to the students’ first ever associate’s or bachelor’s degree earned, according to System data.

Strategy/Activity: “Getting to Know Our Students” Survey

Table FF

SGSC “Getting to Know Our Students” Survey Participation Rates			
Term	Total Population (as of 1 st Week of Class)	Total Participants	% Participated
Fall 2017	844	45	5.33
Fall 2018	801	121	15.11
Fall 2019	700	97	13.86

Table GG

GETTING TO KNOW OUR STUDENTS SURVEY CAMPARISON TABLES

Getting to Know You Survey Results
Mindset Summary Comparison

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
Growth Mindset ("You can learn new things.")						
Math Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	3.59	3.32	-0.28	3.59	3.45	-0.14
You can learn new things, but you can't really change your basic math intelligence.	3.79	3.85	0.06	3.88	4.06	0.18
Your math intelligence is something about you that you can't change very much.	3.55	3.84	0.29	3.31	3.47	0.16
You have a certain amount of math intelligence and you really can't do much to change it.	2.89	3.32	0.42	2.99	3.12	0.13
English Growth Mindset Composite * (measured as Fixed Mindset - reverse coded)	3.97	3.71	-0.27	3.91	4.33	0.42
You can learn new things, but you can't really change your basic English intelligence.	3.30	3.67	0.37	3.38	3.00	-0.38
Your English intelligence is something about you that you can't change very much.	3.13	3.39	0.26	3.00	2.64	-0.36
You have a certain amount of English intelligence and you really can't do much to change it.	2.67	2.83	0.16	2.80	2.36	-0.44
Expectancy ("I can do this.")						
Math Expectancy Composite	4.68	4.80	0.12	4.43	4.65	0.22
I believe that I can be successful in math.	4.64	4.70	0.06	4.40	4.76	0.36

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I am confident that I can understand the material in math.	4.71	4.90	0.19	4.48	4.53	0.04
English Expectancy Composite	5.03	5.03	0.00	5.04	4.71	-0.32
I believe that I can be successful in English.	5.01	5.00	-0.01	5.04	4.64	-0.40
I am confident that I can understand the material in English.	5.04	5.06	0.02	4.97	4.79	-0.18
Math Preparedness Composite	3.10	2.95	-0.16	2.99	2.76	-0.22
I sometimes feel like other students on campus have math skills that I don't.	3.95	4.42	0.47	4.13	4.41	0.28
I feel more academically prepared in math than other students at this college/university.	3.17	3.32	0.15	3.10	2.94	-0.16
English Preparedness Composite	3.49	3.58	0.10	3.67	3.04	-0.63
I sometimes feel like other students on campus have English skills that I don't.	3.64	4.06	0.42	3.40	3.93	0.53
I feel more academically prepared in English than other students at this college/university.	3.61	4.22	0.61	3.74	3.00	-0.74
Value & Purpose ("What I am doing is important and useful.")						
Math Value Composite	4.42	4.47	0.05	4.56	4.88	0.32
Math is important to me.	4.31	4.60	0.29	4.81	4.94	0.13
I think math is useful.	4.76	4.53	-0.23	4.88	5.18	0.30

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
What I learn in my math classes will be useful in the future.	4.44	4.16	-0.28	4.38	4.71	0.32
What I learn in my math classes will help me in my future career.	4.18	4.63	0.45	4.43	4.94	0.51
I value math.	-	-	-	4.31	4.65	0.34
English Value Composite	4.76	4.97	0.21	4.99	4.65	-0.34
English is important to me.	4.84	4.61	-0.23	5.17	4.93	-0.24
I think English is useful.	4.94	5.11	0.17	5.22	5.00	-0.22
What I learn in my English classes will be useful in the future.	4.65	5.06	0.41	4.81	4.64	-0.17
What I learn in my English classes will help me in my future career.	4.64	4.83	0.19	4.85	4.46	-0.38
I value English.	-	-	-	4.86	4.14	-0.71
Cost ("It requires too much to do this.")						
Math Cost Composite	2.81	3.02	0.21	2.59	2.53	-0.06
I'm unable to put in the time needed to do well in math.	2.60	2.68	0.09	2.63	2.71	0.07
I have to give up too much to do well in math.	2.54	2.84	0.31	2.54	2.35	-0.18
My math class is too stressful for me.	3.23	3.53	0.29	3.19	3.31	0.12
English Cost Composite	2.37	3.26	0.89	2.50	2.79	0.29
I'm unable to put in the time needed to do well in English.	2.35	3.11	0.76	2.60	2.54	-0.06

