COMPLETE COLLEGE **GEORGIA**

2020-2021 Momentum Campus Completion Plan Updates

APPENDICES

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

APPENDIX A: PROGRAM MAP EXAMPLE – FRONT

Stafford School of Business
ABAC

Program Map
Bachelor of Science in Business

Student Advisor _____

Freshman

Fall		Sem	Grade	Hrs	Milestones
* ENGL 1101	Composition I			3	Complete ENGL 1101
* MATH 1111	College Algebra			3	
* CISM 2100	Spreadsheet Applications			3	Complete MATH 1111
PHED 1100	Health & Wellness			2	
HIST 2111	United State History			3	Explore campus activities and organizations
or HIST 2112					
	Total			14	

Tips: **Learn to use a personal calendar for time management.** Attend **ASK** series.
Work with your advisor on study skills, email etiquette, business professionalism.

Spring		Sem	Grade	Hrs	Milestones
	ENGL 1102 Composition II			3	Complete Core Area A
* ECON 2016	Principles of Microeconomics			3	
COMM 1100	Human Communication			3	Complete ECON 2106
* BUSA 2106	The Environment of Business			3	
MATH 1401	Elementary Statistics			3	Utilize the Academic Achievement Center
* BUSA 1101	Business Seminar			1	
	Total			16	

Tips: Complete 9 hrs of Area F (CISM 2100, ECON 2106, and BUSA 2106), LS and RHSC requirements.
Join a student organization or club. Learn to use DegreeWorks

Total credit hours earned 30

Sophomore

Fall		Sem	Grade	Hrs	Milestones
POLS 1101	American Government			3	Complete MGMT 3130
AREA D	Science + Lab			4	
* ECON 2105	Principles of Macroeconomics			3	Student Organizations
* ACCT 2101	Principles of Accounting I			3	
* MGMT 3130	Principles of Management			3	Attend BSS workshops
	Total			16	

Tips: Discuss internship interests and potential options with your advisor.
Plan for non-Business Minor/ Grad school(if interested).

Spring		Sem	Grade	Hrs	Milestones
Area E	Social Science			3	Complete MKTG 3131
Area D	Science + Lab			4	
* ACCT 2102	Principles of Accounting II			3	SSB Industry Showcase
* BUSA 3050	Business Statistics			3	
* MKTG 3131	Principles of Marketing			3	GPA = 2.8+
PHED	Physical Activity			1	
	Total			17	

Tips: Discuss areas of professional development and career interests with your advisor.
Develop a business resume and a network of professionals.

Total credit hours earned 63

Junior

Fall		Sem	Grade	Hrs	Milestones
Area C	Humanities, Fine Arts, & Ethics			3	Attend career events
Area D	Science			3	
* FINA 3150	Principles of Finance			3	Identify internship Site
* MGMT 3650	Business Logistics			3	
* MGMT 3670	Human Resource Management			3	Active in Student Clubs
	Total			15	

Tips: Finalize plan for a Summer internship and attend the orientation session.
Look into study abroad options, mentored research, and other experiential learning opportunities.

Spring		Sem	Grade	Hrs	Milestones
Area C	Humanities, Fine Arts, & Ethics			3	GPA = 3.0+
Area E	Social Science			3	
* CISM 3100	Data Analytics			3	Apply for Graduation
* MGMT 3610	Operations Management			3	
* Business	Major Elective			3	Professional Network
Summer					
* BUSA 4790A	Business Internship			3	
	Total			18	

Tips: Check DegreeWorks and confer with your advisor to verify you are on track to Graduate.
Determine career interests and discuss potential Capstone project with your advisor.

Total credit hours earned 96

Senior

Fall		Sem	Grade	Hrs	Milestones
* MKTG 4100	Social Media Marketing			3	Job-Ready Resume
* MGMT 4190	Strategic Management			3	
* BUSA 3071	Business Law			3	Initiate Job search
* Business	Major Elective			3	
* Business	Major Elective			3	
	Total			15	

Tips: Begin the job search process early and utilize your professional network.

Spring		Sem	Grade	Hrs	Milestones
* BUSA 4980	Capstone: Senior Seminar			3	Join Alumni Association
* MKTG 4800	Marketing Management			3	
* Business	Major Elective			3	**Graduate**
* Business	Major Elective			3	
	Total			12	

Tips: Celebrate! Congratulations on your Graduation.

Total credit hours earned 123

* A grade of 'C' or better is required.
A student's program is his or her responsibility.

Students must consult with their advisor, not all courses are available every semester.
Some core classes not completed in Fall or Spring can be taken over Summer to stay on track.

2020-2021 Catalog

APPENDIX B: Program Map Example – Back

Important Policies

All Academic Policies and Procedures can be found in the ABAC Catalog. Refer to the ABAC Academic Calendar for all term schedules and deadlines.

Roster Verification / Class Attendance

- Any student who has never attended class will be removed from the roster during Roster Verification.
- Absence from class does not excuse students from full responsibility for class work or missed assignments.

Withdrawal Policy

- Drop/Add: Drop/Add is the only time during which students may drop a course without either academic or financial penalties.
- Withdraw (W): If students withdraw prior to the withdrawal deadline, they receive a grade of W on their transcript. A grade of W has no effect on a student's GPA.
- Withdraw-fail (WF): If the students withdraw after the withdrawal deadline, they will receive a grade of WF.
- W-After-Midterm: Students who experience a medical, psychological, or other personal hardship that prevented them from completing their course requirements may petition for a W-After-Midterm, through the Director of Academic Support. The assignment of a grade of W after midterm will be awarded if the student was passing the course(s) at the last date of attendance.

Academic Advising

- You are required to meet with your advisor at least once each semester before you can register for classes.
- Check your BANNER account to find your advisor and their contact information. Email your advisor to request an appointment.
- Your ABAC email is an official means of communication from the college. It is your responsibility to check your Stallions email regularly and respond in a professional and respectful manner.
- Any coursework that does not fit within the chose program of study may impact a student's financial aid and graduation date.

Graduation Requirements

- Students must meet the graduation requirements as listed in a single ABAC Catalog which is not more than five years old at the time of their graduation and which is in effect for a term during which they earned academic credit at ABAC.
- Students must submit a graduation application for each degree one semester prior to completion.

ABAC Honor Code

ABAC Stallions conduct themselves with honor and integrity at all times and expect their fellow Stallions to do so as well.

A Stallion does not lie, steal, or cheat.

Campus Resources

Stafford School of Business Lewis Hall 229.391.4830	**School of Ag. & Natural Resources** Agricultural Sciences Building 229.391.4790		**School of Arts & Sciences** King Hall 229.391.5260		**School of Nursing and Health Sci.** Health Science Building 229.391.5020
Student Accounts 229.391.4924 StudentAccounts@abac.edu	**Financial Aid** 229.391.4910 FinAid@abac.edu	**Residence Life & Housing** 229.391.5140 Housing@abac.edu	**Police Department** 229.391.5060 Police@abac.edu	**Technology Services** 229.391.5400 TechSupport@abac.edu	
Health Center 229.391.5030 HealthCenter@abac.edu	**Dean of Students** 229.391.5130 DeanOfStudents@abac.edu	**Baldwin Library** 229.391.4990 BaldwinLibrary@abac.edu	**Stallion Shop** 229.391.4825 TheStallionShop@abac.edu	**Athletics / Intramurals** 229.391.4930 Athletics@abac.edu	
Academic Support 229.391.4995 ASC@abac.edu	**Tutoring Center** 229.391.4785 Tutoring@abac.edu	**Counseling Center** 229.391.5135 counseling@abac.edu	**Accommodation & Disability** 229.391.5132 ads@abac.edu	**Testing Center** 229.391.4817 Ttesting@abac.edu	

AUGUSTA UNIVERSITY

APPENDIX

4-to-Finish Brand Guidelines

We encourage you to use these logos in presentations, on flyers, handouts, t-shirts, and other marketing. We ask that you follow the guidelines for a unison and consistent use of the 4-to-Finish branding across the university. The main logo features the iconic archway with four lanes in four different colors representing the 4 steps moving through the Summerville campus symbolizing progression to graduation. To the right of the archway are the words “4 to Finish” along with “Engage, Pathways, Purposeful Choices, & Mindset.” The color of each word corresponds to a lane that is moving through the archway.

Engage

Mindset

Pathways

Purposeful Choices

COLLEGE OF COASTAL GEORGIA

APPENDIX A ENDEAVOR DOCUMENT SUMMARIES

Endeavor: Where it all Started

The following information was presented in the Endeavor Prospectus:

- **July 2018**, the Office of Academic Affairs distributed a **Qualtrics survey** across the "All Faculty" listserv to determine what faculty believed were the **distinguishing transformative features of the CCGA academic student experience**: Critical Inquiry, Collaboration, Leadership & Entrepreneurship (also, self-direction, initiative), Global/Intercultural Fluency, Creativity, Citizenship, Communication, and Lifelong Learning.
- We need to ask ourselves **"Beyond disciplinary knowledge, what are the dispositions and skills we want our students to develop?"** and then place all of our existing student experiences (both curricular and co-curricular) through that framework.
- At its core, however, Endeavor is a framework to allow students to see what they get out of the various experiences we offer and to allow faculty and staff to highlight these through activities and experiences.
- Colleges and universities around the country have implemented these types of things from which we can further draw motivation. Examples include Georgia College and State University's GC Journeys program, University of Central Oklahoma's STLR program, and Hendrix College's Odyssey Program.
- After becoming a 4-year institution, the College has been in a trajectory of continuous transformation, where reflection and assessment have often overlapped with the implementation of new initiatives. We, as an institution, understand and recognize that it is **time for a more strategic approach where initiatives and activities are connected in a deliberate way, and always under an overarching goal of student development and success**. Endeavor will serve as the connective framework that will maintain our focus on this overarching goal; it will help faculty and staff align every institutional effort with our collective identity and mission, and most importantly, it will help our students assimilate and articulate how their involvement in the different activities has an impact on their development.
- Proposed Implementation Plan:
  - Preliminaries: Identify / establish the need; Formalize the concept
  - Development: Communicate the vision; Creation of steering committee
  - Deployment: Identification and approval of tenets (competencies); create logo / visuals; alignment of activities / programs to tenets
  - Marketing: To new and current students; integration into D2L and Presence
  - Expansion: Levels of growth and development (optional); formalize assessment processes and practices
  - Conclusion: Institutionalization of Endeavor as integral part of the culture and identity of the College

CODENAME: ENDEAVOR

A PROSPECTUS FOR FRAMING COLLEGE INITIATIVES AND THE STUDENT EXPERIENCE

Submitted 02 November 2018

In the interest of supporting the extraordinary work already underway at CCGA, we propose Endeavor, an organizational tool and framework for capturing, naming, and celebrating the CCGA student experience. Endeavor provides a framework not only for the purposes of recognizing and articulating CCGA's unique offerings, but also as a way of directing our limited resources towards our most valued institutional activities.

Endeavor: Where it's Headed

The following information was presented in the Endeavor Recommendation:

- Endeavor aims to establish a **set of core competencies** that all students are expected to develop at the College of Coastal Georgia and to align curricular and co-curricular programs, activities, and learning outcomes with those competencies. This framework is intended to:
  I. Assert a cohesive and **distinctive Coastal identity** that embodies our focus upon student success.
  II. Guide **students** to better appreciate and articulate the **value of their academic experiences**.
  III. Direct **institutional resources** toward activities that best support the College's mission and key values.
- The Committee crafted and distributed a **Qualtrics survey** to all faculty and staff in **September 2019**. Survey participation was strong (>130 responses, including approximately half of full-time faculty) and broadly distributed across faculty and staff, Schools, and College divisions. The Committee analyzed the data and Co-Chairs Holbrook and Clark held hour-long listening sessions on both the Brunswick and Camden Center campuses in November of 2019.
- The following questions were used as **prompts**:
  - What makes the College of Coastal Georgia unique?
  - What should be the long-term impact of a Coastal Georgia education?
- Based on the survey results and subsequent conversations, we identified a set of **core competencies** that faculty and staff feel are the most important and **broadly applicable to students across the College, irrespective of discipline or program** (see back side).
- Subsequent implementation of Endeavor will require administrative direction and support across multiple College divisions. Next steps may include:
  - Designing a visual model,
  - Working with academic units and student support offices to align current programs, activities, and outcomes with the core competencies,
  - Creating a corresponding tool and process to evaluate newly proposed initiatives, and
  - Developing marketing campaigns targeting current students, prospective students, and the community.
- The Committee views implementation, assessment, and potential expansion of *Endeavor* as primarily **administrative functions** that should be led by administrative faculty and staff. However, we recommend that the **Steering Committee should continue to be consulted as an advisory body**.

ENDEAVOR

A Framework to Guide Students and Initiatives at the College of Coastal Georgia

A Recommendation by the Steering Committee on Endeavor

Submitted 16 March 2020

Robert Clark (Co-Chair)

Tate Holbrook (Co-Chair)

Ashley Barnes

Jamaal Brown

Cody Cocchi

Lee McKinley

Courtenay Miller

Jack Parish

Roscoe Scarborough

Niki Schmauch

Jennifer Wadman

Brian Weese

Framework of Core Competencies

Endeavor recognizes a set of five core competencies that will guide students and enable them to achieve these lasting outcomes. All Coastal Georgia students are expected to develop abilities, skills, and habits related to:

- Critical Thinking and Problem Solving
- Written, Oral, and Digital Communication
- Professionalism and Personal Responsibility
- Social Awareness and Contribution
- Collaboration and Teamwork

These competencies are recognized in some form by AAC&U (LEAP) and NACE (Career Readiness), though modified to better fit the College of Coastal Georgia and the aims of *Endeavor*.

APPENDIX B

2021 Fall - New Faculty Survival Guide

Fall 2021 | Office of Academic Affairs

NEW FACULTY SURVIVAL GUIDE

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

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About CCGA

MISSION STATEMENT

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.

VALUES

The College of Coastal Georgia's core values frame the mission and vision, and guide the institution through changing times and priority setting.

QUALITY EDUCATION
GLOBAL AWARENESS
ENTREPRENEURSHIP
EXPERIENTIAL LEARNING
LEADERSHIP

UNIVERSITY SYSTEM OF GEORIGA

The College of Coastal Georgia is part of the University System of Georgia (USG):

Brief History of the College

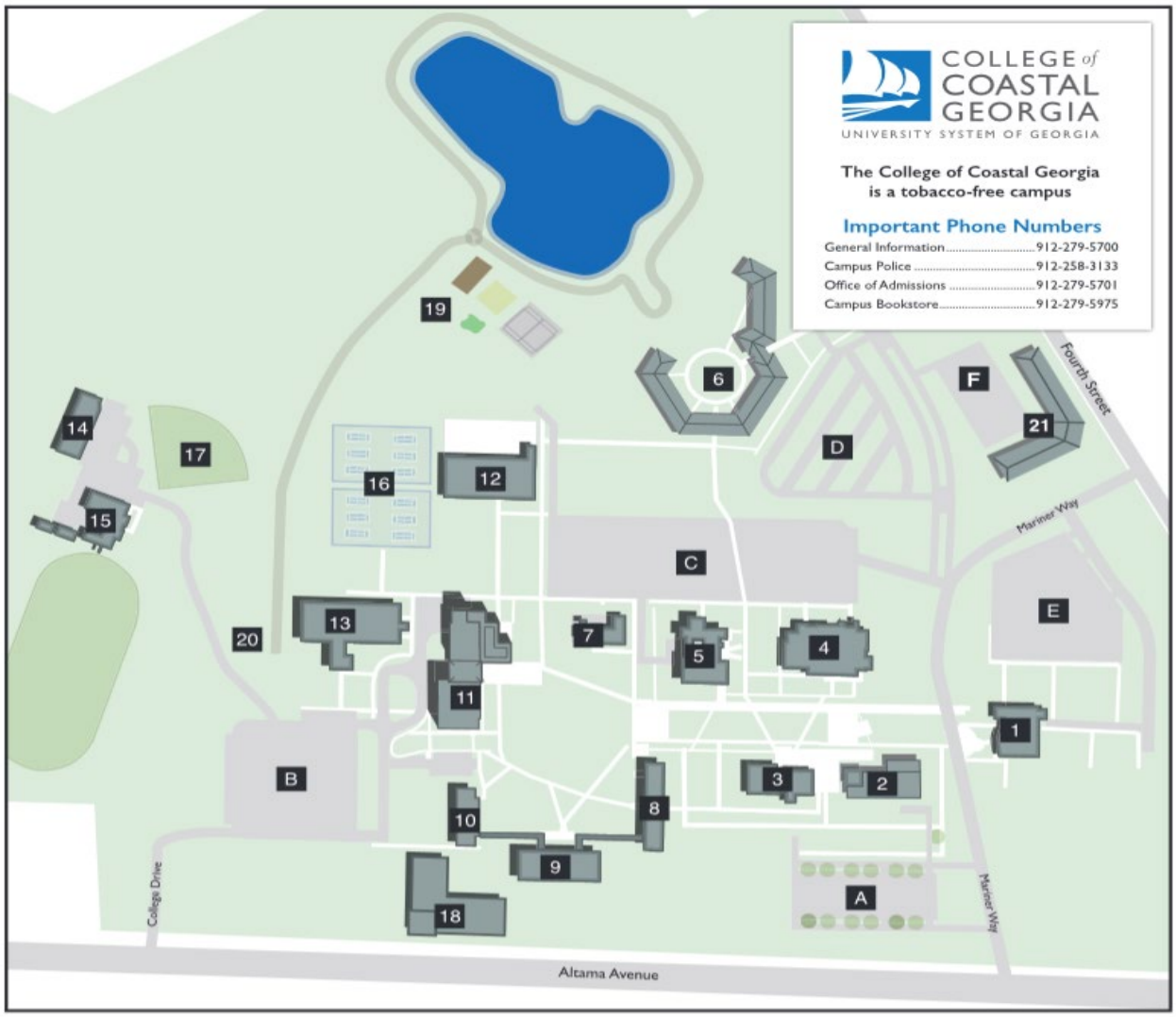
Founded as Brunswick College in 1961, the College began operations in 1964 with four buildings: the administration-library building, student center, academic building, and a maintenance shop building. The College's first registration included 269 students, eleven full-time teaching faculty members, and twenty-five full-time staff. In 1965, the institution changed its name to Brunswick Junior College and in 1966, the College held its first formal graduation to include 28 students who were awarded associate degrees. Brunswick Junior College was granted accreditation in December, 1967, by the SACSCOC. That same year, the College established a nursing program, the Division of Continuing Education and Community Service and the Physical Education Division. In 1969, the Howard E. Coffin Physical Education Center was completed.

The Vocational Technical Division was established in 1971 and in the next decade, the plant facilities were expanded to include a library, renovation of the old library space into administrative offices, a vocational-technical classroom-laboratory building, a science classroom building, and a classroom building/laboratory for allied health and computer classes.

In 1988, the University System of Georgia mandated that the term "junior" be deleted from the names of its two-year institutions, reverting the institution back to its original name, Brunswick College. The name was changed again in 1996 to Coastal Georgia Community College in 1996 to better reflect the broader mission of serving the educational needs of not only Brunswick and Glynn County, but also the surrounding coastal communities and in 2004, the Camden Center was opened in Kingsland, GA.

In 2007, a report to the Chancellor recommended "senior college" status for the College, noting that the campus is in one of the state's most desirable locations and has one of the largest acreages within the System. By June 2008, the Board of Regents granted the College it's state college designation, a mission change, and a name change to College of Coastal Georgia. In December 2008, SACSCOC granted the College initial approval as a Level II institution to offer baccalaureate degrees in business administration, early childhood/special education, middle grades education, and nursing. From 2011 to 2013, the College built the Nunally Health and Science Building, the Correll Teacher Education and Learning Center, the Campus Center, and a new signature entrance to campus, the Founders Gate and the Regent James A. Bishop Arch. Additionally, the College opened the inaugural on-campus student housing complex, Lakeside Village in 2012, an off-campus housing option, Coastal Place Apartments, in 2013 and a second on-campus housing complex, Mariner Village in 2016. **Today, the College has an enrollment of over 3000 students, offers 18 baccalaureate degrees as well as associate degrees. The College graduates over 550 students each year, with roughly half earning a baccalaureate degree.**

Today, CCGA has one campus in Brunswick & an off-campus instructional site in Kingsland.



<u>Classroom Buildings:</u>

13 - Coffin
18 - Correll
9 - Jones
10 - Academic Commons North (ACN)
8 - Academic Commons South (ACS)
2 - Health Sciences (HS)
1 - Conference Center (CC)
11 - Campus Center - Stembler (CCTR)
Camden Center (CAM)

We have two on-campus residence halls and off-campus apartments (Coastal Place Apartments).

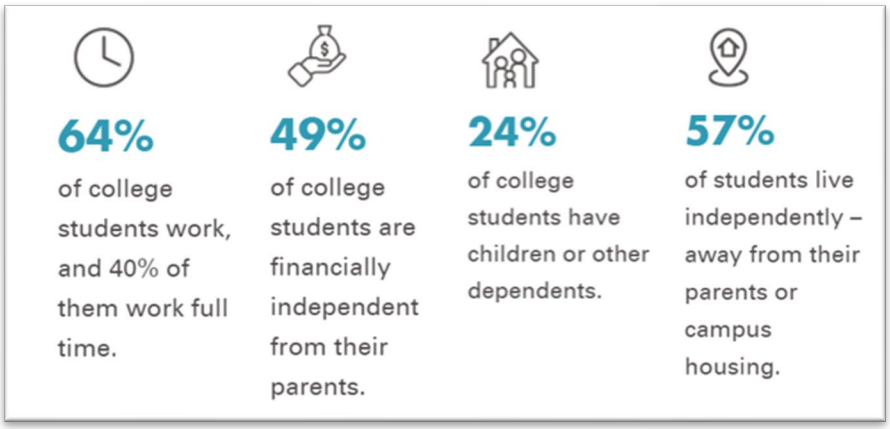
Today's College Student

National Trends

Demographics

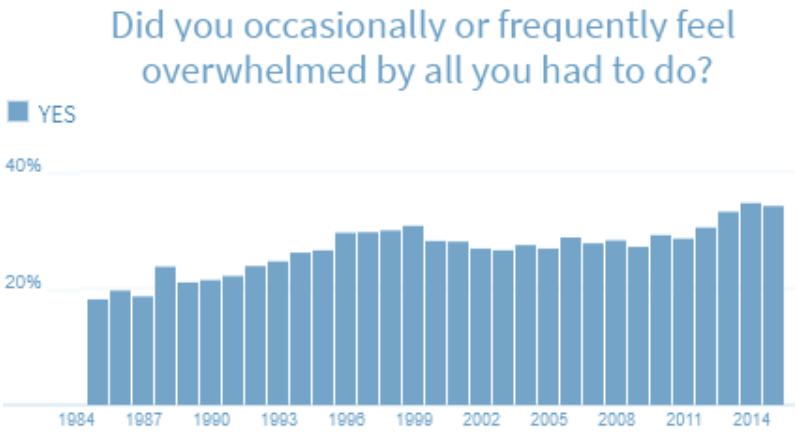
A report from the National Center for Education Statistics found that 74% of U.S. college students in 2011-12 were nontraditional, i.e., they had one of the following characteristics: being independent for financial aid purposes, having one or more dependents, being a single caregiver, not having a traditional high school diploma, delaying postsecondary enrollment, attending school part time, and being employed full time. The Lumina foundation also studies these trends:

37% of college students are 25 or older & 46% are first-generation college goers



Mindsets

In 2017, The Chronicle of Higher Ed published an interactive dataset on the Backgrounds and Beliefs of College Freshmen, which culminated from five decades of research at UCLA. The dataset allows you to explore trends, like the perception of academic workload, over the last several decades. Here is some of the 2016 data:



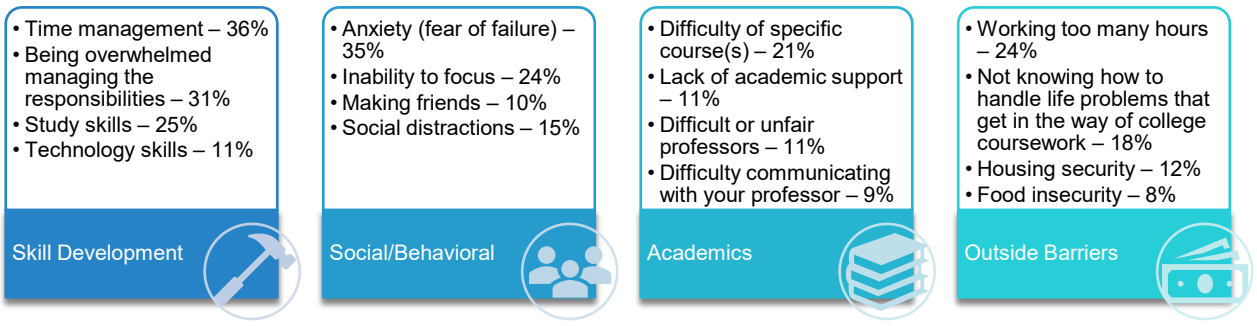
Compared to the average person their age, the following percentage rate themselves above average:

- 77% in empathy
- 73% in academic ability
- 71% in discussing controversial issues
- 65% in openness
- 47% in emotional health
- 48% in writing ability
- 33% in computer skill

In September of each year, Marist College releases "The Mindset List" to give colleges perspective on freshmen. Here is a look at the Class of 2024 (the fall 2020 incoming freshmen class):

- Emerging artists and designers in the class of 2024 will explore race relations beyond Black Lives Matter into a deeper understanding of how Whiteness has shaped bias and influence in contemporary American culture.
- Incoming students will rely on smart devices for shopping, interactive wellness-centered consumer experiences, and engaging in the social good.
- [They] may view the idea of "banned books" as an artifact from the past, but the Harry Potter series has been banned somewhere in America for their entire lifetimes, and To Kill a Mockingbird has appeared on the American Library Association (ALA) list of frequently challenged books eight times since 2004, due to perceived concerns over offensive language as well as racial and sexual themes.
- Incoming students are willing to pay for their privacy. Privacy is now a commodity, and they value privacy for their real relationships.
- The necessity of personal protection equipment (PPE) will drive fashion trends for the next couple of seasons as young designers in the class of 2024 adapt face masks and other PPE into functional objects of personal expression.
- For incoming students, the world political stage has always been post-9/11; Vladimir Putin has always been the leader of Russia, Tayyip Erdogan has always been leader of Turkey, and the United States military has always been involved in Afghanistan.
- The class of 2024 (and, often, their teachers) expect and embrace a richer diversity of voices in the books they read, and their enthusiasm for young adult (YA) literature has led to the emergence of vibrant new voices such as Angie Thomas (The Hate U Give), Marie Lu (Legend), and Tomi Adeyemi (Children of Blood and Bone). In addition, these students are shaping American literary culture like never before, by contributing commentary and adaptations in online forums such as GoodReads, Reddit, Twitter, and fanfic sites.
- Incoming students are keenly aware of the major threats to the health of our society created by both an international pandemic and the global climate crisis, while at the same time, the value of science in our national dialogue is increasingly questioned.
- Social distancing provided a captive audience for the ESPN documentary "The Last Dance." This phenomenon allowed the Class of 2024 to see for themselves the evolution of the NBA game in the last twenty years, sparking new debate over how past heroes such as Michael Jordan compare to their favorite players of today like LeBron and Giannis as G.O.A.T.
- Incoming students have never been more ready to embrace social distance by using technology to fill the distance gap. They are always looking for the newest upgrade.

A 2018 survey of US undergraduate college students by Civitas Learning asked "What do you think are the most significant challenges to completing your degree? Please rank your top three."



Georgia Trends

Source: Bill & Melinda Gates Foundation, which used Fall 2015 IPEDS data.

The University System of Georgia publishes semester enrollment reports for the state. For Fall 2020, student demographics were as follows:

57% Female	average age 21.8	67.6% enrolled full-time	47.1% white, 26.3% black or african american, 10.2% hispanic/latinx

College of Coastal Georgia Students

Fall 2020 Statistics

Headcount Enrollment

Total	3457
FTE Total Students	2766
Average Credit Hours	10.7
Average Age	23
Georgia Residents	90.0%
Military (includes dependents)	17.0%
First Generation (new freshmen)	21.5%
Pell Recipients	33.1%
Full-Time	53.3%
Part-Time	46.7%
Female	69.5%
Male	30.5%
Residential Students	15.3%

New Students

Total	28.2%
Dual Enrolled High School	4.9%
Beginning Freshmen	17.3%
Transfers	5.3%
Transient	0.2%
Others	0.5%

Schools

Arts & Sciences	36.6%
Business & Public Management	25.1%
Nursing & Health Sciences	25.0%
General Studies	12.7%

Ethnic/Racial Representation

American Indian or Alaska Native	0.2%
Asian	2.0%
Black or African American	19.6%
Hispanic or Latino	8.3%
Native Hawaiian or Other Pacific Islander	0.2%
Two or More Races	4.4%
Unknown	2.2%

Classification

Dual Enrollment	12.8%
Freshman	29.6%
Sophomore	24.1%
Junior	14.9%
Senior	15.5%
Transient	0.4%
Other	2.6%

Degree Level

Associate	29.9%
Baccalaureate	69.1%
Non-Degree	1.0%

Baccalaureate Majors – Top 10

BBA General Business	15.2%
BS Health Sciences	11.4%
BS Biological Sciences	9.1%
BS Psychology	6.9%
BS Criminal Justice	4.3%
BS Nursing (pre-licensure)	3.3%
BS Interdisciplinary Studies	3.1%
BS Early Childhood/Special Education	3.1%
BS American Studies	1.4%
BS Hotel & Tourism Management	1.3%

Georgia County of Origin – Top 10

Glynn	37.7%
Camden	14.1%
Wayne	4.6%
Chatham	2.9%
McIntosh	2.7%
Brantley	2.6%
Liberty	2.6%
Cobb	1.6%
Gwinnett	1.6%
Fulton	1.3%

Average Freshman HS GPA

3.07

Average Freshman SAT

1005

In-State Freshmen Receiving HOPE or Zell Scholarship

44%

Freshmen Receiving Pell

50%

Source: https://www.usg.edu/institutions/student_outcomes/college_of_coastal_georgia

CCGA Academics

Academic Affairs

Located in the Hargett Administration Building - Academic Affairs Office Suite / 279-5711

Dr. Johnny Evans, Provost and Vice President for Academic Affairs
Dr. Laura Lynch, Assistant Vice President for Faculty Affairs & Associate Professor of Mathematics
Dr. German Vargas, Assistant Vice President for Academic Student Engagement & Associate Professor of Mathematics
Ms. Dalila Vazquez Herrera, Interim Administrative Assistant to the Provost and VPAA

Schools and Departments

We have 3 schools and 10 departments.

Departments	**Chair**	**Department Coordinator** (Main Contact)
School of Arts and Sciences (Dean: Dr. Andrea Wallace)		
Arts & Humanities	Dr. Robert Bleil	Andrea Spivey - 279-5877 / alternates daily between Jones 116 & ACN 102
Social Sciences	VACANT	
Mathematics & Data Science	Dr. Syvillia Averett	Deb Browning - 279-5876 / Jones 228
Natural Science	Dr. Colleen Knight	
Education & Teacher Preparation	Dr. Amy Sneed	Quanda King, 279-5849 / Correll 212
School of Nursing and Health Sciences (Dean: Dr. Lydia Watkins)		
Nursing	Dr. Nicole Masano	Nichol James - 279-5861 / HS 216
Health Sciences		
School of Business and Public Management (Dean: Dr. Skip Mounts)		
Business Administration & Health Informatics	Ms. Lee McKinley	Stephen Shehan-Nichols - 279-5852 / ACN 209
Hospitality, Tourism & Culinary Arts	Dr. Tyra Warner	
Criminal Justice, Public Policy & Public Management	Dr. Heather Farley	

At CCGA, we offer three types of degrees: Baccalaureate degrees, Career Associate Degrees (which are career-ready degrees), and Associate for Transfer degrees (which prepare students in the core curriculum for further baccalaureate study). On the following pages, we list our degrees in two ways:

1. Baccalaureate and Career Associate Degrees by School
2. All Degrees and Minors by Academic Focus Area

Degrees by School

Arts & Sciences

B.A. American Studies with concentrations:
- Cultural Studies & Communication, Environmental & Regional Studies, History & Political Science

B.S. Biological Sciences with concentrations:
- Biochemistry, Biomedical Science, Coastal Ecology, General Biology, Secondary Teacher Certification

B.S. Data Science with concentrations:
- Computational Data Analytics, Entrepreneurship, Financial Analytics, Healthcare Analytics, Marketing Analytics

B.S.Ed. Early Childhood/Special Education

B.S. Environmental Sciences with concentrations:
- Natural Science, Environmental Studies, Chemistry, Geology, Marine Science, Sustainability Policy & Mgmt

B.S. Interdisciplinary Studies

B.S. Mathematics with concentrations:
- Pure/Applied Mathematics, Scientific Computing, Secondary Teacher Certification

B.S. Middle Grades Education

B.S. Psychology with concentrations:
- Psychological Science, Community and Organizational Leadership, Human Services

Business & Public Management

B.A.S. Workforce Management and Leadership (online only) with concentrations:
- Technical & Industrial, Logistics & Transportation, Healthcare Information Management

B.B.A. General Business with concentrations:
- Accounting, Cyber Defense, Economics, Finance, Financial Technology, General Business, Health Care Admin, Leadership, Marketing, Management, Small Business, Sports Management

B.S. Criminal Justice with concentrations:
- Public Management, Homeland Security, Cyber Defense

B.S. Health Informatics

B.S. Hospitality & Tourism Management

B.S. Public Management with concentrations:
- Public Non-Profit Management and Leadership, Public Management, Public Policy

Associate of Applied Science in Culinary Arts

Nursing & Health Sciences

B.S. Health Sciences with concentrations:
- Health Promotion, Exercise Science

B.S. Nursing (pre-licensure)

B.S. Nursing / RN to BSN (for students who have completed an ASN) **(online only)**

Associate of Science Nursing

Associate of Science Radiologic Science

We also offer Associate of Arts and Associate of Science degrees in Core Curriculum for students looking to earn a two-year degree before further study at the baccalaureate level.

Degrees and Minors by Academic Focus Area

As of fall 2019, no student in the University System of Georgia is completely undecided. Instead, students select an "academic focus area," a type of meta-major that states their broad academic interest. The table below shows our 7 academic focus areas, along with the associated degrees and minors.

Focus Areas	Baccalaureate Degrees	Minors
HEALTH PROFESSIONS	BSN RN to BSN	
	BS Health Sciences	
BUSINESS	BBA	Business
	BAS Workforce Management	Economics Leadership
	BS Hospitality	
	BS Public Management	Public Management
APPLIED TECHNOLOGY	BS Health Informatics	Health Informatics
SOCIAL SCIENCES	BS Criminal Justice	Criminal Justice Cyber Defense
	BS Psychology	Psychology
	BA American Studies	History
HUMANITIES	BA American Studies BS Interdisciplinary Studies	American Studies Communication Arts Literature Writing Visual Arts
	BA French BA Spanish	
STEM	BS Biological Sciences	Biology Chemistry
	BS Environmental Science	Environmental Sci Geological Sciences Marine Science Environmental Mgmt, Policy & Sustainability
	BS Mathematics	Mathematics
	BS Data Science	Data Analytics
EDUCATION	BSEd Early Childhood/Special Ed BS Middle Grades Education	

CCGA Core Curriculum

Baccalaureate and AA/AS in Core Curriculum Degrees

These degrees have a USG common "general education" curriculum (often called the core).

Area A: Essential Skills (9 credits)

- ENGL 1101 & ENGL 1102
- Introductory Math Course (different list for Math/Science majors)

Area B: Institutional Option (4 – 5 credits)

- GLOB 1001 (1cr) [Student who elect not to take 2 lab sciences will take two GLOB 1001]
- One 3cr elective from a varied list

Area C: Humanities/Fine Arts, Ethics (6 credits)

- ENGL 21XX Literature (we offer World, British, or American)
- One 3cr elective in ARHI, ARTS, COMM, ENGL, FREN, GRMN, ITAL, LATN, MUSI, PHIL, SPAN, THEA

Area D: Natural Sciences, Mathematics, and Technology (10 – 11 credits)

- 7 – 8 Credits Science (different lists for Math/Science majors, for Nursing/Health Science majors, and everyone else. Math/Science and Nursing/Health Science have to do two lab sciences. Everyone else can elect to do one lab and one non-lab science if they prefer.) Science options include ASTR, BIOL, CHEM, GEOL, PHYS
- 3 credits Mathematics (different lists for Math/Science majors)

Area E: Social Sciences (12 credits)

- POLS 1101
- HIST 2111 or 2112 (US History 1 or 2)
- Two 3cr electives in ANTH, ECON, GEOG, HIST, POLS, PSYC, SOCI

Area F: Prerequisite Courses (18 credits)

- 18 credits of lower level coursework that prepares students for upper level coursework in the major.

Career Associate Degrees

The USG does not require the same general education curriculum for career associates; our programs require:

Culinary Arts (AASCA)

- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (10cr)
- Social/Behavioral Sciences (6cr)

Nursing (ASN)

- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (15cr)
- Social/Behavioral Sciences (9cr)

Radiologic Science (ASRS)

- Humanities/Fine Arts (6cr)
- Natural Science/ Mathematics (11cr)
- Social/Behavioral Sciences (6cr)

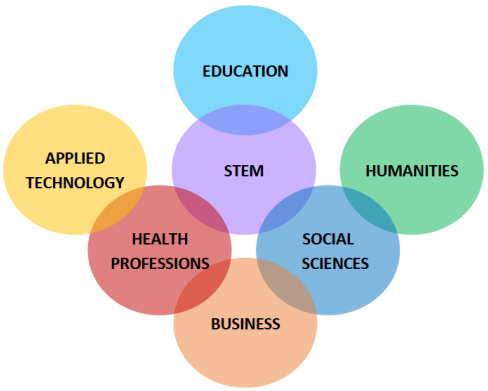
Additional Graduation Requirements

- Earn a GPA of 2.0 and, except for career associates, have a C or better in Area A and F courses.
- Meet the state requirement for proficiency in U.S. and Georgia History and constitutions.
- Except for career associates, all students must complete a "Wellness Requirement:" a 3 credit WELL course (which counts in open electives), 2 credit of PHED activity classes, or military service abroad for 6 months (as documented by a DD214).
- Complete residency requirements: 20 of the last 30 credit hours must be taken at CCGA and
  - Bachelors – 30 upper division credits must be at CCGA
  - Career Associates – 24 credits must be at CCGA

The Momentum Approach

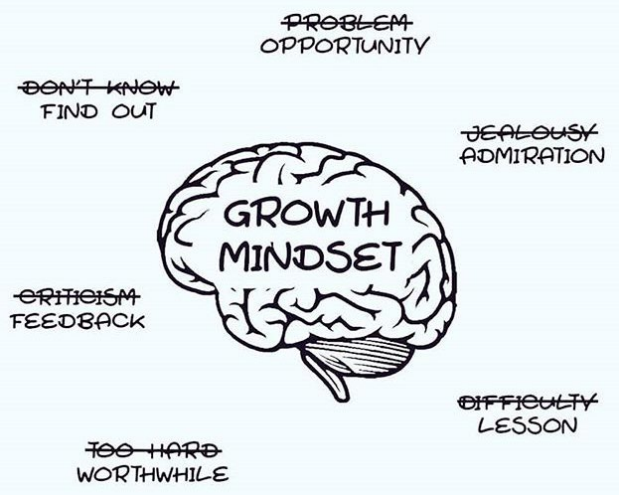
The Momentum Approach is a suite of strategies designed to help University System of Georgia students succeed in College. It begins with the Momentum Year, where evidence-based research confirms that college students are most successful when they:

START	ENTER	FOLLOW		
their college careers by **making a purposeful choice** in a focus area or program	with a **productive academic mindset**	**a clearly sequenced program maps** that include:		
		1 core **English** and **math**	2 **9 credits** in the student's academic focus area	3 **30 credits** in the first year



Purposeful Choice. We've already seen how each of our degree programs fit into an Academic Focus Area. These focus areas are based on typical first year courses; a student who starts in a major within a specific academic focus area will be able to transfer most/all of their first-year credit toward another major in the same area if they decide to switch, and students who are unsure which major may be right for them can at least declare a focus area so that they can begin taking the necessary preparatory courses for their eventual major. For students who are undecided, the COMPASS Career and Academic Advising center works with students through Focus2Apply and the Focus2Career assessments to help them leverage their strengths in choosing a major so that every student is at least declared in a focus area as they begin their College career.

Productive academic mindsets include self-efficacy and growth mindset (students believe that they are capable of learning and that with enough effort they can become better at anything), purpose/value (student see the purpose or value in what they are learning), and social belonging (students feel they belong in the classroom and in college, in general). The USG conducts a survey of first-time Freshmen each fall on mindset, and we've seen firsthand that CCGA students with a growth mindset have higher GPAs after their first semester of College.



How can you support productive academic mindsets with your students?

- Provide students with time and support to work through questions on their own (try "Think-Pair-Share")
- Use formative assessments instead of or in addition to summative assessments: mid-term exams are still a learning opportunity!
- Watch student's language. Make it a habit to use the word "yet!" Don't let students say "this is too hard" or "I can't do this." Remind them that they just haven't learned it YET.
- Normalize the struggle of learning. Turn mistakes into opportunities to ask "What can we learn from this?" and remind students that it took you a long time to learn the material too!
- Give students opportunities to find their own purpose and value in the content and to share it with others. How will each assignment help them in their future? Also, try Transparency in Learning and Teaching (TILT) as a framework that puts the "purpose" of an assignment first.
- Foster a sense of belonging in your classroom by addressing students by names, providing encouragement, reducing stereotype threat, communicating the benefits of diversity in the classroom, allowing all voices to be heard (whether in class or through discussion boards), and building a positive and inclusive classroom environment.

Clearly Sequences Program Maps help students progress toward graduation. Each baccalaureate and career associate degree program has a program map that shows students what classes they should take each year in order to graduate. In their first year, these program maps include a core English and Math course, at least 9 credits of coursework related to their academic focus area and a total of 30 credits in order to set the students up for success. Going beyond that first year, the program maps all have students completing roughly 15 credits per semester in order to graduate on time. This is part of the "15 to finish" initiative, which encourages students who may otherwise enroll in only 12 – 14 semester hours to sign up for 15 or more semester hours so that they can graduate sooner. Students who are on pace to graduate on time are more likely to complete their degrees, and therefore to have more career opportunities, more competitive salaries, and better benefits and security. Earning a degree pays, and earning it sooner means making more money over a lifetime.

Finish Your Degree...On Time!

15 to FINISH GEORGIA

www.completega.org/15-to-Finish

Advisors may be reluctant to advise students to take 15 credits a semester because they are concerned that grade point average will suffer. Although counter-intuitive, research shows that students taking 15 credits per semester typically have higher grade point averages than comparably-prepared students (at the same institutions) taking 12 credits per semester. This is probably because the increase in credit intensity leaves students with less time for major distractions from college.

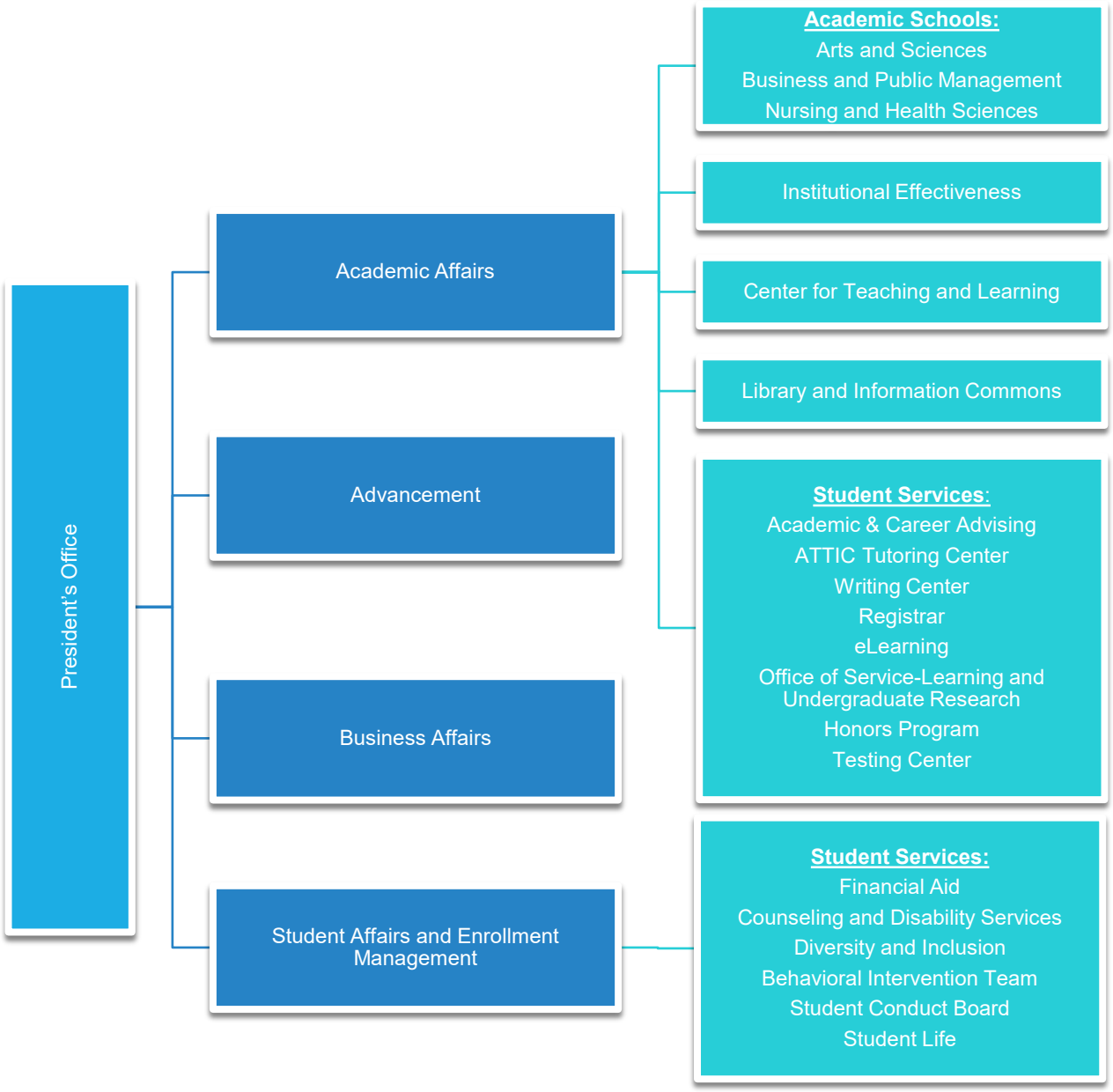
Selected Outcomes by First and Second Term Course Load for the USG

		12-14 hrs (1st spring)	15+ hrs (1st spring)
Av. Hours attempted in term 1	12-14 hrs (1st fall)	12.8	13.2
Av. Hours earned in term 1		11.6	12.6
% grad in 6 yrs		48.2%	63.7%
Av. Hours earned in term 18 (6 yrs)		75.9	91.9
N		*40,895*	*23,584*
Av. Hours attempted in term 1	15+ hrs (1st fall)	17.1	16.5
Av. Hours earned in term 1		15.1	15.6
% grad in 6 yrs		55.4%	68.0%
Av. Hours earned in term 18 (6 yrs)		84.4	97.3
N		*22,973*	*30,175*

Note: Students who took less than 12 in spring (n = 12,354) are excluded; only students enrolled for a full first academic year are included (fall and spring, or fall, spring, and summer)

Offices and Services

(Partial) Organizational Chart



Academic Affairs Student Services

Career Academic Advising

Advising Structure

- Students with < 30 credit hours: Professional Advisors
- Students with ≥ 30 credit hours: Faculty Advisors (*only full-time faculty*)

COMPASS Career & Academic Advising

- Location: Academic Commons South
- 6 professional advisors in Brunswick and 1 in Camden

New Faculty generally are not assigned new advisees, so that they shadow advisors in their first year.

- Suggestion: Shadow a professional advisor in fall, then a faculty advisor in spring.
- Contact Brian Weese to shadow a professional advisor.
- Contact your Department Chair to shadow a faculty member in your area.

Contact Information: Brian Weese, Director, Career & Academic Advising, 912-279-4564 or bweese@ccga.edu.

Tutoring

The **Academic TuToring and Instruction Center (ATTIC)** and **Writing Center** are open to all CCGA students. They are located in the Library (Brunswick and Camden) and provide sercices in person and also online. Students can also get 24/7 online tutoring through Tutor.com, a subscription service paid for by student fees and accessible to students through D2L. The ATTIC provides tutoring for the following subjects/courses:

ACCT	2102, 2102	**ITEC**	2100
ANTH	1102	**MATH**	1001, 1101, 1111, 1112,1113,1121, 1122, 1401, 2008, 2123, 2124, 2403
BIOL	1107, 1108, 1120, 2110, 2111, 2215, 2440, 3300	**PHIL**	2010, 2020
CHEM	1000, 1100, 1151, 1152, 1211, 1212, 2211	**PHYS**	1111, 2211
ECON	2105, 2106	**POLS**	1101
ENGL	1101, 1102, 2111, 2112, 2130	**PSYC**	1101, 2103, 2104, 3000, 3200
GEOL	1121, 1122	**SOCI**	1101
HIST	2111, 2112	**SPAN**	1001, 1002, 2001, 2002

Contact Information: Niki Schmauch, Coordinator of Academic Services, 912-279-5790 or nschmauch@ccga.edu.