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I have to give up too much to do well in English.	2.18	2.83	0.65	2.37	3.08	0.71
My English class is too stressful for me.	2.58	3.83	1.25	2.72	2.71	-0.01
Belonging ("I am a part of this community.")						
College Belonging Composite	4.74	4.83	0.08	4.77	2.79	-1.98
I belong at this college/university.	4.59	4.62	0.03	4.63	4.12	-0.52
I feel like this college/university is a good fit for me.	4.86	5.05	0.19	4.90	4.53	-0.37
Belonging Uncertainty Composite	3.42	3.52	0.10	3.08	4.32	1.24
When something bad happens, I feel that maybe I don't belong at college.	2.97	3.10	0.13	2.76	2.53	-0.23
Sometimes I feel that I belong at college, and sometimes I feel that I don't belong at college.	3.87	3.95	0.08	3.40	3.06	-0.34
College Identity Composite	4.73	4.88	0.16	4.76	4.41	-0.35
Being a student at this college/university is an important part of my identity.	4.49	4.57	0.08	4.46	4.00	-0.46
I am very proud to be a student at this college/university.	4.96	5.19	0.23	5.06	4.82	-0.23
Relative Academic Preparedness Composite	3.24	3.45	0.21	3.35	3.65	0.29
(REVERSE CODED) I sometimes feel like other students on campus have stronger academic skills than me.*	2.85	3.00	0.15	3.22	3.41	0.19

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
I feel more academically prepared than other students at this college/university.	3.62	3.95	0.33	3.50	3.88	0.38
Campus Involvement Composite	3.03	3.45	0.42	2.97	2.50	-0.47
I am very involved in groups and/or activities at this college/university.	3.02	3.57	0.55	2.86	2.29	-0.56
(REVERSE CODED) I am not very involved on campus; I'm just here to take classes.*	3.03	3.33	0.30	3.10	2.71	-0.40
Grit ("I can overcome obstacles.")						
Perseverance of Effort Composite	4.36	4.55	0.18	4.34	4.53	0.19
I am a hard worker.	4.39	4.55	0.16	4.39	4.63	0.24
I finish whatever I begin.	4.35	4.55	0.20	4.30	4.44	0.14
Reason for Attending College						
Independent Composite	5.82	3.88	-1.95	4.86	4.42	-0.45
Explore new interests.	5.30	5.76	0.46	4.56	4.29	-0.27
Expand my understanding of the world.	5.63	6.05	0.41	4.83	4.15	-0.68
Become an independent thinker.	6.15	6.29	0.13	5.28	5.40	0.12
Learn more about my interests.	6.21	6.29	0.08	5.24	5.38	0.13
Interdependent Composite	5.92	6.12	0.20	4.33	3.63	-0.71

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
Be a role model for people in my community.	5.90	6.14	0.24	5.03	4.33	-0.70
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00
Helping Motives Composite	5.93	6.11	0.18	4.33	4.17	-0.17
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00
Family Support						
Family Support Composite (reverse coded)*	4.95	5.40	0.45	5.39	5.50	0.11
My family doesn't understand why I want to go to college.	1.68	1.62	-0.06	1.59	1.47	-0.12
My family questions whether a college education is valuable.	1.61	1.57	-0.04	1.63	1.53	-0.10
Perception of Faculty Mindset						
Perception of Faculty Mindset Composite* (reverse coded)	4.62	4.44	-0.18	4.49	4.06	-0.44
The instructors at my college/university seem to believe that students have a certain amount of intelligence, and they really can't do much to change it.	2.19	2.44	0.25	2.40	2.50	0.10