Testing Center

The Testing Center mainly administers placement exams (e.g., Accuplacer, ACT) and certification exams (e.g., GACE, HESI). Students can use the testing center to receive CLEP credit or to satisfy the Georgia History and constitution graduation exams. The testing center can proctor course exams, however it is $20 for eCore/eMajor and $30 for all other exams.

Contact Information: Zerelda Jackson, Coordinator of Testing, 912-279-5807 or zjackson@ccga.edu.

Student Affairs Student Services

Student Conduct

Academic Integrity (full policy located in the College Catalog under "Academic Regulations")

- You determine appropriate sanction, or request it be heard by the Student Conduct Board.
- You are required to submit a (short) report via an electronic form; we track integrity violations for repeat violations.

Behavioral

- You can dismiss students from class for disruptive behavior, or refer the violation to the Dean of Students.
- You are encouraged to inform the Dean of Students in either way. As relevant, he will involve Behavioral Intervention Team or Student Conduct Board.
- Faculty who are concerned about the behavior of a student, feel threatened by the student, or who are made aware of criminal or dangerous activity, should immediately report the information to Campus Police or the Behavioral Intervention Team.
- For emergency situations, call 911.

The Office of Student Conduct webpage includes more in-depth procedures, forms, and contact information.

Disability Services

Instructors are expected to make all lecture information, tests, quizzes, course assignments, etc. accessible to all students, including those with visual impairments.

- **Disability Services can assist by providing test proctors, space for testing, assistive technology, etc. to help aid in ensuring access,** but ultimately it is each individual instructor's responsibility to make all course materials accessible to all students.

Instructors are expected to provide ***reasonable accommodations*** listed on the student's accommodation letter from Disability Services.

- Unreasonable accommodations include:
  - Changing course guidelines or standards (that fundamentally alters a course objective)
  - Unlimited time on tests.
- A student must provide you with their current accommodation letter to receive any accommodations.
  - This letter can be presented ***at any time*** during the semester.
  - If a student provides the letter after the start of the semester, accommodations need not be given for past assignments.

Three typical accommodations:

- **Peer Note Taker**. If listed in the accommodation letter, the instructor should locate a fellow student to share their notes. If one cannot be located, the instructor can provide *detailed* PowerPoints and/or copies of lecture materials. Disability Services may be able to assist with locating a peer note taker.
- **Record Lectures**. If listed in the accommodation letter, the instructor should make a statement at the start of the course that the contents of the lecture are being recorded without identifying the student being served by Disability Services.
- **Reduced Distraction Test Environment/Extended Time on Tests**. If listed in the accommodation letter, then the student can provide you with an additional form to set up test proctoring through Disability Services (given at least 48 hours' notice). This can be done for individual exams or for all exams during the semester.

Instructors are expected to **maintain the confidentiality of the student being served** by Disability Services. For example, distributing notes from a note taker or giving PowerPoints/lecture materials to the student being served by Disability Services should be done in a discreet manner.

Instructors are encouraged to contact Disability Services if they have questions or concerns regarding how to meet a student's accommodations.

Contact information: Dominique Driessen-Espana, Personal Counselor, 912-279-5803 or ddriessenespana@ccga.edu.

Samples of Disability Paperwork that students may present to you:

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

August 4, 2011

CONFIDENTIAL MEMO

To: Instructors of (Student's name)
9200-----

From: Jennifer Zak
Coordinator of Student Disability Services

Re: Class Accommodations

(Student's name) has presented documentation of a disability which meets criteria set by the Board of Regents of the University System of Georgia. Accommodations are being granted for fall semester. The accommodations listed below are considered appropriate for his disability:

- Extended time (up to time and a half) to complete tests and in-class assignments
- Reduced distraction test environment
- Permission to use an audio recorder to record lectures
- Use of a peer note taker and/or copies of power points/lecture materials
- Preferential seating in the classroom
- Use of a word processor with spell check for essays when it does not conflict with an essential course function

Should the student desire testing accommodations that cannot be provided by the professor, he must request them at least 48 hours in advance of the exam, using the form provided by the Office of Disability Services. If you have questions regarding the accommodations listed or need assistance in determining how to meet them, please feel free to email jzak@ccga.edu or call 912-279-5806. Your help in this matter is appreciated.

The instructor is not expected to change the course guidelines or standards. We only ask that you accommodate the student in order for him/her to meet them. If providing one of the accommodations above fundamentally alters the nature of an objective of your course, please contact Disability Services. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandates that accommodations be available to students who are entitled to them.

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

FACULTY ACADEMIC ACCOMMODATION FORM

Office of Disability Services
3 College Drive
Brunswick, GA 31520
Phone: 912.279.5806

Student Name:_____

In accordance with the Americans with Disabilities Act, this student has presented documentation of a specific disability. This information noted on the attached letter, is CONFIDENTIAL and should be discussed privately between you and the student. To ensure ADA mandated confidentiality, do not discuss/refer to a student's disability in front of others. If you have any questions regarding the accommodations, please contact Jennifer Zak, Coordinator of Student Disability Services at 279-5806 or by email at jzak@ccga.edu. Thank you for your assistance in this matter.

_____Semester Schedule

Course	Instructor's Signature	Date

The instructor's signature is needed so we can make sure that the student has made you aware of the accommodations that they will need throughout the semester.

Student Signature:_____ Date:_____

***I hereby give permission for the Office of Disability Services to discuss my accommodations with appropriate college officials. The information I given to faculty and staff will be used only to substantiate need for accommodations and the nature of the accommodations required.*

ODS staff:_____ Date:_____

Revised 07/2011

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

EXAM ACCOMMODATION FORM

College of Coastal Georgia
Office of Disability Services – Brunswick Campus

To be completed by the student:

Student Name:_____

Course Name:_____ Instructor:_____

Policies:
1. *The student must return this completed form* to the Office of Disability Services at least 48 hours before the testing date.
2. The Office of Disability Services is available to proctor tests from 8:00 am – 5:00 pm Monday-Friday.
3. Submitting an Exam Accommodation Form does not guarantee testing accommodations with our office. Testing accommodations are on a first-come, first-serve basis.

To be completed by the Instructor:

1. The student needs to take this test on this date: _____ starting at this time:_____
2. How much time is the class being given to take this test? _____
3. Does this test include an essay (circle one)? YES NO
4. Please list any additional instructions for this test, including any class related materials which the student may use: _____
5. How will the test be received?
   _____ Instructor will hand deliver test to Office of Disability Services (***please do not send in campus mail***)
   _____ Instructor will e-mail the test to **jzak@ccga.edu (and copy lrogers@ccga.edu)**
6. How will the test be returned?
   _____Instructor will pick up the test from the Office of Disability Services
   _____Test proctor will return the test to the instructor's division mailbox

Instructor's Signature:_____Date:_____

Date Received:_____ Test Started: _____
ODS Staff Initials:_____ Test Completed: _____

Please contact Jennifer Zak, 279-5806 with further questions.

Revised 08/2011

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA
Dreams in Action

SEMESTER EXAM ACCOMMODATION FORM
Office of Disability Services

Part I: To Be Completed by Student:

Student Name:_____

Course Name/Number:_____ Instructor _____

_____Semester 2011 Class Meeting Time/Days:_____

Part II: To Be Completed by the Instructor:

SCHEDULE OF TESTS TO BE TAKEN AT OFFICE OF DISABILITY SERVICES
Dates and times must be approved by instructor
Any changes must also be approved by instructor

Test #	Date	Time Class is allotted for Test	Start Time
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
Final	_____	_____	_____

Instructor must choose the time for the tests. The test must be received by Office of Disability Services at least forty-eight hours (48) hours prior to the scheduled test time. Tests may be sent via e-mail or by hand delivery by instructor or his/her representative. Unannounced quizzes are the only exception.

Faculty Expectations and Evaluation

Essential Duties (Full and Part-Time Faculty)

Tenure-Track Full-Time Faculty

- Teaching (12 credit workload*)
- Service, including advising
- Professional Development
- Scholarship (as defined by Boyer, this includes scholarship related to Discovery, Integration, Application, and Teaching & Learning)

Non-Tenure Track Full-Time Faculty

- Teaching (15 credit workload*)
- Service, including advising
- Professional Development

Non-tenure track faculty are welcome to do scholarship, but it is not expected.

**In situations where credit hours do not equal contact time (e.g., science labs, practicum courses), workload is calculated differently. For more information, ask your department chair or school dean.*

Each new full-time faculty member is assigned a fellow faculty member in the same or a similar discipline to serve as their mentor. A great "first topic" to discuss with your mentor is how much time they typically spend on each of these areas of the job.

Full-time Faculty are required to create a daily schedule that is posted on their office door and submitted to the School Dean and/or Department Chair by the end of the first week of class each semester. The schedule should include all courses taught (with times/places), office hours/student conference hours, and contact information (email and office phone number). Full-time faculty are required to hold at least 8 office hours per fall and spring semester (see handbook for rules on summer office hours).

Part-time Faculty are only responsible for teaching courses. There are no expectations of service, professional development, or scholarship. They are required to hold some office hours (no specific minimum), but can be immediately before or after class.

Promotion & Tenure (for Full-time Faculty)

Full-time faculty additionally undergo promotion and, if in a tenure-track position, tenure. The Faculty Handbook has full details on what is required for promotion and tenure.

Apply for:	*Pre-Tenure*	*Tenure*	*Promotion to Associate Professor*	*Promotion to Full Professor*	*1st Post-Tenure Review*
Standard Timeline	3rd year	6th year	6th year	11th year	16th year
1 year credit	2nd year	5th year	5th year	10th year	15th year
2 years credit	1st year	4th year	4th year	9th year	14th year
3 years credit	1st year	3rd year	3rd year	8th year	13th year

Lecturers apply for promotion to Senior Lecturer in their 7th year.

Faculty Evaluations

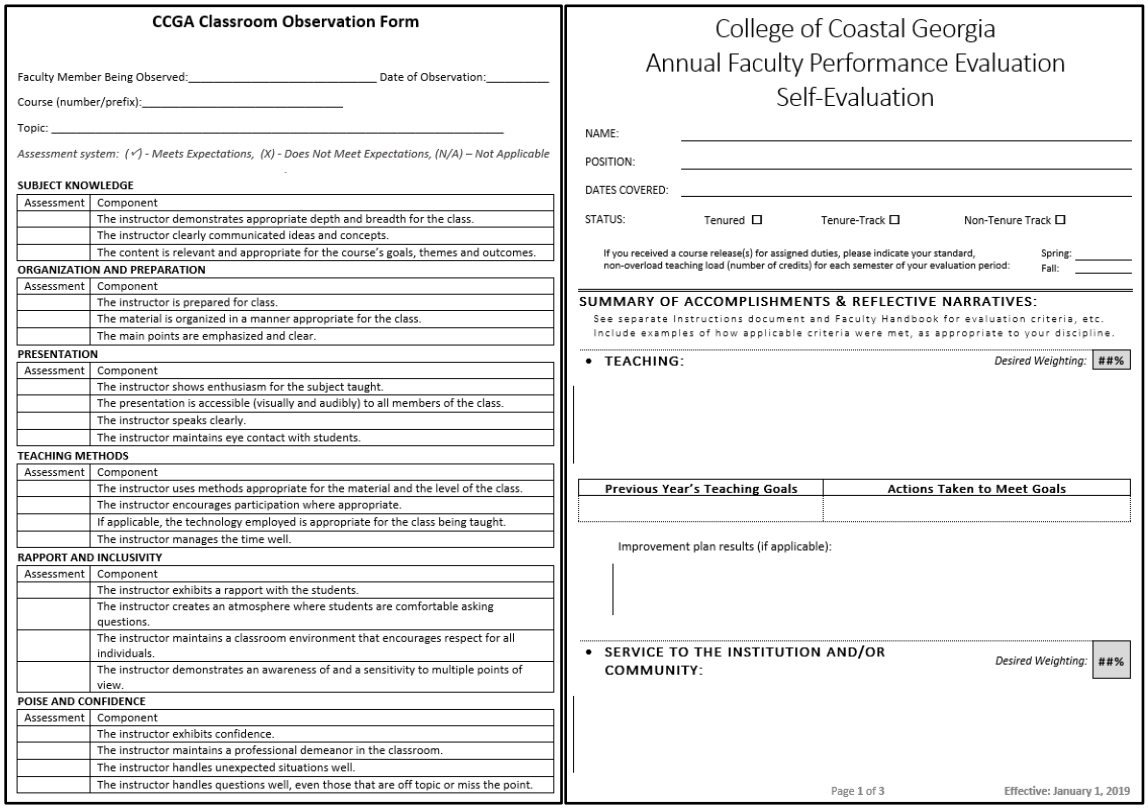
All Faculty are evaluated by their Supervisor (Department Chairs or Deans) through Classroom Observations as well as by students through the End-of-Course Student Opinion of Instruction survey.

Course Evaluations

Full-time Faculty additionally go through an annual evaluation process:

- Faculty write separate narratives on teaching, service, professional development, and (if tenure-track) scholarship.
- Deans/Chairs provide feedback for each area and provide rating.
- Dean/Chairs meet with faculty member.
- Faculty can write response to dean/chair comments.
- Rating is basis for merit raises (when available).

These forms are located on the portal, under the “Faculty/Staff” tab.



CCGA Classroom Observation Form

Faculty Member Being Observed:_____ Date of Observation:_____

Course (number/prefix):_____

Topic: _____

Assessment system: (✓) - Meets Expectations, (X) - Does Not Meet Expectations, (N/A) – Not Applicable

SUBJECT KNOWLEDGE

Assessment	Component
	The instructor demonstrates appropriate depth and breadth for the class.
	The instructor clearly communicated ideas and concepts.
	The content is relevant and appropriate for the course's goals, themes and outcomes.

ORGANIZATION AND PREPARATION

Assessment	Component
	The instructor is prepared for class.
	The material is organized in a manner appropriate for the class.
	The main points are emphasized and clear.

PRESENTATION

Assessment	Component
	The instructor shows enthusiasm for the subject taught.
	The presentation is accessible (visually and audibly) to all members of the class.
	The instructor speaks clearly.
	The instructor maintains eye contact with students.

TEACHING METHODS

Assessment	Component
	The instructor uses methods appropriate for the material and the level of the class.
	The instructor encourages participation where appropriate.
	If applicable, the technology employed is appropriate for the class being taught.
	The instructor manages the time well.

RAPPORT AND INCLUSIVITY

Assessment	Component
	The instructor exhibits a rapport with the students.
	The instructor creates an atmosphere where students are comfortable asking questions.
	The instructor maintains a classroom environment that encourages respect for all individuals.
	The instructor demonstrates an awareness of and a sensitivity to multiple points of view.

POISE AND CONFIDENCE

Assessment	Component
	The instructor exhibits confidence.
	The instructor maintains a professional demeanor in the classroom.
	The instructor handles unexpected situations well.
	The instructor handles questions well, even those that are off topic or miss the point.

College of Coastal Georgia
Annual Faculty Performance Evaluation
Self-Evaluation

NAME: _____

POSITION: _____

DATES COVERED: _____

STATUS: Tenured ☐ Tenure-Track ☐ Non-Tenure Track ☐

If you received a course release(s) for assigned duties, please indicate your standard, non-overload teaching load (number of credits) for each semester of your evaluation period: Spring: _____ Fall: _____

SUMMARY OF ACCOMPLISHMENTS & REFLECTIVE NARRATIVES:

See separate Instructions document and Faculty Handbook for evaluation criteria, etc. Include examples of how applicable criteria were met, as appropriate to your discipline.

- **TEACHING:** *Desired Weighting:* ##%

Previous Year's Teaching Goals	Actions Taken to Meet Goals

Improvement plan results (if applicable):

- **SERVICE TO THE INSTITUTION AND/OR COMMUNITY:** *Desired Weighting:* ##%

Page 1 of 3 Effective: January 1, 2019

Faculty should keep copies of all evaluation instruments for inclusion in promotion and tenure portfolios.

For tenure-track faculty, the next page provides examples of scholarship that can count toward annual evaluations, promotion and tenure. The information is adapted from a presentation from Northeastern University.

Boyer's Model of Scholarship

The Scholarship of Discovery: "...the commitment to knowledge for its own sake..."

- Search for new knowledge
- Traditional definition of scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

Examples:

- Internally or externally funded research projects
- Research projects
- Working papers
- Peer-reviewed journal articles
- Book chapters and /or books
- Creative activity: Compositions, presentations, performances, exhibits and projects.

The Scholarship of Integration: "Bringing insight to bear on original research" with "interpretive, integrative, interdisciplinary" approaches.

- Integration of knowledge from different sources
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

Examples:

- Professional development workshops
- Literature reviews
- Presentations of research at conferences
- Non-academic publications that address discipline-related concerns
- Meta-analysis (contrasting or combining results from different studies)

The Scholarship of Application: "Higher education must serve the interests of the larger community" with the application of knowledge to real world problems.

- Discovering of ways that new knowledge can be used to solve real world problems.
- "New intellectual problems can arise out of the very act of application."

Examples:

- Consulting activities in field or industry that directly relate to the intellectual work of the faculty member
- Support/development of community activities that link with academic discipline
- Formal development and/or oversight of practica/partnerships on behalf of the College that connect students with the field/industry
- The application of theory in the field to real world problems.
- Media contributions (newspaper, magazine, etc.)

The Scholarship of Teaching: "Teaching is the highest form of understanding."

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Informal/formal. Teaching, advising, mentoring
- "Knowing and learning are communal tasks."

Examples:

- Development of new or substantially revised courses, curricula
- Innovative teaching materials/strategies
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Projects funded by grants to support instructional activities
- Production of videos for instruction
- Technical, procedural or practical innovations made clinically or professionally
- Publication of textbooks or teaching materials.

Policies/Procedures

Academic Policies/Procedures

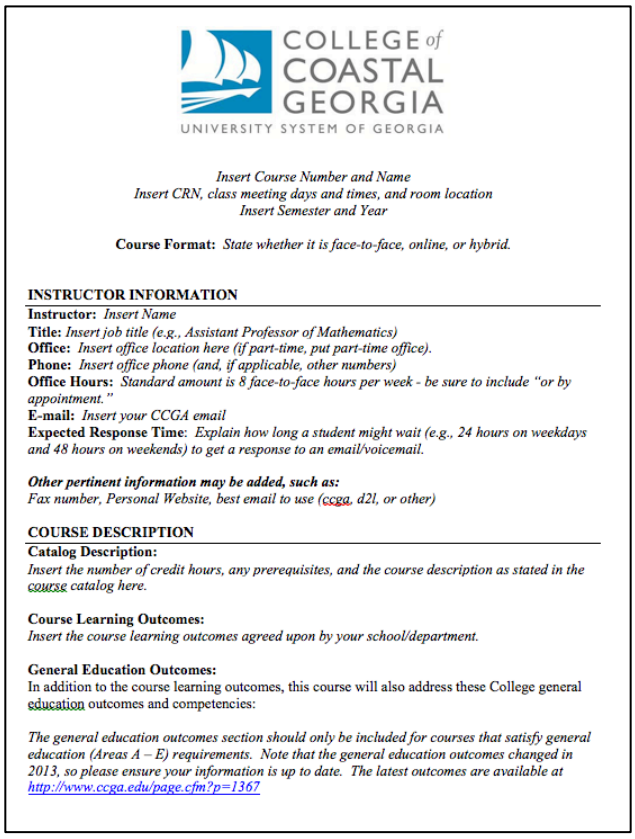
Course Syllabi

Faculty are required to create and submit course syllabi for each course they teach.

- Do not print copies for all of your students.
- Syllabi must be uploaded to D2L by day 1 of class as well as submitted to your departments.

The College has a uniform syllabus template (shown on right). This template, along with master syllabi (which show learning outcomes for individual courses) and sample syllabi from other instructors, can be obtained from your dean/chair.

Note: The bottom of the first page has "General Education Outcomes." This section should only be included if the course appears in Area A – E of the general education curriculum. Your Dean/Chair can tell you if your course does.



COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

Insert Course Number and Name
Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
Insert the number of credit hours, any prerequisites, and the course description as stated in the course catalog here.

Course Learning Outcomes:
Insert the course learning outcomes agreed upon by your school/department.

General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

The general education outcomes section should only be included for courses that satisfy general education (Areas A – E) requirements. Note that the general education outcomes changed in 2013, so please ensure your information is up to date. The latest outcomes are available at http://www.ccga.edu/page.cfm?p=1367

Additionally, note that if you are planning class field trip(s), the College requires signed Waiver Liability Forms from every student

Instructor Absences

Absences due to illness, etc. should be reported to the Dean, Department Chair, and Department Coordinator.

- Please report ASAP. Often, we can find someone to cover your course.
- Post notice of absence in D2L and email students
- Additionally, absences need to be reported in OneUSG connect. To access this system, click on the "OneUSG Connect" button in the Applications window of the CCGA Portal.

Grades

At CCGA, faculty are required to give both midterm and final grades. Midterm grades are due one week prior to the last day students can withdraw from the course without academic penalty so that students can make an informed decision before deciding whether to withdraw.

A, B, C, D, F, W, WF, I
- Learning Support: IP instead of D

Withdraw (W/WF):
- Students that withdraw after the add/drop period (first week of class) but before midterm, faculty can elect to give a "WF," which counts against a student's GPA. A "W" does not count against the GPA.
- If a student is attempting to withdraw from your class, please remind them this withdrawal may have implications on their financial aid so they need to stop by the Financial Aid office
- If a student does not officially withdraw, but stops attending class – this also has financial implications for them (they will owe back whatever financial aid they received for the portion of the class they didn't attend).
- Students can seek help from financial aid at any stage of the process. Please encourage them to visit Financial Aid as soon as possible to discuss any questions.

Incomplete (I):
- Can be given to students who successfully complete a majority of the course.
- Incomplete form must be filled out.

Final grades must be accurate!
- Inform the Registrar's office ASAP if you find an error. If it is before grades are processed at end of term, you can make a quick update in COAST through the final grades menu. If it is after grades are processed, you must submit a change of grade form.

Students can appeal grades, but must follow the process as listed in College Catalog under the "Academic Regulations" section. Grade appeals start with the instructor. If the appeal is not resolved with the instructor, then students can appeal their grade through various stages (please refer to the policy in the catalog) up to the President.

Attendance

Faculty must report:

- Attendance Verification at the start of the session (e.g., full session, second session) **for every student**.
- Last Day of Attendance on mid-term grades and final grades **for students getting a grade of F or I**.

It is imperative that attendance is submitted on time and is accurate – please double check it!

- Failure to verify attendance for an attending student: the student will be removed from the course and from D2L. Once a student reports the error, it takes at least a week to reinstate the student and correct their financial aid.
- Verifying attendance for a non-attending student: the College could provide financial aid to students that are not eligible and then CCGA must repay this money to the Feds.
- The last day of attendance must be documentable – financial auditors will ask how the date was determined and faculty will need to be able to provide details (proof).

What CAN be used for attendance:	What can NOT be used for attendance:
• Last day student physically attended class • Submitted an assignment • Took a quiz/exam • Posted in a discussion board • Participated in an active tutorial or computer assisted instruction (e.g., SI session) • Initiated contact with a faculty member to ask a question about the academic subject	• Living on campus • Attending an athletic or school event • Using the meal plan • Logging in to the online class but doing NOTHING • Participating in academic counseling or advising • Email to faculty member of an administrative nature (e.g., “I missed the last 3 weeks, can I still pass?”)

If a student is missing from your official roster but is coming to class, call the Registrar: 912-279-5738. Your official class roster is on the Portal or COAST, not D2L – if a student is not listed on the Portal or COAST, they are not officially enrolled. The D2L roster will generally match, however:

- Students can be listed on D2L that are not on COAST (you can manually add students to your D2L course)
- Students may not be listed but are officially registered on COAST (this is rare, but happens)

FERPA: Keep student records confidential!

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records.

Grades: Students' grades should not be displayed publicly using student's names, SSN (all or partial), or student ID. Instead, grades should be posted online in D2L (or other online assessment systems).

Papers: Graded papers or tests should not be left unattended on a desk in a public area, nor should students sort through graded papers or tests in order to retrieve their own work.

Class rosters/grade sheets: These reports should be handled in a confidential manner, and the information contained on them should not be disclosed to third parties.

Parents: Parents and significant others do not have a right to information contained in a student's education record, unless a student has submitted a FERPA waiver to the Office of the Registrar giving consent to share specific records with designated individuals.

- Completed FERPA waivers can be found by visiting the portal and navigating to the Faculty/Staff tab>FERPA.

Employers: Employers do not have a right to educational information pertaining to a student.

Letters of recommendation: Statements based on your personal observation or knowledge do not require signed consent from the student. However, you must have signed written consent to include information about a student's grades, grade point average, or class rank.

- Please do not assume that it is OK with the student to include his or her grade or GPA even if you have received a verbal request from the student. It is vital that you have this permission in writing with the signature of the student.

Class schedules: Do not provide anyone with a student's schedule. As well, do not assist anyone other than an authorized college employee in finding a student on campus.

- If someone indicates it is necessary to contact a student due to a family emergency, refer them to the Office of Student Affairs at 279-4561.

Student disabilities are also considered a record that must not be disclosed to others.

Personnel Policies

Email/Mail

Email is the official communication method for the College. Faculty are expected to check their email several times per day and respond (if needed) in a timely manner.

Each School has faculty mailboxes, which should be checked regularly. There are also large zippered pouches for outgoing mail that are picked up around 2:00pm each day.

Outside Activities

Working somewhere else (including another USG institution)? Consulting for another company/organization? Interested in political office? **If yes, please read the "Outside Activity" section of the Faculty Handbook immediately.** There are forms and rules for these activities.

Conflicts of Interest

Gifts and Gratuities Prohibited: Employees shall not directly or indirectly solicit, receive, accept, or agree to receive a thing of value by inducing the reasonable belief that the giving of the thing will influence his or her performance or failure to perform any official action.

- The acceptance of a gift, benefit, reward or consideration where the purpose of the gift is to influence an employee in the performance of his or her official functions is a felony.
- For purposes of this policy a gift is defined as lodging, transportation, personal services, a gratuity, subscription, membership, trip, loan, extension of credit, forgiveness of debt, advance or deposit of money, or anything of value.

Appearance of Conflicts of Interest: An employee shall make every reasonable effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person will conclude from the circumstances that the employee's ability to protect the public interest or perform public duties is compromised by personal interest.

Other College Policies

The uniform syllabus template includes a link to relevant policies that may impact your students and courses: portside.ccga.edu/CoursePolicies. That link includes information on the following:

- Academic Integrity Policy
- Student Conduct Policy
- Electronic Devices Policy
- Withdrawal Policy
- Sexual Misconduct/Title IX
- Prohibition of Weapons on Campus Policy

The Faculty Handbook additionally provides information on the following policies:

- Open Records Policy
- Tobacco Free Campus and Drug Free Workplace Policies
- Policy against Harassment
- Children on Campus Policy
- Academic Freedom Policy

A full list of College policies is available on the Intranet.

Where to do What and When?

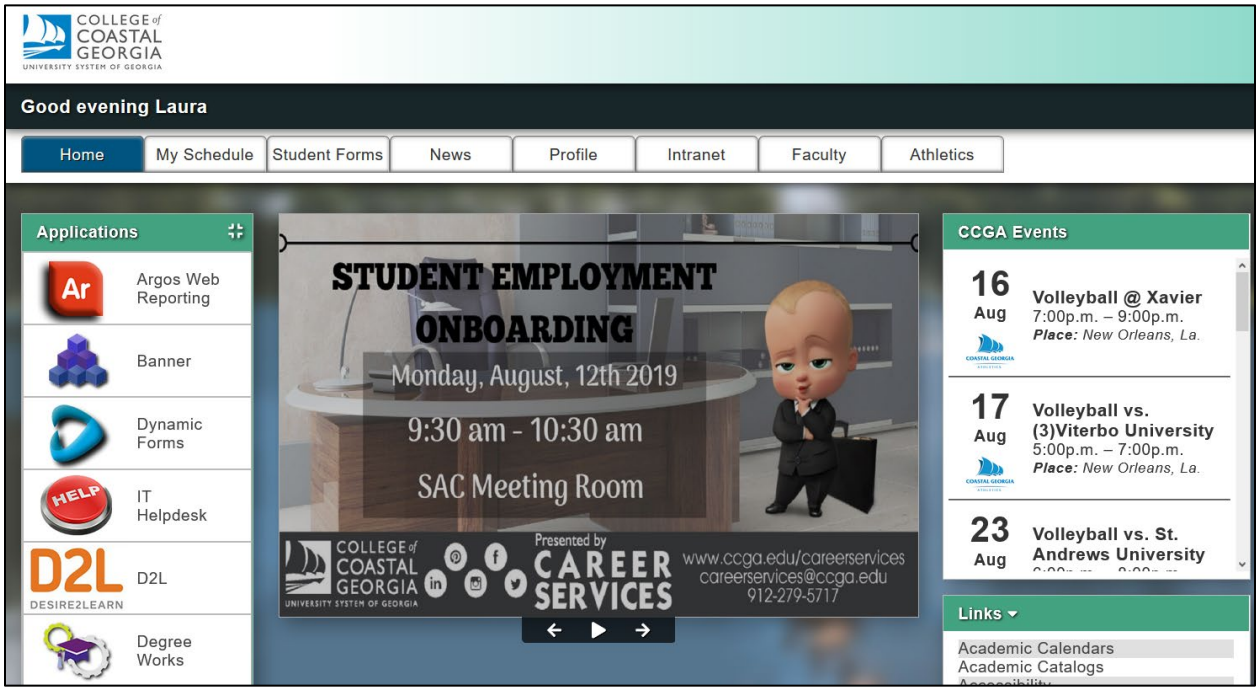
When?

Note: The dates below are college-wide dates. Many school/departments have additional dates for faculty, e.g., when syllabi are due.

Important Semester Dates	Full Session	1st Session	2nd Session
First Day of Class	Aug 16	Aug 16	Oct 11
Drop/Add	Aug 16 - 20	Aug 16 - 20	Oct 11 – 12
Attendance Verification – Initial Rosters - Due 5pm	Aug 20	Aug 20	Oct 13
Attendance Verification – Final Rosters - Due 12pm	Aug 25	Aug 25	Oct 15
Midterm Grades - Due 5pm	Oct 1	--	--
Midterm (last day for students to drop and receive a "W")	Oct 8	Sept 13	Nov 10
Last Day of Classes	Dec 6	Oct 5	Dec 6
Final Exams	Dec 7 – 10	Oct 6 – 8	Dec 7 – 10
Final Grades - Due 12pm	Dec 12	Oct 10	Dec 12
No Classes On: Sept 6, Nov 22 – 26 (however, Nov 22 – 23 are emergency make-up days)			

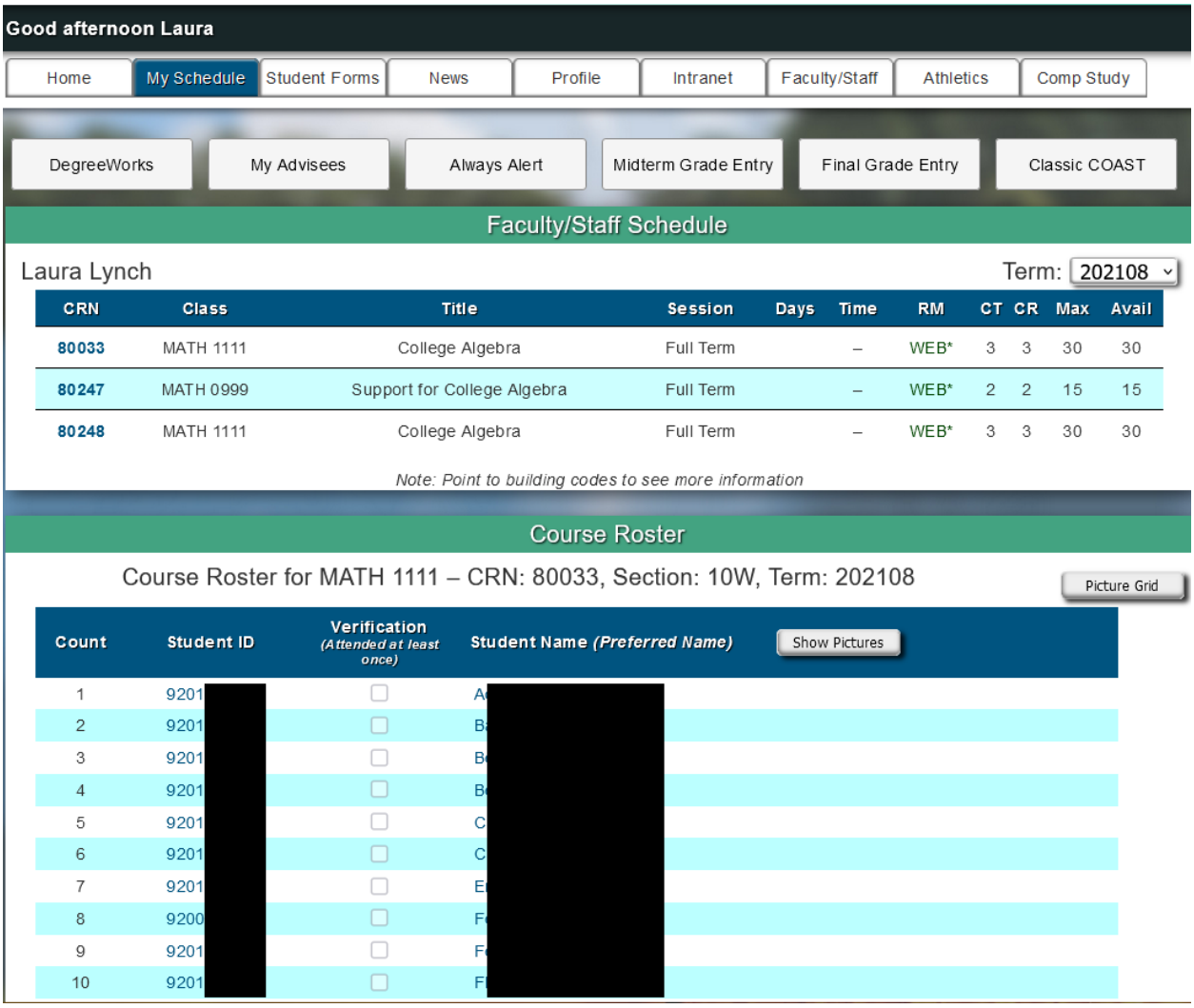
Where?

Most everything requires you to log into the CCGA portal at https://portal.ccga.edu.



Course Rosters, Attendance Verification, & Grades

In the portal, faculty can click on the “My Schedule” tab on the top ribbon. Doing so will show faculty their schedule for the semester they select. Selecting a term and a CRN will pull up the course roster, which is also where faculty verify student attendance at the start of the term. Choose the “Midterm Grade Entry” or “Final Grade Entry” along the top ribbon takes you directly to the screen to input student trades.



Quick Tip: Choose the “Picture Grid” button on the right middle of the screen in the screen shot above to see photos of each student in your course (taken from the school identification card). This is a great way to put a face to the name as you are trying to remember your students’ names at the start of the term. Some faculty print these picture grids out to keep with them!

Note: D2L has a gradebook that you can use with your students to keep them abreast of how they are progressing throughout the term. However, midterm and final grades must be submitted via the screen above!

Academic Forms (Electronic and Otherwise)

In the portal, the “Faculty/Staff” tab along the top horizontal bar has most of the forms faculty fill out:

Forms About Students

- Academic Integrity Incident Report Form
- Behavioral Intervention Team (BIT) Referral Form
- Change of Grade Form
- Course Substitution Petition
- Incomplete Grade Request
- Independent Study Approval Form
- Permission to Add a Course (Advisor Initiated)
- PLA Credit Approval
- Release for Recommendation (FERPA)
- Request to Switch Courses After Add/Drop

Other Academic Affairs Forms

- Academic Policy Proposal Form
- Annual Faculty Self-Evaluation Form
- Catalog Edit Submission
- Classroom Observation Form (In-Class or Online)
- Curriculum Proposal Template
- Grant Proposal Certification Forms
- IRB Proposal Forms
- SACSCOC Justification Form
- Summer Fellowship for Research and Innovative Projects
- Uniform Syllabus Template

All Service-Learning Forms

Various Technology Access Forms

Other Employee Forms

- CCGA Facility Use License Agreement
- Guest Wifi Account Request Form
- HR/Employment Forms
- Laptop Loan Request Form
- Room Reservation Request Form
- Travel Authorization and other Travel Forms

There is also a “student form” tab with additional forms students fill out.

Faculty Development and Resources

Faculty Development Units

Center for Teaching and Learning

The CTL is partially responsible for this guide, but also organizes year-round faculty workshops and faculty book groups related to teaching and learning. The CTL also maintains a lending library for faculty which includes the books pictured on the right.

Looking for more info? Contact Dr. Laura Lynch, Assistant Vice President for Faculty Affairs and Associate Professor of Mathematics, 912.279.4548, llynch@ccga.edu.

Quick Tip: Students tend to retain more information when they are actively engaged in the learning process (Brown, Roediger, & McDaniel, 2014). When possible, balance lectures with more active learning strategies. Technologies like Kahoot can help!

Library

GALILEO Scholar
An Initiative of the University System of Georgia

The Gould Memorial Library in Brunswick and the Camden Center Library have a collection of more than 320 GALILEO databases that support our programs and faculty needs. Additionally, the libraries offer several faculty services.

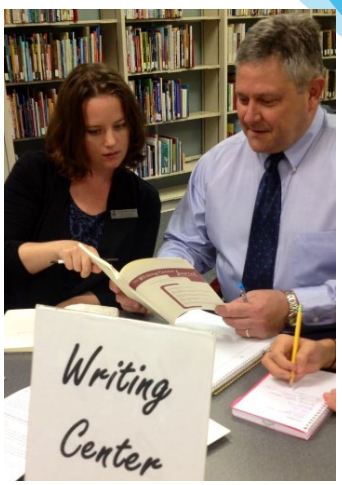
- Librarians can come to your class to provide customized instruction on GALILEO and research
- Librarians can recommend library materials that support courses/programs.
- Librarians have created “LibGuides” on a variety of topics and can create custom guides for you.
- Copyright Guidance: Librarians can help you navigate copyright laws

Additionally, you can place items on reserve for your courses, they have equipment loans (including Chromebooks and calculators), and they have meeting spaces available.

Contact Information: Debbie Holmes, Dean of Library Services, 912-279-5787 or dholmes@ccga.edu.

Quick Tip: You can access Galileo from off campus through D2L. If you don’t log on through D2L, you will need a password that Debbie Holmes emails every year.

Writing Center



The Writing Center provides feedback for faculty on creating assignments, conducting peer-review activities, and responding to student writing. Outside the classroom, the Writing Center can help faculty with manuscript editing as well as feedback on organization and planning for conference presentations or articles.

Contact information: Dr. Jennifer P. Gray, Professor of English and Writing Center Coordinator, Jones 112, (912) 279-5910, jgray@ccga.edu.

Quick Tip: When providing feedback on an early draft of a student's paper, avoid focusing too much on grammar errors within the sentences. Since the content of the draft will probably change drastically, those sentences will too, resulting in grammar comments that may not apply anymore.

Office of eLearning

eLearning provides support, training, and instructional design services for faculty teaching online, hybrid, and technology-enhanced courses. In addition, eLearning staff provide online/hybrid course reviews based on Quality Matters national standards. Key Services:

- Online/hybrid course design and development (Check out the Online Resource Teaching Guide in D2L for loads of resources!)
- Consultation, workshops, and support for integrating technology and pedagogy
- Assistance with the advanced D2L features
- Best practices for using Respondus, Blackboard Collaborate, and TurnItIn

Contact Dr. Lisa McNeal, Director of eLearning, for more information or to schedule a consultation about (fully or partially) online course development or other instructional technologies; Jones 127, (912) 279 – 4505, lmcneal@ccga.edu.

Quick Tip: All faculty have access to an “Online Resource Teaching Guide” D2L course page with tons of resources for teaching online.

Center for Service-Learning

SERVICE-LEARNING
College of Coastal Georgia
serve • learn • succeed

Staff in the Center for Service-Learning (CS-L) provide training, support, and resources for faculty members in pursuit of this community-engaged teaching method. CS-L can match faculty with area agencies that focus on community issues.

Contact Information: Dr. Cody M. Cocchi, Associate Director of Service-Learning, (912) 279-5976, CCocchi@ccga.edu

Quick Tip: Browse our online Community Partner Clearinghouse to locate community-identified needs within Glynn, Camden, and our surrounding counties for planning a Service-Learning course.

Seven Principles for Good Practice in Teaching

The information below is taken from the University of Florida's Center for Instructional Technology and Training and is based off the book *Applying the Seven Principles for Good Practice in Undergraduate Education* (Chickering and Gamson, 1991).

1. **Encourage contact between students and faculty**: "Frequent interaction with faculty members is more strongly related to satisfaction with college than any other type of involvement, or, indeed, any other student or institutional characteristic." (Astin, 1985, pp. 133-151)
    - Utilize virtual or regular classroom environments to hold synchronous class activities and provide opportunities for the students to interact with the instructor at a distance by using a web conferencing tool.
    - Provide personal feedback quickly on assignments and assessments. Utilize rubrics for projects and papers to standardize grading and provide built-in feedback.
    - Hold office hours (virtual and in person), make opportunities for review sessions and study groups using a virtual classroom, and/or utilize the chat feature of your Learning Management System (LMS).
    - Provide opportunities for discussions using discussion activities and comment on student posts to show a "presence" in the course. Give work and study groups discussion boards for their use and "check-in" to see how students are progressing.
2. **Develop reciprocity and cooperation among students:** "Students' academic performance and satisfaction at college are tied closely to involvement with faculty and other students around substantive work." (Light,1992, p. 18)
    - Provide opportunities for collaboration such as discussion, group projects and assignments, and peer evaluation. Utilize the tools in an LMS to provide students with a discussion and collaboration space.
3. **Encourage active learning:** Learning is not a spectator sport. To internalize learning students must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives.
    - Provide opportunities for students to interact with content during presentations or lectures utilizing tools such as video discussion platforms, social media, or live classroom response systems.
    - Allow students to relate the material to their own interests through reflections and presentations. Encourage self-evaluation and peer-review. Provide students with rubrics for evaluation and have multiple students evaluate the same project by using the collaboration tools, chats, or discussion boards.
    - Discover the various communication tools and applications of your LMS to provide opportunities to interact with the content and each other.
4. **Provide effective and prompt feedback**: Recognizing and understanding gaps of knowledge will help guide student learning.

- Respond to student queries and problems quickly. Utilize discussions, polling, and/or social media during or after a lecture to provide opportunities for students to ask questions.
- Utilize rubrics for grading projects and papers to standardize grading and provide prompt feedback to students.
- Utilize low-stakes assessments to provide students with frequent assessments of their learning and provide frequent feedback on progress.
- Provide frequently updated student grades by using the gradebook in your LMS.
- Respond to distance students within a 24-hour time period if possible. If this is not realistic for the instructor, outline in the syllabus what students can expect for instructor response times.

5. **Emphasize time on task:** Time plus energy equals learning. Learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.
   - Emphasize deadlines in the syllabus and provide students with reminders about upcoming deadlines. Utilize social network platforms or LMS announcements to send brief reminders or bits of information to students.
   - Give consistent and frequent deadlines to distance students such as weekly discussion requirements by the same day/time each week, low-stakes quizzes on the same day/time each week, and weekly reminders to continue work on long-term projects.
   - Break large projects into smaller, more manageable pieces and require students to hit benchmarks during the duration of the project. For example, require students to present a brainstorming list, an outline, resources, a rough draft, and a final draft to a paper or project.
6. **Communicate high expectations:** Expect more and you will get it. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy.
   - Provide students with detailed explanations and expectations in the syllabus.
   - Provide students with rubrics for projects and papers detailing what must be accomplished and the grade value for each item. This allows students to know exactly what is expected of them.
   - Set realistic expectations for course activities and assessments that communicate high but attainable expectations.
7. **Respect diverse talents and ways of learning:** Many roads lead to learning. Different students bring different talents and styles to college. Students need opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.
   - Develop and implement the course using proven learning theories.
   - Incorporate a variety of activities into the course including collaboration, group and individual projects, papers, low stakes assessments, and discussions to reach a variety of learning preferences.
   - Present course materials in a variety of methods to reach the most modalities possible.

Funds for Scholarship and Professional Development Travel

Faculty are encouraged to attend and present at conferences as part of the required "professional development" duties. Faculty can get $500 for professional development (e.g., not presenting) and up to $1300 for scholarship (e.g., presenting) at conferences.

Faculty must fill out a travel authorization *before all travel* (even if you will not be reimbursed).

- Before travel, check out the Travel Overview PowerPoint (in D2L New Fac Dev page).
- Detailed Policies, Procedures, and Forms are located on the Intranet.
- Travel expense forms are due within 45 calendar days of return.

Faculty teaching at both Brunswick and Camden or traveling to other instructional sites (e.g., education practicum) may be eligible for reimbursed mileage for travel between campuses. In this case, a travel authorization should be submitted at the beginning of the semester and expense forms are due one week after the last day of finals for the semester in which the travel occurred. Ask your department chair/school dean for more information.

Summer Fellowships

The College has a competitive fellowship program for faculty. Applications are due March 1 every year and the Faculty Development Committee makes recommendations for funding to the Provost.

Shared Governance

The College adheres to a shared governance model, where faculty, staff, and students are a part of much of the administrative decision making. For faculty, this is done through the Faculty Senate, which has monthly meetings that are open to all faculty, as well as several subcommittees (such as the Curriculum Committee and Faculty Development Committee, where much of the work of the Senate is accomplished).

Consider contacting one of your faculty senators for any questions, issues, or suggestion you may have. The 2021-2022 Faculty Senators are

- Melissa Trussell (Chair)
- David Stasek (Natural Science/Chair-Elect)
- Andrea Kwasny (Arts and Humanities)
- Karen Lucas (Education)
- Cailin Noble (Mathematics)
- VACANT (Social Sciences)
- Nelbert "Doc" St. Clair (Criminal Justice, Public Policy, & Management)
- Robby Roberson (Hospitality, Tourism, & Culinary Arts)
- Ray Stephens (Business Admin & Health Informatics)
- Laura Grantham (Nursing)
- VACANT (Health Sciences)
- Stephanie Connor (At-Large)
- Karen Hambright (At-Large)
- Jennifer Hatchel (At-Large)

We currently have a vacancy for the CCGA representative to the USG Faculty Council; that position also serves as a non-voting member of Senate. Brian Pope (Social Sciences) serves as the Past-Chair, also as a non-voting member of Senate.

Classroom & Technology Resources

Classroom Supplies: Faculty members should consult with their Department Chair or School Dean concerning their need for equipment and supplies.

- Small items such as paper, stationery, file folders, pencils, pads, ballpoint pens, etc., may be secured by faculty members through the respective school offices.
- Copiers and Scantron machines are also available in school offices.

All classrooms have: Networked Computer, LCD Projector, Dry Erase Board*.

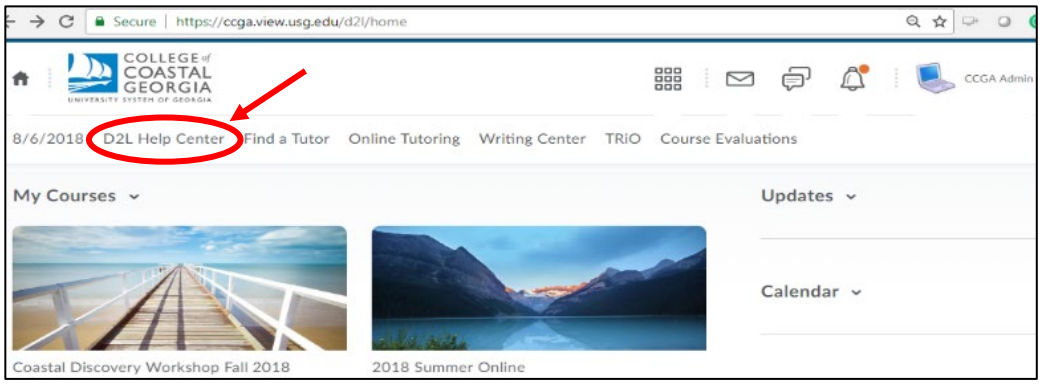
- *There are two classrooms with chalkboards instead of dry erase boards.
- Most have Doc Cams, many have SMART boards, few have physical VCR/DVD player (though the computer can play DVDs). Request a TV cart/VHS player (via help ticket).
- Check your specific classrooms beforehand.

Need technology help? For immediate assistance, call the help desk: 912-279-5760.

- Program this into your phone!
- Available 8am-8pm Mon-Thurs and 8am-5pm Fri during the Fall and Spring semesters, and 8am-5pm in the summer.
- Common issue: Projector "extends" monitor instead of "duplicates." (instructions on D2L)
- Technology Services maintains a number of resources and "how-to" guides on the Intranet (from the portal, click Intranet on the top bar>Departments>Technology Services).
- Username/Password: Make sure to set up security questions in the portal under profile>Enroll/Update Password Management Tool. That will make it easier for you to change a password!

Otherwise,

- In the portal, faculty can access the **"help ticket" system** in the left "application" menu in order to submit requests to Technology Services.
- If you need assistance specifically with Desire2Learn, try the D2L Help Center which is accessible via the top ribbon on D2L or contact eLearning@ccga.edu.



- Faculty can request training from Tech Services for various technologies.
- Faculty can also email support@ccga.edu with questions/requests.

The USG also provides discounts on various technology resources.

- http://srs.usg.edu
- You can get Adobe, Microsoft, etc. products for discounted rates.

Other Faculty Resources

Faculty Resources Webpage

This webpage is a repository of links to the various pages/resources faculty need, including: campus directory, final exam schedule, syllabus template, faculty handbook, academic integrity policy.