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

**Getting to Know You Survey Results
Mindset Summary Comparison**

Mindset/Question	Fall 2018			Fall 2019		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Difference	Early Fall (mean) N=78	Late Fall (mean) N=19	Difference
The instructors at my college/university seem to believe that students can learn new things, but they can't really change their basic intelligence.	2.75	2.78	0.02	2.86	2.93	0.07
The instructors at my college/university seem to believe that students either "have it" or they don't.	2.60	3.00	0.40	2.97	3.50	0.53
The instructors at my college/university seem to believe that every student can learn new things and significantly grow their intelligence.	5.25	4.94	-0.31	5.02	5.21	0.20
The instructors at my college/university seem to believe that some students are smart, while others are not.	2.55	2.61	0.06	2.52	3.57	1.05
The instructors at my college/university seem to believe that students who are less smart will always be less smart than the other students in the class.	2.31	2.44	0.14	2.30	3.36	1.06

Note: Please interpret the above results with caution due to small sample sizes. Fall 2018 only represents approximately 15% of the first-time freshmen who matriculated and Fall 2019 only represents approximately 14% of the first-time freshmen who matriculated.

Scale: (1) Strongly Disagree, (2) Disagree, (3) Slightly Disagree, (4) Slightly Agree, (5) Agree, (6) Strongly Agree

*Reverse Coded Scale: (1) Strongly Agree, (2) Agree, (3) Slightly Agree, (4) Slightly Disagree, (5) Disagree, (6) Strongly Disagree

Table HH
One-Year Retention Rates for FTFT Freshmen by Instructional Location

	FA13	FA14	FA15	FA16	FA17	FA18	FA19*
Total Cohort	878	819	910	812	768	778	666
Overall Retention Rate	48.6	51.6	44.9	49.6	41.0	44.1	46.1
Retention by Location							
Douglas Campus	52.8	57.7	53.4	63.8	47.8	52	55.6
	424	407	371	351	312	331	322
SGSCEP in Americus	48.4	31.8	42.9	30	35	29.3	0
	62	63	49	50	40	41	24
SGSCEP in Valdosta	33.2	37	25.7	28	16.5	24.7	18.8
	226	189	335	232	218	219	154
Waycross Campus	59	61.3	67.1	56.3	59.9	57.6	60.1
	166	160	155	176	192	177	153
Off Campus/eCore	-	-	-	0	16.7	30	53.8
	0	0	0	3	6	10	13

Source: USG ADC Census; SGSC Banner

Note: The asterisk (*) represents preliminary data as of 10/12/20.

Table II
Three-Year Associate's Degree Graduation Rates for FTFT Freshmen by Location

	FA13	FA14	FA15	FA16	FA17*
Total Cohort	878	819	910	812	768
Overall Graduation Rate	12.0	14.4	13.2	16.0	19.3
Graduation Rates by Location					
Douglas Campus	14.9	20.4	21.3	22.2	25.6
SGSCEP in Americus	0	0	0	0	0
SGSCEP in Valdosta	0	0	0	0.4	0.9
Waycross Campus	25.3	21.9	27.1	29	34.4
Off Campus/eCore	-	-	-	0	0

Source: USG ADC Census; SGSC Banner

Note: The asterisk () represents preliminary data as of 10/12/20.*

Strategy/Activity: BOOST Mindset Workshops

Table JJ

BOOST Mindset Workshops and Student Participation, AY 2019-2020

Fall 2019	Student Participants	Spring 2020	Student Participants
BOOST Session		BOOST Session	
*Get the Most Out of Studying	26	Strategies for Success	26
		Thinking about how you think	17
Grade First-Aid	13	Mindset & how the brain learns	20
Total	39	Total	63

* - "Get the most out of studying" was modified into two more in depth sessions: "Strategies for Success" & "Thinking about how you think"

Table KK

BOOST Mindset Workshops Held in STEM Classes and Student Participation, Spring 2020

Douglas Campus Only: Course, Section	Total Number of Students Attending	Course Enrollment	% Utilization of BOOST	DFW Rate, Overall *	DFW Rate, BOOST Attendees *	DFW Rate, Non- Attendees *
Biol 2107	18	22	82%	82%	0%	100%
Chem 1211	23	23	100%	52%	52%	0
Chem 1212	10	10	100%	20%	20%	0