Emergencies

The College has an instant text message emergency notification system that you are encouraged to join. It is used only to inform employees and students of campus closures and campus emergencies, such as an active shooter.

HOW TO REGISTER:
Text **CCGA** to **888777**
Step 1: Compose a new text message
Step 2: Enter **888777** in the "To" field
Step 3: Enter **CCGA** in the "Message" field
Step 4: Press "Send"

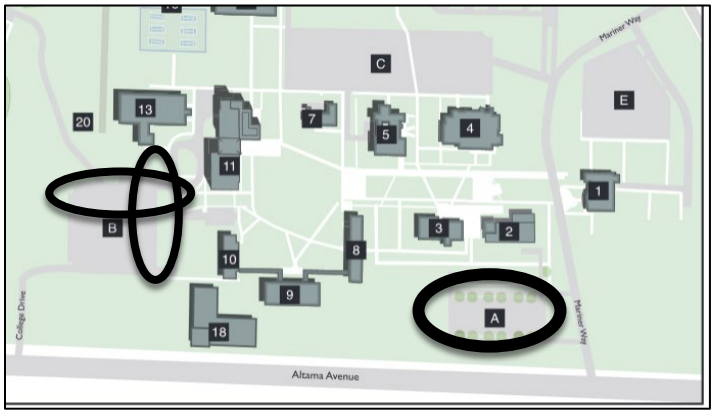
**Standard text rates may apply*

To report an emergency, call **911**. Otherwise, for non-emergency calls and assistance (for things like door locks, motorist assistance, safety escorts), call

912-258-3133 (Brunswick) or 912-552-5277 (Camden).

Note that office phones have a "Police" quick dial button on the display. See Faculty Handbook for guidance in the case of: fire, severe weather, bomb threats, accidents, illness, etc. Additionally, faculty can access the College's Emergency Management Plan.

Parking



Faculty/Staff Parking Permits

- Free
- Pick up in Bursar's Office (Andrews Center – 5)
- Bring: Make/Model, License Plate, Insurance Provider

Faculty/Staff Parking

- Can park anywhere
- Lot A (Code 4321*) is designated faculty/staff
- Lot B has faculty/staff rows

Around Town

All full-time faculty can get a free Jekyll Island annual pass. At the Jekyll Island Visitor's Center, simply say you are CCGA faculty to get your pass. (It may take a few weeks after the start of the semester in order for Jekyll Island to receive an updated list).

As a CCGA employee, you can get discounts all around town through the Mariner's Mates program.

COLLEGE OF COASTAL GEORGIA

FACULTY FAVORITES

AT THE 2017 NEW FACULTY ORIENTATION, CCGA FACULTY MENTORS PROVIDED HELPFUL HINTS ON LOCAL ATTRACTIONS TO INCOMING FACULTY. HERE ARE SOME OF THEIR FAVORITES:

RESTAURANTS

BRUNSWICK

DADDY CATE'S

DADDY CATE'S COFFEES LOCATED IN HISTORIC DOWNTOWN BRUNSWICK GA; GOURMET COFFEES, DESSERTS, LUNCH MENU, GOURMET GIFT BASKETS

EL PUERTO AZTECA TAQUERIA

LOCATED IN DOWNTOWN BRUNSWICK; SERVES AUTHENTIC MEXICAN FOOD

ISLAND JERK

A JAMAICAN RESTAURANT IN THE DOWNTOWN AREA OF BRUNSWICK, GA; VEGAN AND VEGETARIAN FRIENDLY, GLUTEN FREE

LA SALSA TAQUERIA Y TIENDA

SERVES AUTHENTIC MEXICAN FOOD

NAKORN THAI

CASUAL PLACE WITH OLD-WORLD FLAIR, OFFERING HEARTY PORTIONS OF CLASSIC THAI DISHES, PLUS WINE & BEER

NICK'S BUFFET

LOCATED ON HWY 17 SERVES COUNTRY BUFFET

THE FARMER & THE LARDER

A RESTAURANT OWNED AND OPERATED BY CHEFARMER MATTHEW RAIFORD AND FOOD ALCHEMIST JOVAN SAGE; YOU'LL FIND INTERNATIONAL AND COASTAL INSPIRED DISHES

WEE PUB

SIMPLE BUT DIVERSE MENU SERVING TRUE AMERICANA TO TRADITIONAL IRISH FARE

ST. SIMONS ISLAND

CHEF JOHNNY CARINO

CELEBRITY CHEF, PRIVATE CHEF, COOKING CLASSES, IRON CHEF CLASSES, IRON CHEF TEAM BUILDING, DINNER IN HOME, TRAVELING CHEF, MENU CONSULTING & RESTAURANT CONSULTING

ECHO AT THE KING & PRINCE

LOCATED AT THE KING AND PRINCE BEACH & GOLF RESORT; OFFERS SOUTHERN COASTAL CUISINE AND SIGNATURE COCKTAILS IN A CASUAL, OCEANFRONT SETTING

SOUTHERN SOUL BBQ

TOP-NOTCH SOUTHERN BARBECUE WITH A WHOLE LOT OF SOUL

WAKE UP COFFEE

COFFEEHOUSE PROVIDING THOUGHTFULLY SOURCED JAVA, TEA & RETAIL GOODS FROM DEVELOPING COUNTRIES

JEKYLL ISLAND

DRIFTWOOD BISTRO

LOW COUNTRY CUISINE & LOCAL SHRIMP DISHES IN A CASUAL SETTING, PLUS A SEASONAL OUTDOOR BAR

TORTUGA JACK'S

OFFERS OCEANFRONT BAJA MEXICAN DINING IN THE HEART OF JEKYLL ISLAND; ENJOY FRESH MEXICAN DISHES AND THE PERFECT MARGARITA UNDER THE ONLY OCEANFRONT TIKI ON THE GEORGIA COAST

THE WHARF

FEATURES OPEN AIR DINING, LIVE MUSIC, AND ALL-DAY MENUS FOCUSED ON SOUTHERN FAVORITES INCLUDING PEEL AND EAT SHRIMP, FISH 'N CHIPS, HUSHPUPPIES, CRABCAKES, AND FRIED CHICKEN; GOOD PLACE TO GATHER AND WITNESS THE LEGENDARY RIVERFRONT SUNSET FROM THE PIER.

DARIEN

B & J'S STEAK AND SEAFOOD

CASUAL JOINT KNOWN FOR PROVIDING FRIED SHRIMP DISHES, STEAK ENTREES & DAILY BUFFET SPECIALS.

SKIPPER'S FISH CAMP

RECLAIMED TIMBERS GIVE A COOL, RUSTIC FEEL TO THIS BUZZY RIVERSIDE SEAFOOD EATERY & OYSTER BAR

MUDCAT CHARLIE'S

THIS TABBY-AND-WOOD RESTAURANT ON THE ALTAMAHA RIVER SITS RIGHT IN THE MIDDLE OF THE FISH CAMP AND IS A FAVORITE HAUNT OF LOCALS; CRAB STEW, FRIED OYSTERS, AND SHRIMP ARE THE SPECIALTIES, AND THE PEACH AND APPLE PIES ARE MADE IN-HOUSE

EULONIA

ALTMAN'S RESTAURANT

SERVES SEAFOOD AND COUNTRY FOOD

FOOD MARKETS

POTEET SEAFOOD (BRUNSWICK, GA)

KNIGHT'S SEAFOOD (BRUNSWICK, GA)

SHELL CREEK (PUNTA GORDA, FL)

LOFTON CREEK SEAFOOD (YULEE, FL)

THINGS TO DO

CUMBERLAND ISLAND & FERRY

CUMBERLAND ISLAND IS HOME TO PRISTINE MARITIME FORESTS, UNDEVELOPED BEACHES AND WIDE MARSHES THAT WHISPER THE STORIES OF BOTH MAN AND NATURE; GEORGIA'S LARGEST AND SOUTHERNMOST BARRIER ISLAND OFFERS A RUSTIC GETAWAY WITH OVER 50 MILES OF TRAILS AND ROADS, AS WELL AS 18 MILES OF UNDEVELOPED BEACH

FIRST FRIDAY

VISIT THE SHOPS, GALLERIES, AND RESTAURANTS OF HISTORIC DOWNTOWN BRUNSWICK; ON FIRST FRIDAYS, ENJOY LIVE MUSIC FROM LOCAL MUSICIANS, ART OPENINGS, AND FOOD AND BEVERAGE SAMPLES FROM 5:00PM - 8:00PM

JEKYLL ISLAND

JEKYLL ISLAND, LOCATED OFF THE COAST OF THE U.S. STATE OF GEORGIA, IN GLYNN COUNTY, IS ONE OF THE SEA ISLANDS AND ONE OF THE GOLDEN ISLES OF GEORGIA BARRIER ISLANDS; DRIFTWOOD BEACH LOCATED ON THE NORTH END OF JEKYLL ISLAND, WILL AMAZE YOU WITH THE BEAUTIFUL DRIFTWOOD AND TREES THAT RESEMBLE A TREE GRAVEYARD

SIDNEY LANIER BRIDGE RUN (FEBURARY)

THE SOUTHEAST GEORGIA HEALTH SYSTEM FOUNDATION BRIDGE RUN ACROSS THE SCENIC SIDNEY LANIER BRIDGE IN BRUNSWICK, GEORGIA, HAS BECOME A SIGNATURE EVENT FOR THE HEALTH SYSTEM AND THE GOLDEN ISLES; UNIQUE AMONG BRIDGE RUNS, THE EVENT TAKES PLACE ENTIRELY ON THE 7,780-FOOT SIDNEY LANIER BRIDGE. AT ITS CENTER, THE BRIDGE MEASURES 480 FEET HIGH ABOVE THE BRUNSWICK RIVER, THE TALLEST SPAN IN THE STATE

SIMON-SAYZ.COM

EVENTS, FESTIVALS, CLASSES, CAMPS AND FAMILY FRIENDLY ACTIVITIES HAPPENING IN THE GOLDEN ISLES - ST. SIMONS ISLAND, SEA ISLAND AND BRUNSWICK

SHRIMP & GRITS FESTIVAL (ANNUALLY)

A COASTAL FAVORITE, THE JEKYLL ISLAND SHRIMP AND GRITS FESTIVAL, PRESENTED BY SOUTHERN LIVING, COMBINES THE CLASSIC SOUTHERN DISH WITH FAMILY-FRIENDLY ENTERTAINMENT, ARTISTS MARKET, LIVE MUSIC, KIDS' ZONE, FOOD, A CRAFT BREW FEST, WILDLIFE DEMONSTRATIONS, AND MORE; THIRD WEEKEND OF SEPTEMBER

COLLEGE OF COASTAL GEORGIA

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TRIVIA NIGHTS

BROOMELLI BOYS PIZZERIA

CASUAL, FAMILY-RUN OPERATION OFFERING HAND-TOSSED PIES, PASTAS, SUBS & SALADS, PLUS BEER & WINE. NERD TRIVIA NIGHTS ON TUESDAY 7PM

GNATS LANDING

SEAFOOD PLATTERS & SANDWICHES SERVED IN A LAID-BACK, ISLAND-THEMED LOCALE WITH LIVE MUSIC & A BAR. DRINK WHILE YA THINK TRIVIA 9PM

TIPSY MCSWAYS

BUSY GATHERING PLACE WITH HOMEMADE PRETZELS & OTHER GRUB, PLUS HAPPY HOURS, LIVE MUSIC & FREE WI-FI. EVERY WEDNESDAY IS TRIVIA 7PM

ARTS & CULTURE

BRUNSWICK STEWDIO

A COOPERATIVE EFFORT OF ARTISTS IN DOWNTOWN BRUNSWICK, GEORGIA

CASINO THEATER (SSI)

THE ST. SIMONS CASINO BUILDING IS HOME TO A BRANCH OF THE REGIONAL LIBRARY AND ALSO FEATURES A 100-SEAT THEATER, AN OUTDOOR BANDSTAND, AND RESTROOM FACILITIES

GLYNN VISUAL ARTS CENTER

A NON-PROFIT 501C3 ORGANIZATION SERVING AS THE COMMUNITY'S VISUAL ARTS CENTER. WE OFFER CLASSES FOR ALL AGES IN MANY ART MEDIUMS, AN EXPANSIVE EXHIBITOR'S ART GALLERY, THREE FESTIVALS ANNUALLY AND A BEAUTIFUL GIFT SHOP

GOLDEN ISLES ARTS AND HUMANITIES ASSOCIATION

GOLDEN ISLES ARTS & HUMANITIES MISSION IS TO PROVIDE DISTINCTIVE CULTURAL EVENTS AND EDUCATION THAT ENGAGES, INSPIRES AND CELEBRATES OUR COMMUNITY

HISTORIC RITZ THEATER IN DOWNTOWN BRUNSWICK

1899-ERA OPERA HOUSE-TURNED-MOVIE PALACE OFFERING A WIDE RANGE OF FILMS, PERFORMANCES & ART SHOWS

SHOPPING

A PANE IN THE GLASS

ST SIMONS SWEETS

ST. SIMONS LIGHTHOUSE GIFT SHOP

HEALTH & WELLNESS

CCGA FITNESS TRAIL

NORTH GLYNN RECREATION CENTER

ADVANCED CHIROPRACTIC AND WELLNESS CENTER: (REN HALVERSON)

DEALS & DISCOUNTS

MARINERS MATES DISCOUNT

MISCELLANEOUS

ISLAND HANDYMAN

ONE MILLION CUPS

THE WICK

Please note that while the College of Coastal Georgia (CCGA) strives to make the information in this list as accurate as possible, CCGA makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the contents of this list, and expressly disclaims liability for errors and omissions in the contents of this list.

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A Faculty Focus Special Report

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Climbing the Stairs: Observations on a Teaching Career

Patty H. Phelps, EdD

My office is on the first floor of the education building. I have spent 27 years in this building. Unless I have a meeting in another department, I rarely go upstairs. Recently, however, I started a daily routine of climbing the four sets of staircases in the building. Trying to slow the progression of osteoporosis in my right hip, I go up one set and down another three times as I make my way around the building. This physical activity has given me a chance to engage in some mental reflection. Here I will briefly share five observations on a career spent teaching in higher education with an eye toward encouraging newer faculty to achieve longevity in the profession.

1. Adaptability is key.

On the first day of stair climbing, I passed by the classroom where I taught my very first class as a newly "hooded" faculty member. As I looked in the room, a smile came across my face as I thought of those thirty graduate students—most of whom were older than I was. While I remained at the university, they went on to become school principals, district superintendents, and curriculum coordinators. Seeing this classroom now made me think about the changes in my teaching. The large chalkboard once mounted on the wall is long gone. Even though I always liked using chalk (and had a special stainless steel holder for it), other tools have definitely replaced the infamous dust producer. Technology has been the greatest change in my delivery of instruction. Yet no matter what the innovation or new requirement (e.g., reporting assessment data, using iPads in the classroom, etc.), maintaining flexibility and being open to alternative approaches will serve faculty well over time.

2. Become resourceful.

As I walked the hallways, I noticed the office directories at the main entrance to each department. So familiar, these are easily ignored. Actually looking at them each day reminded me that people are the most valuable resource available to us as faculty. Whose expertise complements ours? Whose interests are similar to ours? With whom can we bounce off ideas for teaching a new class preparation?

Furthermore, a large part of being successful in any professional endeavor is knowledge of whom to call for which dilemma. Aging in the profession reinforces that knowing where to get help surpasses knowing all the answers. Sometimes teaching faculty must let pride subside and not hesitate to find out where to get assistance. As we seek out and use the multitudinous resources that surround us on a college campus, we can become more effective faculty members.

3. Connect across departments.

On my fifth day of stair climbing, I saw two colleagues from another department on the second floor. I had last seen them on campus the previous semester. From the brief hallway encounter, they asked me to help with a research project. Had I not been upstairs, this opportunity may have not been extended. My simple exercise strategy prompted me to realize (again) how isolation within one's own department may stifle growth and development. This incident also reminded me of the need for faculty to be visible and available. On several other recent self-guided building tours, I have seen past and present students in the halls or on the stairs. This too strengthens our connections and enhances efficacy.

4. Be observant.

On each stairwell there are bulletin boards. Opportunities abound for campus involvement. In the deluge of email messages, it is easy to overlook some of these options that are available to us on campus. Even if not personally interested, sharing posted information with students is a possibility. Additionally, the content of stairwell bulletin boards contains significant clues about what is currently relevant to students. Flyers with information on upcoming comedy acts and anxiety support groups serve to remind us of the lives outside the classroom that our students lead. We can then incorporate this information into lesson planning and perhaps better reach students.

5. Take regular breaks.

The whole stair-climbing experience has reminded me of the importance of building in short breaks during the workday. After each stair climbing endeavor, I have returned to my office and computer in a more refreshed state of mind. I gained a new perspective on my work. As faculty, we must try not to spend all our time in our office. Leave the building at lunch or mid-afternoon. Breaks offer a chance to recharge.

I believe that longevity for teaching faculty boils down to risk-taking and resilience. Be willing to try new things, say "yes" to opportunities, and aim to bounce back after disappointments. Taking these factors to heart, perhaps I could step it up a notch by enrolling in a tap dance class as a way to combat my deteriorating hip!

Avoiding Burnout: Self-Care Strategies for Faculty

Camille Freeman and Bevin Clare

Now that you've finished assessing your students, it's time to turn the assessment process around by looking in the mirror. If you limped across the finish line last semester, it may be time to identify some new strategies for self-care. In our "Tending the Teacher" session at the recent Teaching Professor Conference in Washington, D.C., we presented a menu of ideas to help faculty design a balanced and productive work life. Here are our top tips:

1. **Examine how you spend your time and energy:** Which work-related tasks or activities leave you feeling energized or excited? Which feel like unnecessary chores rather than positive contributions? Next year, prioritize the aspects of your job that build you up or represent an important contribution to the field. Minimize tasks that drain or deplete your energy without commensurate benefit. Cultivate the art of saying "no" in order to focus on what's important to you.
2. **Check your rhythm:** Circadian rhythms allow us to anticipate and respond efficiently to environmental changes. Creating a degree of predictability in your schedule can help align your internal clock. While it's rare for an academic to have a "normal" day, you can control some aspects of your schedule. Waking up and going to bed at about the same time each day will help to synchronize your body clock. Similarly, eating and exercising at predictable times both support this process. Many people feel more energetic and productive when they follow these basic guidelines.
3. **Rethink course design:** While we all strive to have engaging and interactive courses, doing so can be quite time consuming. Use creative course design strategies and tools to provide engaging experiences for students without taking up a disproportionate amount of your time. For example, use a simple audio recording tool to provide feedback instead of typing your comments. If your school's LMS doesn't provide an audio feedback tool, *Vocaroo* and *VoiceThread* make great options. Students appreciate the personal approach, and providing verbal feedback takes far less time than generating written comments. Also, consider using peer-to-peer review with select activities to allow students to get supplemental feedback without adding to your workload.
4. **Refine your daily workflow:** Are you getting bogged down with e-mails? Watching deadlines zoom by? Putting your own health on the back burner? The start of a new semester is the perfect time to change your default pattern. Consider using a service that delivers e-mails a few times per day rather than trying to work through the persistent interruptions of new emails arriving in your inbox. Some apps will also turn off notifications on weekends or after hours. Use an electronic "to do" list like *Todoist* or *Wunderlist* to organize reminders and deadlines. Many of our nutrition clients find that using Google or Outlook calendar scheduling and reminders is a good way to prioritize a daily walk, meditation, or a quick stretch.
5. **Evaluate your food and fuel:** Food can drag you down or prop you up. Step away from your desk periodically for a snack, and be sure to choose one that is nourishing as well as invigorating. Good choices include a piece of dark chocolate; nuts and seeds (especially walnuts); berries; or foods with spicy, sour, or tangy flavors. Preliminary evidence even suggests that chocolate may be associated with cognitive enhancement (Scholey & Owen, 2013). (You can thank us later.) As nutritionists, one of the most common things we see is unhealthy or mindless snacking. Avoid snacking at your desk while you're doing other things. Use your snack break to get outdoors or connect with your colleagues while you nourish yourself.

Self-care isn't an all-or-nothing approach. Starting small is ideal. Pick one or two practices to implement tomorrow, and you'll be on the road to a more sustainable work-life balance.

References

Scholey, A., & Owen, L. (2013). Effects of chocolate on cognitive function and mood: a systematic review. Nutrition Reviews, 71(10), 665–681. *http://doi.org/10.1111/nure.12065*

COLUMBUS STATE UNIVERSITY

APPENDIX I: CSU DEMOGRAPHICS OF FYFT STUDENTS (2021)

Demographic	Percentage
First Generation	23.9%
Pell Recipient	57.8%
Adult Student	1.9%
Female	58.8%
Black or African American	49.8%
Hispanic or Latino	9.5%
White	31.1%

APPENDIX II: SMART GUIDANCE INTAKE SURVEY QUESTIONS

Tell us about your academic goals and resources (mark all that apply)

- I am confident in my choice of major.
- I am curious how my major connects with my career goals.
- I am interested in exploring other majors
- I do not have a computer to use for my coursework.
- I do not have a reliable internet connection.
- I do not understand how to apply for financial aid.
- I have concerns about taking online classes.
- None of these apply to me.

Tell us about your interests (mark all that apply)

- Access to additional assistance programs (food, homelessness resources, resources for students in foster care, clothing, etc.).
- Getting involved on campus
- Learning more about mental health counseling/services
- Learning more about services for students with disabilities
- Resources and involvement with equity, diversity, and inclusion
- Study abroad opportunities
- Tutoring services
- Figuring out careers that match my interests, finding jobs/ internships, volunteering, service, leadership opportunities

Tell us about yourself (mark all that apply)

- I am an active service member, a veteran, or a military dependent
- I am an adult learner (24+ years old and/or out of school for 5 years)
- I am a student bringing in previous college credit (AP, Dual Enrollment, CLEP, IB, Transfer)
- I am concerned about balancing my academic and social life
- I am confident in my abilities to succeed at CSU
- I am expecting to work 20+ hours per week during the academic year

- I am the first in my family to attend college

APPENDIX III: SUMMARY OF ACTIVITIES AND MEASURES OF SUCCESS FOR CSU ADVISE INTENTIONAL ADVISING PLAN

Summary of Activities

Early Alert System

Because EAB is user friendly, faculty have found it easier to submit Early Alert documentation., Faculty submit names of academically "at risk" students using the Early Alert System (EAS) in EAB. The alert system 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 them. Alerts are issued for a variety of reasons:

- Some are originated by faculty for "excessive absences" or "poor academic performance." Some of the faculty-generated alerts are assigned to the student's academic advisor for follow up.
- Others can be issued by any EAB user, including student life and residence life staff—for example, "food or housing insecurity" or "disruptive behavior."
- Alerts can also be positive in nature, like "Honors College candidate." These alerts are then assigned to the Dean of the Honors College.

Identified students may also be referred to appropriate and effective campus resources, such as the Academic Center for Tutoring (ACT), Counseling Center, Office of Accommodation and Accessibility, and the Center for Career Development. Student affairs and Residence Life staff also have access to EAB and can submit various alerts.

EAB Referral Rates (Identification and Tracking of Students in EAB)

• In 2017-2018, we developed a process to track which students were actually participating in the referrals recommended by advisors in CSU ADVISE, faculty advisors, or other professional advisors. Previously, CSU ADVISE referred students to campus resources like the Academic Center for Tutoring (ACT), the Center for Career Development, and the Counseling Center to improve student success rates, but was unable to track which students actually followed through in utilizing these services. Whereas ACT has been tracking appointments for years, the Center for Career Development and the Counseling Center have only started doing so in Spring 2018.

Using EAB's alert feature, advisors are now able to document these referrals. Over the years EAB Student Alerts have been increasing going from 166 (Fall 2018) to 189 (Fall 2019). However, we had fewer referrals for Fall 2020 (154), which may be related to Covid-19.When issued, the student receives a notification with information on the recommended service. It is now possible to identify which students received assistance. In the case of referrals to the Counseling Center, aggregate numbers are used to protect privacy.

We were shocked at the low rate of compliance with referrals. Now we need to figure out how to motivate students to comply with the referral. The data at this point is too slim to correlate student compliance and improved outcomes.

Referral Service	Fall 18 Referred	Fall 18 Received Care	Fall 19 Referred	Fall 19 Received Care	Fall 2020 Referred	Fall 2020 Received Care	Fall 2021 Referred
Accommodations & Access	4	0	8	3	12	2	Ongoing
Career Center	1	0	2	0	4	0	Ongoing
Tutoring	52	23	76	30	80	8	Ongoing
Counseling	17	0	40	16	40	17	Ongoing

Boost	1	1	0	0	0	0	Ongoing
African-American Male Initiative (AAMI) *Began Fall 19	N/A	N/A	24	4	1	0	Ongoing
SIP GRANT – Referred to Counseling Center for Strong Inventory Test	23	2	31	4	13	7	Ongoing
SIP GRANT – Referred to Counseling for Psych Evaluation *Began Spring 19	N/A	N/A	8	4	4	2	Ongoing

Based on previous data, CSU ADVISE has found that referrals are not motivating students to reach out and utilize support services. Therefore, CSU ADVISE has begun concentrating efforts on early alerts and directed intervention. These alerts can be generated by faculty or staff on an as needed basis or through a progress report campaign.

Beginning in Fall 2019, we began implementing Progress Reports. Through EAB Navigate, a Progress Report allows us to target student populations that we believe to be high risk. For Fall 2019, we targeted students who attended late orientation dates or who did not attend orientation at all. This population was chosen by the Provost Office based on historical Institutional Reports that these students were at a higher risk to fail their courses and not return the following semester. The Progress Report campaign sends a simple form to each student's professors requesting information on the student progress, grade to date in the course, any pertinent alerts, and if they are at risk to fail the class. Advisors then follow up individually with each student marked at risk of failing to discuss a success plan, support services, and withdrawing from courses, if needed.

For Fall 2020, we were unable to continue tracking students based on orientation attendance date since orientation was moved online in response to COVID-19. However, also due to the pandemic, we began to accept students who did not meet our traditional admission requirements. Therefore, we decided to target students with low High School GPAs (<2.5), and low or no ACT/SAT test scores for our Progress Report campaign. For Fall 2021, we decided to target students on University Support, students who attended the last in-person orientation, and those who missed orientation.

Our hope is that these efforts along with ad hoc alerts throughout the semester will help to identify students at risk and in need of assistance.

	Fall 19	**Fall 20**	**Fall 21**
Progress Report Request Sent	1,541	3,701	1,526
Faculty Response Rate	60%	75%	76%
Students marked at risk of failing classes	126 (18%)	356 (20%)	199 (25%)
Number of classes marked at risk	174	566	294
At risk classes that were not failed	84 (48.28%) Passed (D or better, Incomplete, SAT, WPASS) 58 (33.33%) Passed with a (C or better)	305 (53.87%) Passed (D or better, Incomplete, SAT, WPASS, WP-C19) 166 (29.33%) Passed with a (C or better)	TBD (Data available at end of Fall 21 semester)

Alert/Referrals Ad Hoc	364	670	TBD
Alert/Referrals Progress Reports	178	941	TBD

Strengthening Institutions Program (SIP)

Through CSU ADVISE, SIP now has a program to assist transfer students with a transfer GPA below 2.0. Students are invited to meet with SIP advisors at the beginning of each semester to assess previous academic struggles. Follow up with students occurs at midterm to track their academic progress. Students are required to meet two times throughout the semester with assigned peer mentors. Finally, students are able to attend workshops for math and testing anxiety and workshops for professionalism.

BOOST

CSU was one of the first USG schools to offer BOOST, a Quality Care for Children (QCC) grant program that provides childcare scholarships for full-time student-parents with children age 4 and under. These scholarships are for PELL-eligible juniors and seniors who are enrolled full time, have maintained Satisfactory Academic Progress (SAP), have a GPA of 2.0 or higher upon applying for the program and maintain a 2.0 GPA once receiving funds.

Quality Care for Children is gathering data to demonstrate the positive impact of available childcare on college graduation rates to build a case for state investment. Over the years, CSU has been awarded a number of slots (scholarships). See numbers below and visit https://www.youtube.com/watch?v=4dsnodpi03c&feature=youtu.be to view a student testimony.

Embark in Education (Homelessness and Foster Care)

• In Fall 2017, the Wisconsin HOPE Lab Study collaborated with CSU and other USG Institutions to administer a survey to all entering freshmen in order to determine the needs of students with housing and food insecurities.

• In its Embark in Education program, CSU ADVISE aids homeless and foster care students with groceries, emergency housing, tuition aid, bill payment, etc., as needed.

Measures of Success

EAB referrals (which were increasing before COVID-19)

48 referrals 2013-2014 (information from 2015-2016 deleted to save space)

51 referrals 2017-2018

295 referrals 2018-2019 (166 referrals Fall 2018; 129 referrals Spring 2019)

276 referrals 2019-2020 (189 referrals Fall 2019; 87 Spring 2020) Note: Spring referrals

decreased, probably due to COVID-19 and the new ALERT Online Class Engagement tool.

227 referrals 2020-2021 (154 referrals Fall 2020; 73 Spring 2021)

SIP Service Numbers for LS, USS, Transfer, and UAP Population Groups (grant began Spring 2018)

Year	Spring	Summer	Fall	Annual Total
2018	378	46	327	751

2019	261	87	381	729
2020	371	95	510	976
2021	646	97	633*	1,376*

*Preliminary numbers for Fall 2021

BOOST student-parent participants vary, depending on # of slots provided by funding source:

Year	Spring	Summer	Fall	Annual Total
2016	N/A (started Fall 2016)	N/A	5	-
2017	10	N/A	35	45
2018	62	N/A	32	94
2019	24	N/A	9	33
2020	8	N/A	12	20
2021	12	4	14	30

Embark student participants served since 2017 (varies by semester):

Year	Spring	Summer	Fall	Annual Total
2017	12	0	7	19
2018	7	0	7	14
2019	7	0	5	12
2020	3	6	6	15
2021	6	5	4	15

APPENDIX IV: PRESSURE TESTING PROGRAM MAPS

Against Actual Course Offerings

Here is a list of the eight programs pressure tested 2017-2018:

BA Spanish Ed (2 courses not aligned) (COLS)
BS Psychology (COLS)
BA Communication, Communication Studies Track (COA)
BM Music Ed, Choral Track (1 course not aligned) (COA)
BBA Management Information Systems (COB)
BS Computer Science, Software Systems Track (COB)
BSN Nursing (COEHP)
BSEd Early Childhood (COEHP)
98% compliance
Here is a list of the eight programs pressure tested 2018-2019:
BS Exercise Science (COEHP)

BSEd Special Ed (8 classes not aligned)* (COEHP)
BA Art History (2 classes not aligned) (COA)
BA Theatre (COA)
BS ESS-Secondary Ed. Track (COLS)
BA History (1 class not aligned) (COLS)
BBA Accounting (COB)
BS Computer Science, Game Programming Track (COB)
93% compliance
*" ...the reason the course offerings do not align with the semesters on the curriculum map is because the blocks of classes are offered on a three-semester rotation. This is because we do not have enough majors to be able to offer all of the junior-senior level courses each semester. Students join into the block of courses being offered the semester that they are admitted to teacher education. We have always offered the courses on a rotation, and students are advised about this their freshman year. Please feel free to add this as a footnote to the curriculum map if you feel like that would be helpful to students."

Here is a list of the eight programs pressure tested 2019-2020:

BS Biology (starting with MATH 1111) (COLS)
BA English, Professional Writing Track (COLS)
BM Performance, Strings (COA)
AA Film Production (COA)
BS Health Science (COEHP)
BSEd Middle Grades, Math/Science Specialty (3 classes not aligned) (COEHP)
BBA Marketing (COB)
BS Computer Science, Web Development Track (COB)
98% compliance
Here is a list of the eight programs tested 2020-2021:

BS Mathematics (COLS)
BS Criminal Justice (COLS)
BS Computer Science—Cyber Security Track (COB)
BBA Finance (COB)
BA Music (COA)
BSEd Theatre Education (COA)
BS Kinesiology—Health and Physical Education, Teacher Certification Concentration (COEHP)
BSEd Middle Grades—LA/SS Concentration (1 class not aligned) (COEHP)
99% compliance

New approach, Beginning Fall 2021

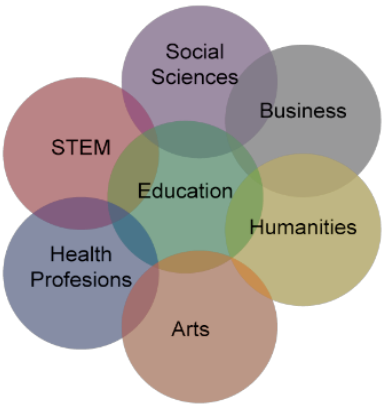
In Fall 2021, all programs at CSU were pressure tested and achieved a score of about 97% compliance; that is, about 97% of courses that were supposed to be offered in a given semester were actually offered in that semester.

APPENDIX V: CONTINUING AND EXPANDING

Existing Momentum Work

CSU has chosen to continue and expand existing Momentum work critical to student success that is not detailed above: Academic Focus Areas, Program Maps, Pressure Testing, and several other action items.

Academic Focus Areas: Focus area maps list courses that are broadly applicable across a wide range of majors within the area, helping students avoid enrollment in unnecessary credits as they narrow their program choice. The eight focus areas are Social Sciences, Health Professions, Education (Excluding Secondary Ed.), Business, Humanities, Fine and Performing Arts, Exploratory (not shown in illustration), and Computer Science, Math or Science (STEM). For coding purposes, AFAs are an attribute for students who are assigned to the BS Interdisciplinary Studies major. Using this "shell" major enables students using AFAs to receive financial aid.



These AFAs are published on the CSU ADVISE website and in the catalog. Each map has been carefully constructed to include 9 credits in the Focus Area of interest and to specify the math course recommended for that AFA. Since students must select a major by 30 hours, Academic Focus Area Maps only apply to freshmen, whether native or transfer. Students selecting AFAs, including Exploratory, are advised by a dedicated student retention specialist in CSU ADVISE. AFA students are referred to the Counseling Center that administers the Strong Interest Inventory. Referrals are recorded in EAB Navigate (Educational Advisory Board) and monitored to ensure that students complete the required interventions and activities.

https://catalog.columbusstate.edu/academic-degrees-programs/academic-focus-areas/

Program Maps: CSU has maintained extensive program maps for all Nexus, associate and bachelor degrees since 2013. Compliance of completion of Area A courses and nine credit hours in the discipline or discipline-related courses are checked on the program maps of all majors/tracks and focus areas. The appropriate math pathway is also verified.

Strategy or activity	**Program Maps**
Summary of Activities	• Successfully developed all undergraduate maps (associate, bachelor, combination bachelor-master) since 2013. • Incorporated Momentum requirements of 9 semester hours in major or major-related areas in the first 30 hours. • Began using the Courseleaf template for 2020-2021 catalog. • Program maps are now ADA compatible.
Person Responsible	Barbara Hunt
Outcomes/Measures of progress	Increased number of students graduating on time (in 6 years) from 30.5% to 43.2% in the last eight years.
Lessons Learned and Plans for the Future	Even though this is one of our most successful strategies for increased retention and graduation, there is always room for improvement. Someday, we hope to connect the program maps with the program of study so that every course is automatically accounted for. As it is now, accountability is done manually.

Pressure Testing: Beginning in 2017, eight program maps per year (2 per academic college) have been tested against the fall published course schedule to validate whether courses are being taught when the program map indicates they will be taught. In Spring 2021, CSU achieved 99% compliance when it pressure tested 8 programs (2 from each college). For details see **Appendix IV: Pressure Testing Program Maps**.

In Fall 2021, all programs at CSU were pressure tested and achieved a score of about 97% compliance; that is, about 97% of courses that were supposed to be offered in a given semester were actually offered in that semester.

2-Year Course Rotation: Another significant ongoing accomplishment is the posting of the 2-year course rotation schedule. Although students cannot register for these posted courses, they can see what courses will be taught and in which semesters.

Strategy or activity	**2-Year Course Rotation Schedule**
Summary of Activities	Posting the class schedule (all departments) in Banner, two years in advance (without times and days noted)
People Responsible	Department Chairs, Deans, Academic Affairs, UITS
Outcomes/Measures of progress	Although students cannot register for courses years in advance, they are made aware of the rotation of courses, can see when courses will be taught, and should understand that not every course is taught every semester. The result should be fewer course substitutions due to planning issues, more student accountability, and less student frustration.
Lessons Learned and Plans for the Future	With such far-ranging course planning, department chairs will be more aware of when sabbaticals can be taken and chairs/deans will know whether new positions are justified.
Changes because of COVID-19	Futuristic projections are not hampered by COVID since the course mode (in person, online, hybrid, etc.), time, and date are not part of the schedule.

Off-Ramps: CSU's ongoing work on existing Momentum activities also includes creating off-ramps for those programs that attract students unable to meet the standards to continue. A CSU committee has identified these as the ten majors with the greatest number of changes to and from the major.

Major	**# changes/semester**
Nursing	18.7
Biology	18.0
General Business	16.9
Psychology	13.9
Interdisciplinary Studies*	13.9
Health Science	13.3
Management	10.1
Early Childhood Education	9.4
Comp Sci - CyberSecurity	7.8
Communication	7.6

*Interdisciplinary Studies is ranked high because this is the major assigned to students (for financial aid reasons) who have identified themselves as interested in an Academic Focus Area (AFA) rather than a major the first year. When these students declare a major, they are moved out of this "shell" major.

Further analysis is needed to determine which are primarily adding and which are primarily losing majors. For those primarily losing majors, off-ramps need to be formalized for advisors and students alike. It's a difficult conversation to have with students--who may have set their eyes on a certain prize--but trained counselors and advisors can help students set their sights on a different major and future.

Free Elective Credits: CSU is continuing its work to add free elective space to the programs of study of various majors. Doing so would aid students if they change majors or if they want to add a minor/certificate. After all, there are still some majors (e.g., education or chemistry) with very few or no elective credits. In addition, USG's revision of the core could add as many as 9 elective credits to Area F. This revision was supposed to have been announced in 2020 but was delayed due to COVID-19.

EAST GEORGIA STATE COLLEGE

EGSC Comparisons to USG State College Sector

Figure A1: EGSC Student Ethnicity Profile Fall Semester 2020

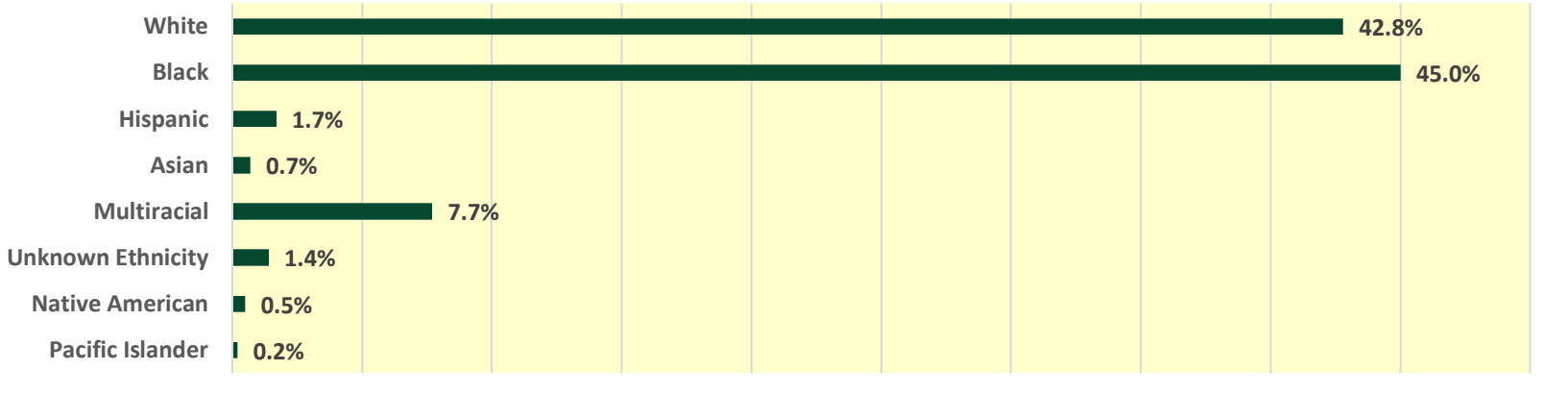
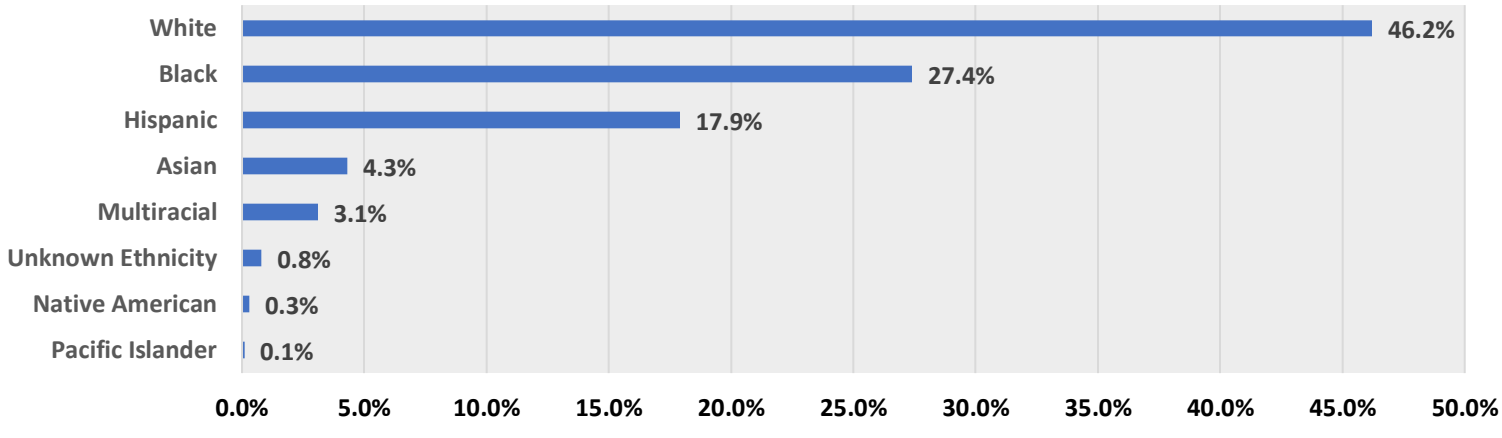
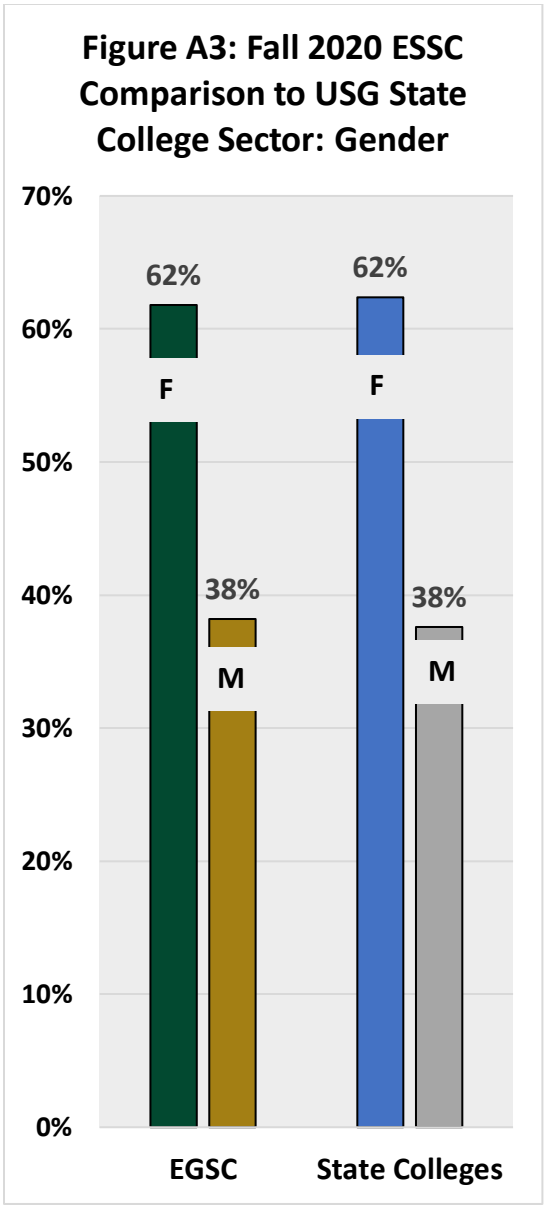
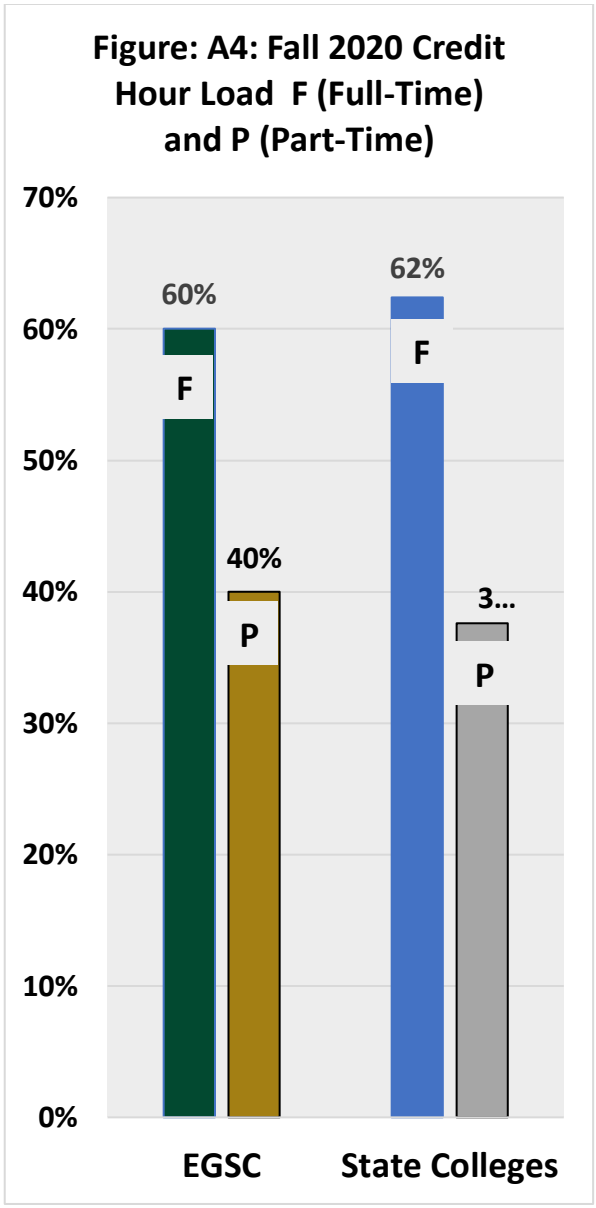


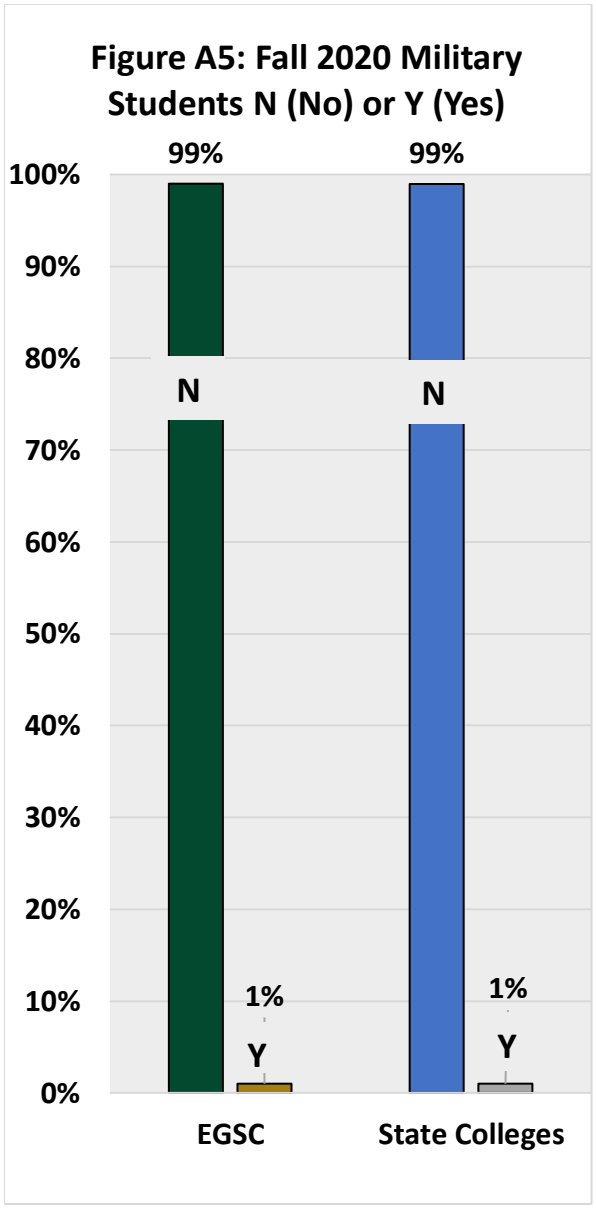
Figure A2: USG State College Sector Student Ethnicity Profile Fall Semester 2020



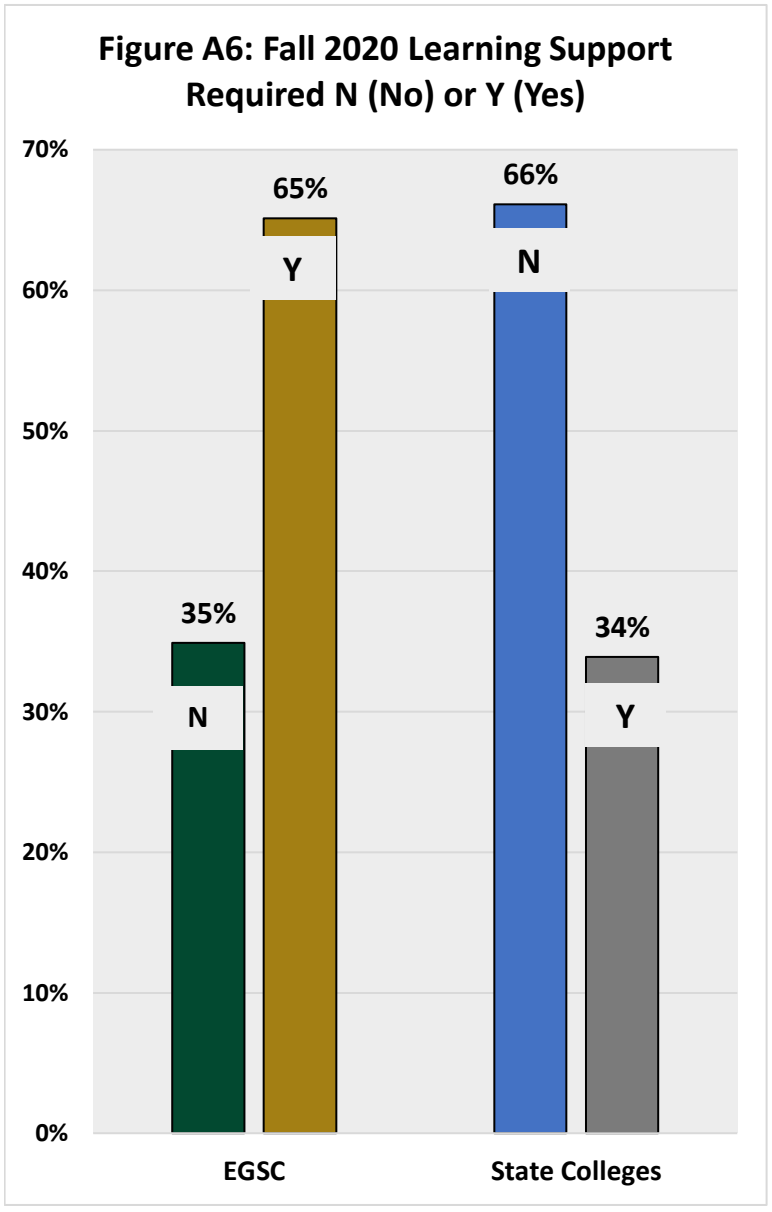
EGSC Comparisons to USG State College Sector

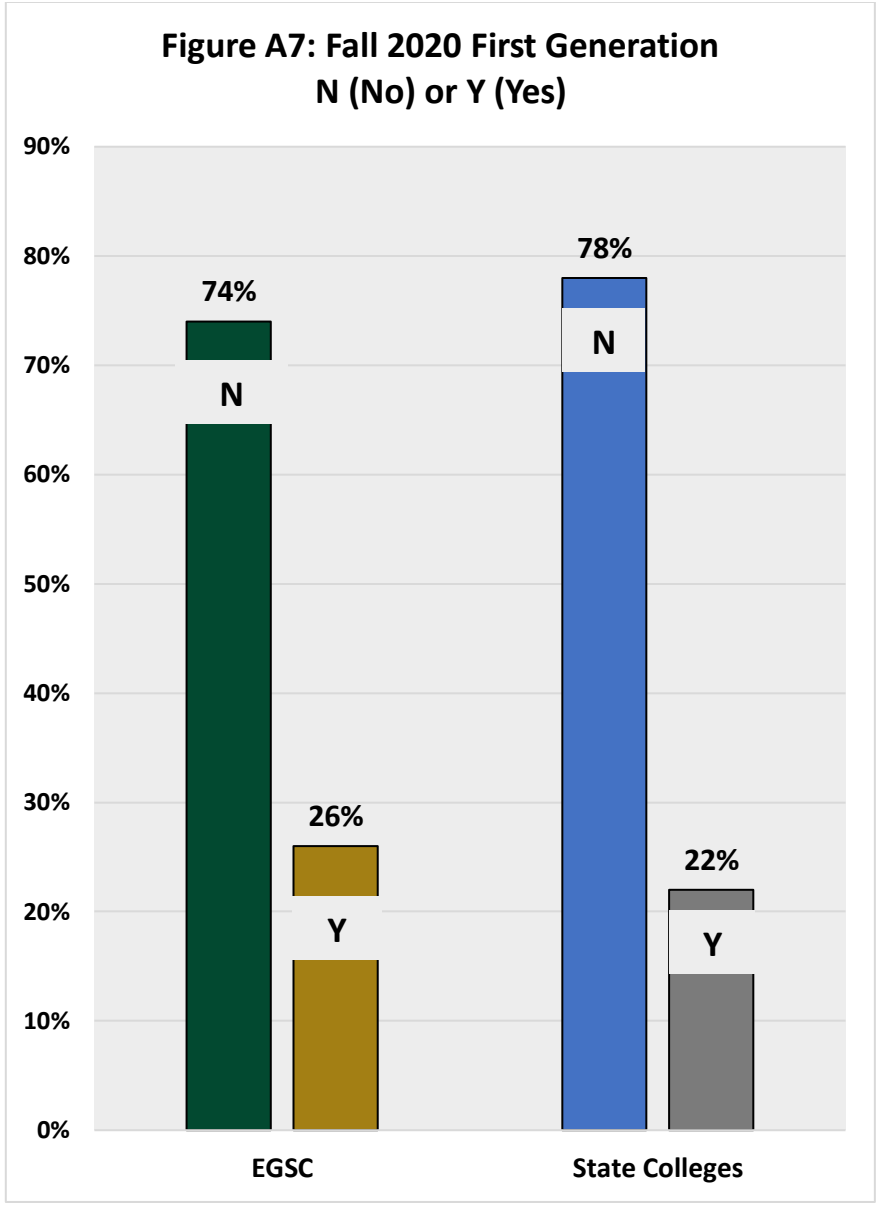




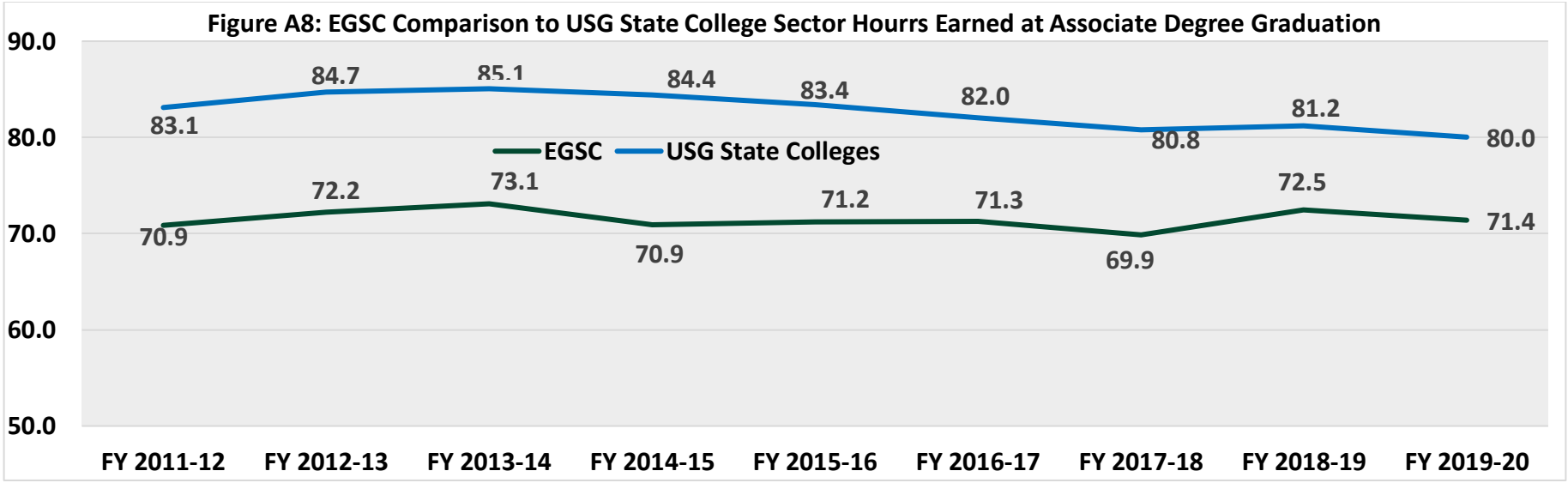


EGSC Comparisons of USG State College Sector





EGSC Comparisons of USG State College Sector



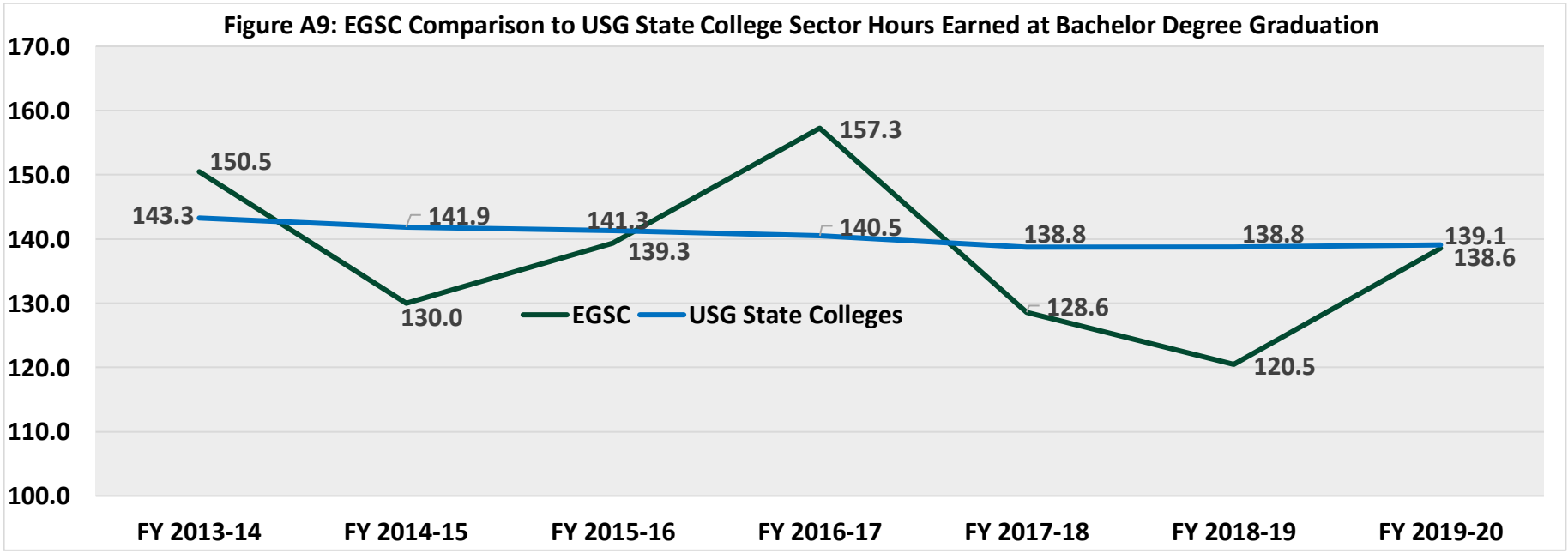
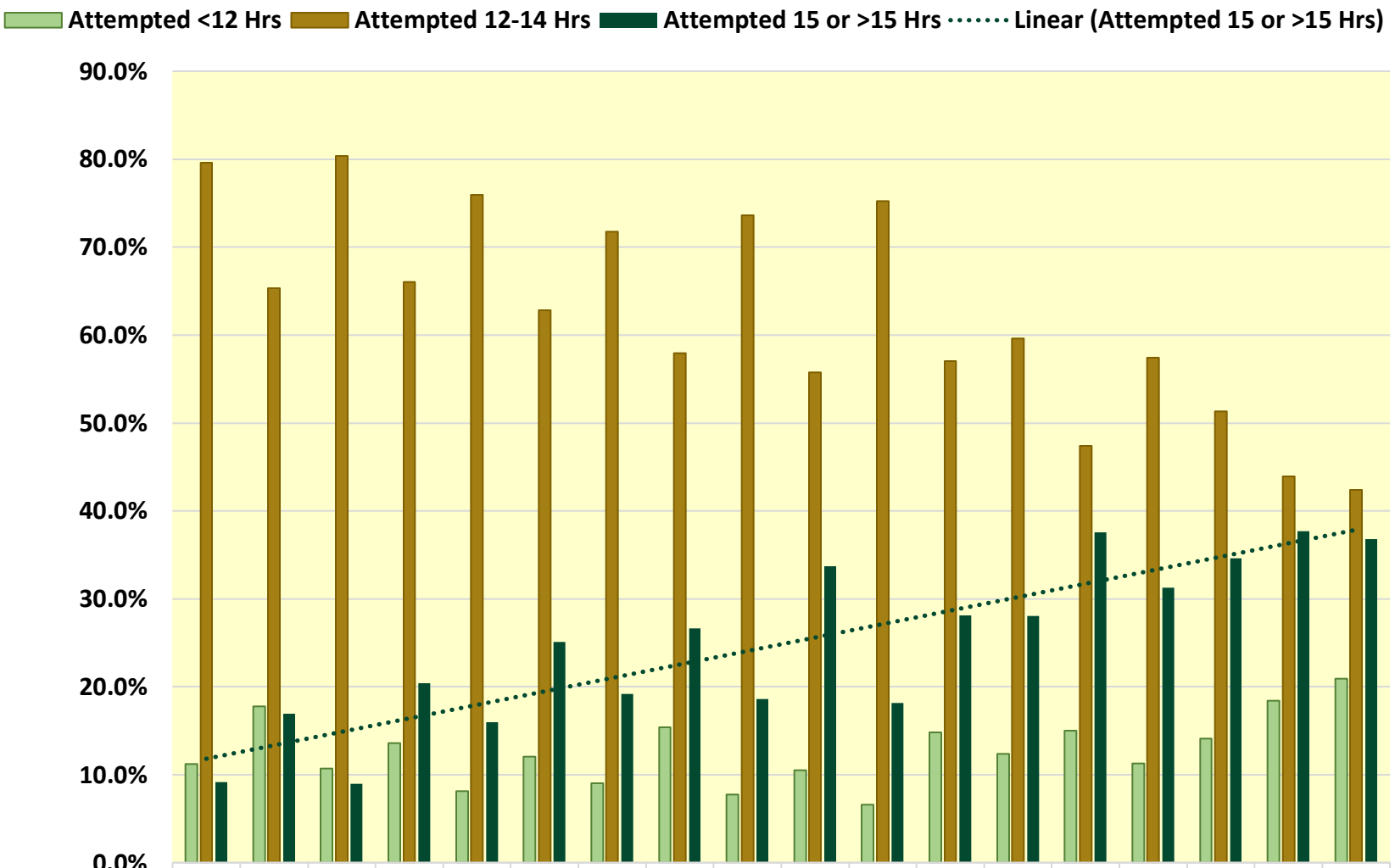
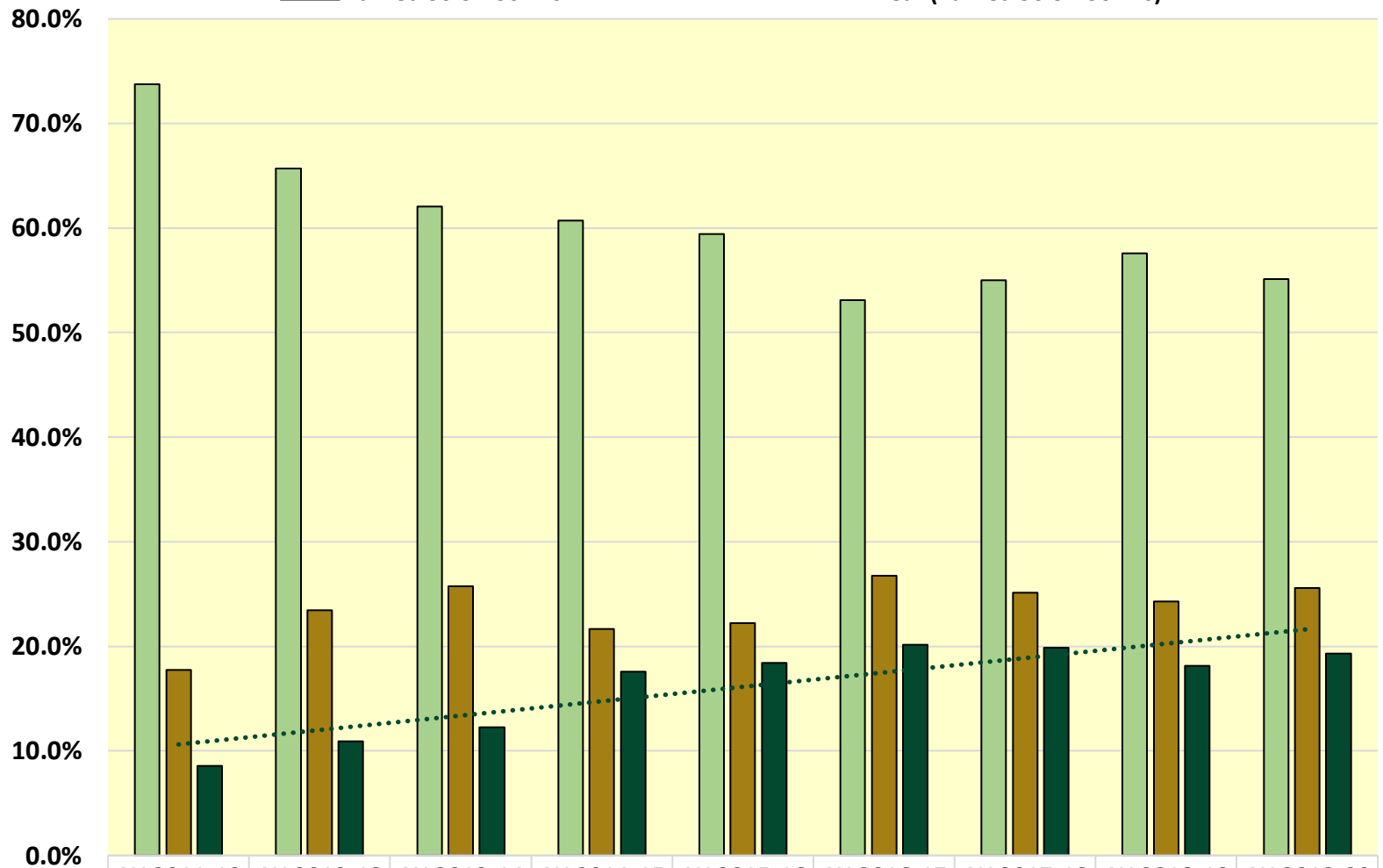


Figure A10: EGSC Fall 2012-2021 Percentages of First-Time Freshmen by Hours Attempted



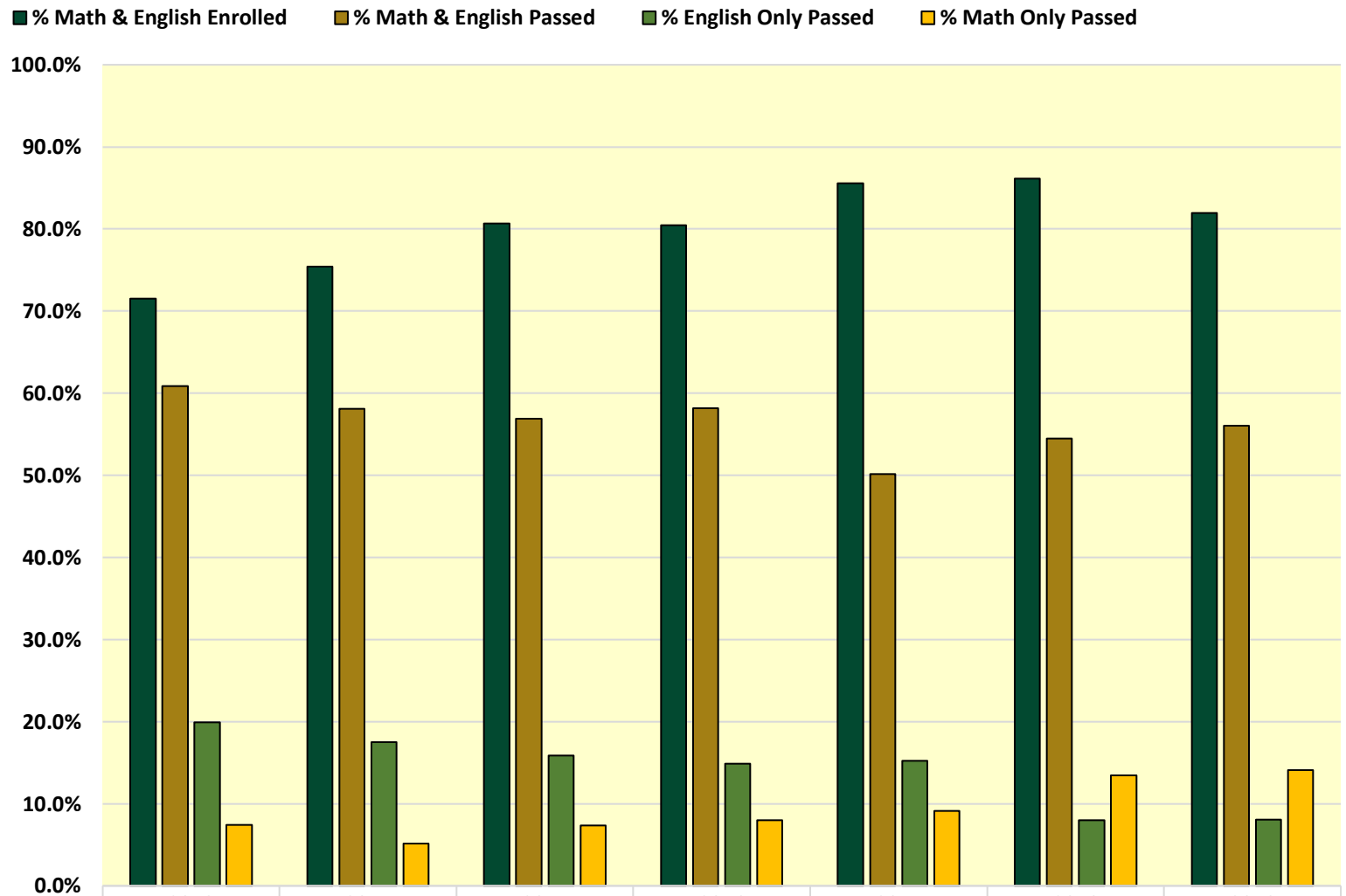
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Attempted <12 Hrs	11.2%	17.7%	10.7%	13.6%	8.1%	12.1%	9.1%	15.4%	7.8%	10.5%	6.6%	14.8%	12.3%	15.0%	11.3%	14.1%	18.4%	20.9%
Attempted 12-14 Hrs	79.6%	65.3%	80.4%	66.0%	75.9%	62.8%	71.8%	58.0%	73.6%	55.8%	75.2%	57.1%	59.6%	47.4%	57.4%	51.3%	43.9%	42.4%
Attempted 15 or >15 Hrs	9.2%	16.9%	8.9%	20.4%	16.0%	25.1%	19.2%	26.7%	18.6%	33.7%	18.2%	28.1%	28.1%	37.6%	31.3%	34.6%	37.7%	36.8%

Figure A11: EGSC Percentages of First-Time Freshmen Credit Hours Earned



	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20
Earned <24 Hrs	73.7%	65.7%	62.0%	60.7%	59.4%	53.1%	55.0%	57.6%	55.1%
Earned 24-29 Hrs	17.7%	23.4%	25.7%	21.7%	22.2%	26.7%	25.1%	24.3%	25.6%
Earned 30 or>30 Hrs	8.5%	10.9%	12.3%	17.6%	18.4%	20.2%	19.9%	18.1%	19.3%

Figure A12: EGSC First-Time Freshmen Taking Area A Math and English in First Year



	2013	2014	2015	2016	2017	2018	2019
% Math & English Enrolled	71.5%	75.4%	80.7%	80.5%	85.6%	86.1%	81.9%
% Math & English Passed	60.9%	58.1%	56.9%	58.2%	50.2%	54.5%	56.0%
% English Only Passed	19.9%	17.5%	15.9%	14.9%	15.2%	8.0%	8.1%
% Math Only Passed	7.4%	5.1%	7.3%	8.0%	9.1%	13.4%	14.1%

Table A1: EGSC Degrees Awarded by Academic Program FY 2017-18 through FY 2020-21

CIP Code and Degree	Academic Program	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
24.0101. Associate of Arts	Liberal Arts (Core Curriculum)	200	163	151	136
42.0101.Associate of Arts	Psychology**	29	31	38	37
52.0201.Associate of Science	Business Administration*	15	25	31	35
51.3801.Bachelor of Science	Nursing, RN to BSN**	-	22	11	10
13.0414.Associate of Arts	Elementary Education*†	13	14	17	37
45.1101.Associate of Arts	Sociology**	14	13	8	9
43.0104.Associate of Arts	Criminal Justice**	10	11	9	19
54.0101.Associate of Arts	History**	3	10	1	6
40.0501.Associate of Science	Chemistry**	2	6	5	5
45.1001.Associate of Arts	Political Science**	4	5	3	1
50.0701.Associate of Arts	Art**	3	4	6	7
26.0101.Associate of Science	Biology**	1	4	5	7
26.0101.Bachelor of Science	Biology	3	2	3	3
43.0202.Associate of Arts	FESA**‡	1	2	3	2
43.0202.Bachelor of Arts	FESA**‡	2	3	7	2
23.0101.Associate of Arts	English**	-	3	1	1
09.0100.Associate of Arts	Communication Arts**	2	2	3	4
27.0101.Associate of Science	Mathematics**	-	2	1	1
	Total	**302**	**322**	**303**	**322**
	Associate Degrees	297	295	282	307
	Bachelor Degrees	5	27	21	15

*Academic Programs begun Fall Semester 2017

** Academic Programs begun Fall Semester 2017 and closed to new admissions August 11, 2021

†Formally Early Childhood Education

‡Fire and Emergency Services Administration*

Table A2: EGSC Degrees Awarded AY 2012 through AY 2021 Based on Receipt of Pell Grants/First-Generation Status

Pell and First Generation	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Overall
No Pell	**101**	**103**	**109**	**123**	**207**	**190**	**155**	**185**	**139**	**177**	**1,173**
First Generation	38	33	34	40	57	43	38	35	18	33	318
Not First Generation	63	70	75	83	150	147	117	150	121	144	855
Pell	**67**	**73**	**104**	**121**	**152**	**156**	**147**	**137**	**164**	**145**	**957**
First Generation	34	35	49	56	64	58	39	47	57	44	382
Not First Generation	33	38	55	65	88	98	108	90	107	101	575
No Pell	**60.1%**	**58.5%**	**51.2%**	**50.4%**	**57.7%**	**54.9%**	**51.3%**	**57.5%**	**45.9%**	**55.0%**	**55.1%**
First Generation	37.6%	32.0%	31.2%	32.5%	27.5%	22.6%	24.5%	18.9%	12.9%	18.6%	27.1%
Not First Generation	62.4%	68.0%	68.8%	67.5%	72.5%	77.4%	75.5%	81.1%	87.1%	81.4%	72.9%
Pell	**39.9%**	**41.5%**	**48.8%**	**49.6%**	**42.3%**	**45.1%**	**48.7%**	**42.5%**	**54.1%**	**45.0%**	**44.9%**
First Generation	50.7%	47.9%	47.1%	46.3%	42.1%	37.2%	26.5%	34.3%	34.8%	30.3%	39.9%
Not First Generation	49.3%	52.1%	52.9%	53.7%	57.9%	62.8%	73.5%	65.7%	65.2%	69.7%	60.1%

Table A3: Associate Degrees Awarded by Gender and Ethnicity (Summer/Fall/Spring Semester Sequence)

Associate Degrees	FY 2012	FY 2013		FY 2014		FY 2015		FY 2016		FY 2017	
	Base Number	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year	No.	% Change Base Year
Female	**112**	**106**	**-5.4%**	**145**	**29.5%**	**157**	**40.2%**	**221**	**97.3%**	**216**	**92.90%**
Black	28	39	39.3%	48	71.4%	65	132.1%	82	192.9%	93	232.10%
White	75	60	-20.0%	88	17.3%	80	6.7%	126	68.0%	99	32.00%
Other	9	7	-22.2%	9	0.0%	12	33.3%	13	44.4%	24	166.70%
Male	**56**	**70**	**25.0%**	**68**	**21.4%**	**84**	**50.0%**	**133**	**137.5%**	**123**	**119.60%**
Black	7	14	100.0%	23	228.6%	23	228.6%	43	514.3%	46	557.10%
White	46	49	6.5%	38	-17.4%	55	19.6%	78	69.6%	70	52.20%
Other	3	7	133.3%	7	133.3%	6	100.0%	12	300.0%	7	133.30%
Total Awards	**168**	**176**	**4.8%**	**213**	**26.8%**	**241**	**43.5%**	**354**	**110.7%**	**339**	**101.80%**

Associate Degrees	FY 2012	FY 2018		FY 2019		FY 2020		FY 2021	
Female	**112**	**187**	**67.00%**	**191**	**70.50%**	**184**	**64.3%**	**222**	**98.2%**
Black	28	87	210.70%	81	189.30%	65	132.1%	98	250.0%
White	75	80	6.70%	93	24.00%	96	28.0%	99	32.0%
Other	9	20	122.20%	17	88.90%	23	155.6%	25	177.8%
Male	**56**	**110**	**96.40%**	**104**	**85.70%**	**98**	**75.0%**	**85**	**51.8%**
Black	7	38	442.90%	40	471.40%	41	485.7%	36	414.3%
White	46	54	15.20%	54	17.40%	47	2.2%	41	-10.9%
Other	3	18	533.30%	10	233.30%	10	233.3%	8	166.7%
Total Awards	**168**	**297**	**76.80%**	**295**	**75.60%**	**282**	**67.9%**	**307**	**82.7%**

Table A4: EGSC Student Success Rates in Gateway Courses, Learning Support, and Online

Fall 2011 through Spring 2021

Semester	Overall Success Rates	MATH 1111 Success Rates	MATH 1001 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%	69.2%	48.6%	52.2%	34.8%	59.5%
Fall 2012	63.7%	53.9%	73.3%	56.6%	58.5%	47.6%	58.6%
Spring 2013	62.9%	44.9%	25.0%	48.5%	53.4%	43.2%	57.3%
Fall 2013	68.3%	54.8%	54.3%	67.2%	53.2%	49.8%	60.0%
Spring 2014	65.4%	45.7%	37.8%	55.9%	58.5%	53.3%	56.1%
Fall 2014	67.0%	50.1%	51.4%	66.1%	63.9%	56.4%	64.6%
Spring 2015	66.2%	42.7%	56.5%	49.0%	63.4%	55.1%	62.9%
Fall 2015	67.3%	53.8%	69.0%	63.5%	56.0%	57.4%	64.0%
Spring 2016	67.7%	45.5%	73.7%	56.0%	54.1%	55.9%	68.1%
Fall 2016	69.6%	59.1%	56.0%	66.7%	53.6%	61.5%	67.2%
Spring 2017	67.2%	46.2%	63.0%	51.3%	56.3%	51.4%	66.8%
Fall 2017	67.1%	51.1%	59.4%	63.8%	56.4%	52.0%	67.3%
Spring 2018	65.5%	41.0%	41.3%	40.9%	55.0%	36.3%	66.9%
Fall 2018	64.4%	60.1%	57.0%	56.1%	63.7%	54.1%	63.4%
Spring 2019	64.8%	59.2%	47.3%	46.7%	55.9%	42.8%	63.9%
Fall 2019	64.6%	65.4%	62.9%	56.6%	61.9%	55.9%	61.4%
Spring 2020	67.1%	68.8%	47.2%	43.8%	63.8%	47.1%	71.1%
Fall 2020	62.1%	65.4%	60.1%	51.3%	57.6%	46.7%	63.4%
Spring 2021	64.8%	63.7%	47.4%	44.3%	58.7%	47.4%	62.8%

Table A5: Numbers and Percentages of EGSC Students taking 12 or More Credit Hours

Fall 2011 through Spring 2021

Term	Population	Full-time	Attempting 12-14 Hours	Attempting 15+ Hours	% of Population (15+ Hours)	% of Full Time (15+ Hours)
Fall 2011	3,435	2,742	2,456	286	8.3%	10.4%
Spring 2012	3,130	2,201	1,893	308	9.8%	14.0%
Fall 2012	2,944	2,274	2,015	259	8.8%	11.4%
Spring 2013	2,670	1,927	1,589	338	12.7%	17.5%
Fall 2013	2,857	2,194	1,906	288	10.1%	13.1%
Spring 2014	2,618	1,945	1,587	358	13.7%	18.4%
Fall 2014	2,910	2,259	1,861	398	13.7%	17.6%
Spring 2015	2,567	1,886	1,444	442	17.2%	23.4%
Fall 2015	3,001	2,305	1,810	495	16.5%	21.5%
Spring 2016	2,722	1,902	1,438	464	17.1%	24.4%
Fall 2016	3,151	2,260	1,806	454	14.4%	20.1%
Spring 2017	2,728	1,829	1,309	520	19.1%	28.4%
Fall 2017	3,003	2,130	1,674	456	15.2%	21.4%
Spring 2018	2,629	1,712	1,259	453	17.2%	26.5%
Fall 2018	2,942	1,992	1,442	550	18.7%	27.6%
Spring 2019	2,507	1,674	1,093	581	23.2%	34.7%
Fall 2019	2,741	1,936	1,352	584	21.3%	30.2%
Spring 2020	2,393	1,601	1,052	549	22.9%	34.3%
Fall 2020	2,415	1,459	953	506	21.0%	34.7%
Spring 2021	1,876	1,084	688	396	21.1%	36.5%

Table A6: Credits Hours Earned to Attempted by Semester and Course Delivery

Summer 2011 through Spring 2021

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%
Summer 2017	4,646	5,644	82.3%
Summer 2018	4,769	5,860	81.4%
Summer 2019	4,469	5,489	81.4%
Summer 2020	4,850	5,951	81.5%
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%
Fall 2017	25,421	34,698	73.3%
Fall 2018	23,802	33,698	70.6%
Fall 2019	22,706	31,817	71.4%
Fall 2020	17,959	26,256	68.4%
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%
Spring 2018	21,684	29,758	72.9%
Spring 2019	21,102	29,165	72.4%
Spring 2020	20,179	27,252	74.0%
Spring 2021	14,091	19,884	70.9%
Total Credit Hours	**492,359**	**700,604**	**70.3%**
Taking Face to Face Only Total	247,985	366,508	67.7%
Taking Online Only Total	55,286	78,123	70.8%
Taking Face to Face and Online Total	189,088	255,973	73.9%

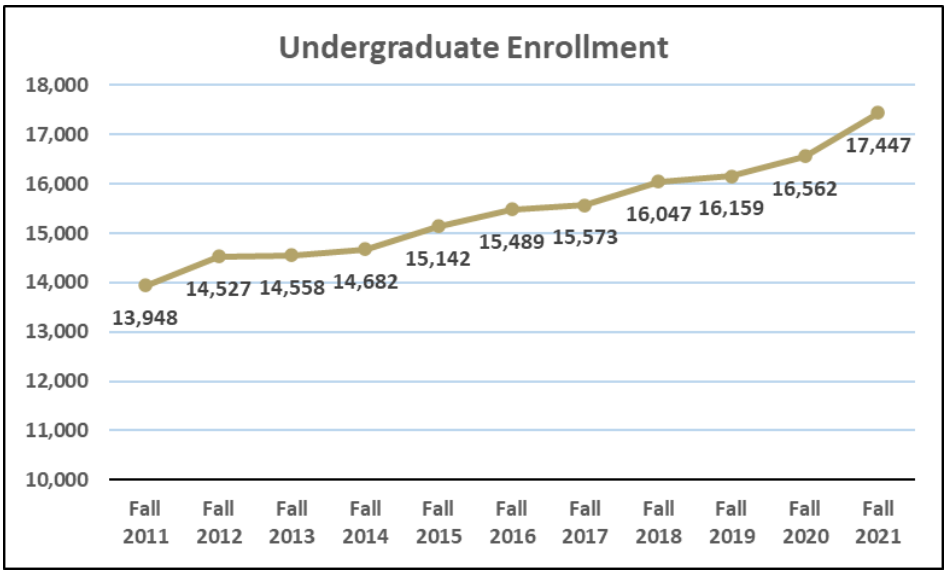
GEORGIA INSTITUTE OF TECHNOLOGY

Appendices – 2021 CCG Status Report, Georgia Tech

APPENDIX A – UNDERGRADUATE ENROLLMENT AND DEGREES CONFERRED

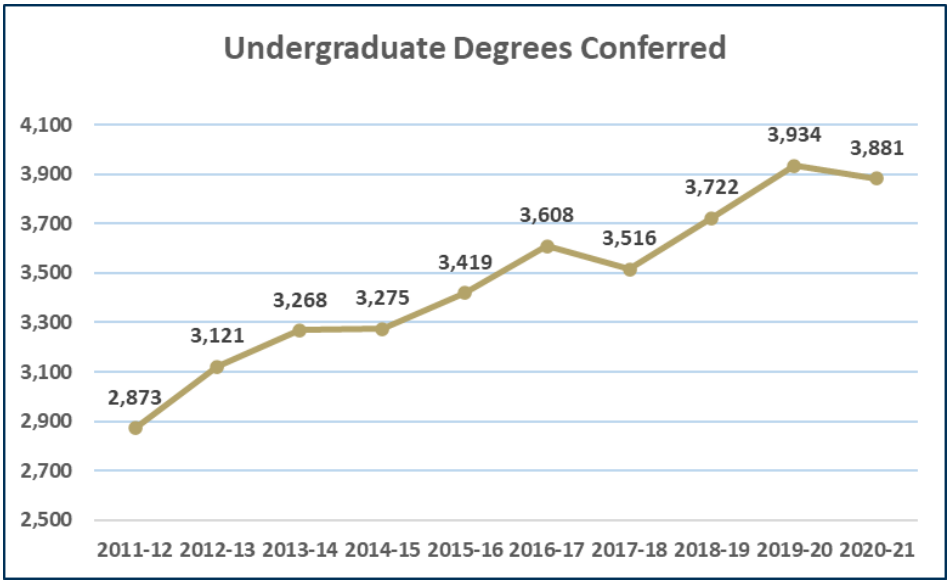
Undergraduate Enrollment

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
13,948	14,527	14,558	14,682	15,142	15,489	15,573	16,047	16,159	16,562	17,447



Undergraduate Degrees Conferred

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2,873	3,121	3,268	3,275	3,419	3,608	3,516	3,722	3,934	3,881


Undergraduate Degrees Conferred
4,100
3,900
3,700
3,500
3,300
3,100
2,900
2,700
2,500
2,873
3,121
3,268
3,275
3,419
3,608
3,516
3,722
3,934
3,881
2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

APPENDIX B – UNDERGRADUATE RETENTION AND GRADUATION RATES

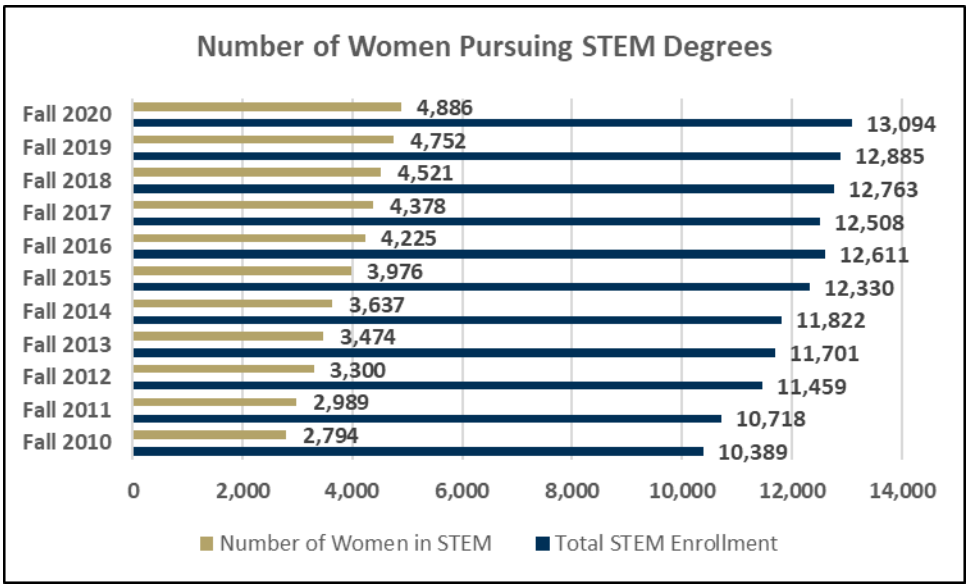
First-Time, Full-Time Freshman Retention Rates

COHORT	1st to 2nd Year
Fall 2009	94%
Fall 2010	95%
Fall 2011	95%
Fall 2012	96%
Fall 2013	96%
Fall 2014	97%
Fall 2015	97%
Fall 2016	97%
Fall 2017	97%
Fall 2018	97%
Fall 2019	97%
Fall 2020	97%

First-Time, Full-Time Freshman Graduation Rates

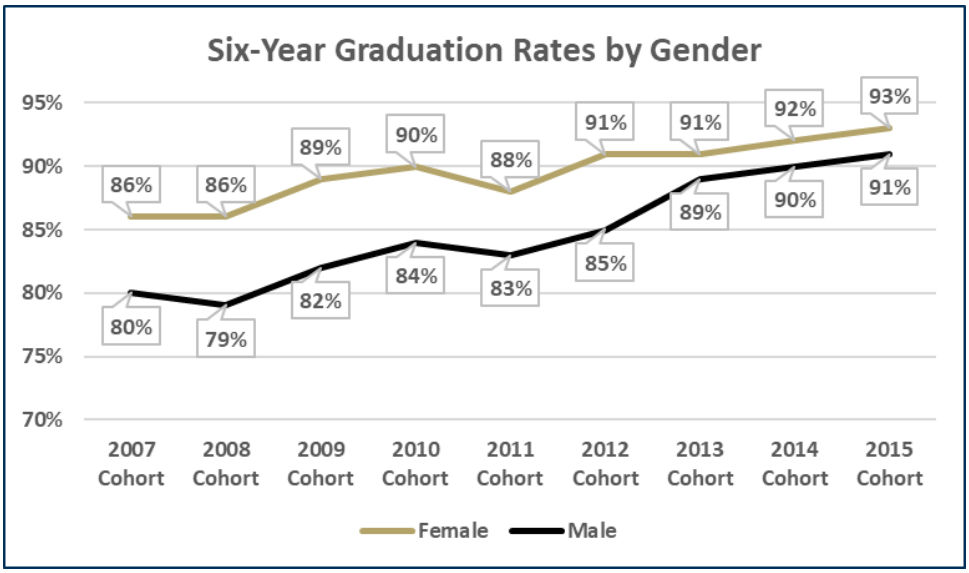
COHORT	4-YR	5-YR	6-YR	8-YR
Fall 2005	31%	72%	79%	81%
Fall 2006	33%	72%	79%	82%
Fall 2007	40%	76%	82%	84%
Fall 2008	36%	74%	81%	84%
Fall 2009	40%	78%	85%	87%
Fall 2010	41%	80%	86%	89%
Fall 2011	39%	80%	85%	88%
Fall 2012	40%	82%	87%	89%
Fall 2013	45%	85%	90%	92%
Fall 2014	46%	86%	91%	
Fall 2015	51%	89%	92%	
Fall 2016	55%	90%		
Fall 2017	57%			

APPENDIX C – STEM ENROLLMENT BY GENDER



APPENDIX D – GRADUATION RATES BY GENDER

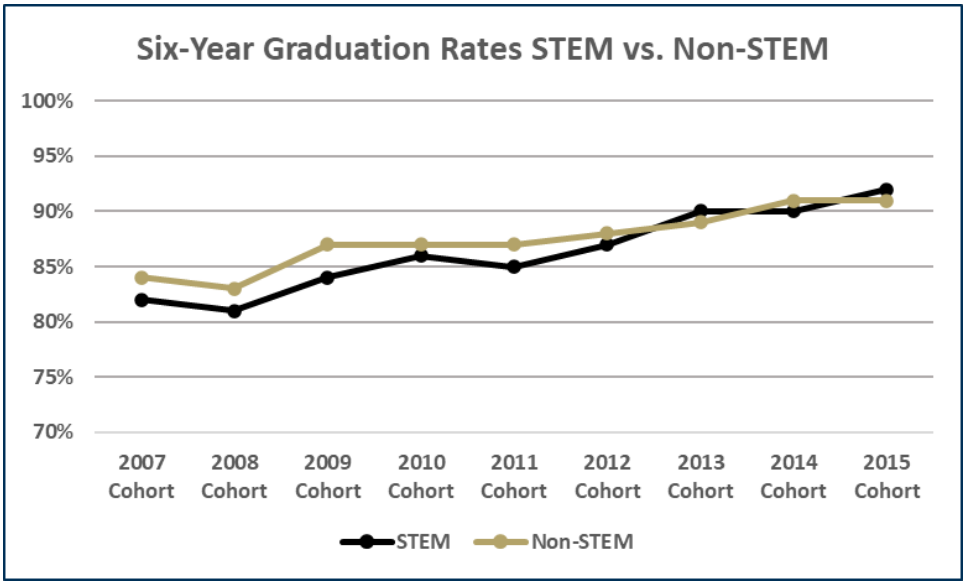
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Female	86%	86%	89%	90%	88%	91%	91%	92%	93%
Male	80%	79%	82%	84%	83%	85%	89%	90%	91%



APPENDIX E – STEM GRADUATION RATES

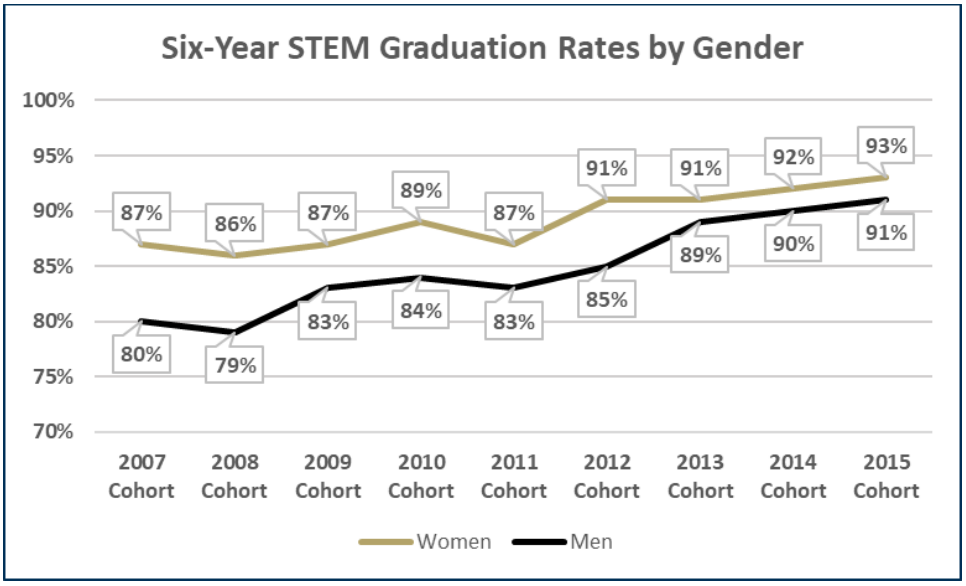
Six-Year Graduation Rates STEM vs. Non-STEM

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
STEM	82%	81%	84%	86%	85%	87%	90%	90%	92%
Non-STEM	84%	83%	87%	87%	87%	88%	89%	91%	91%

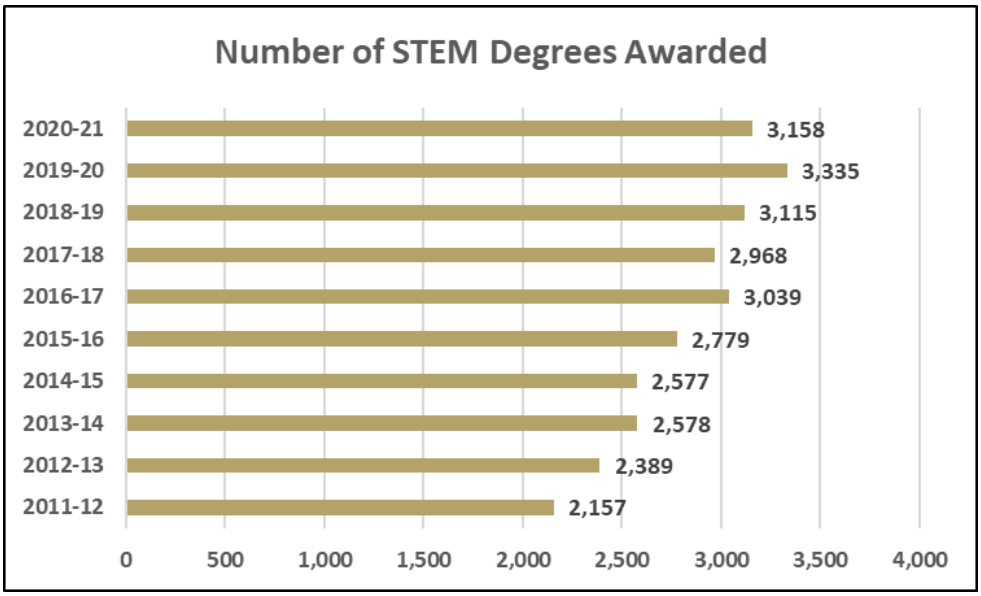


Six-Year Graduation Rates for STEM Majors by Gender

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Women	87%	86%	87%	89%	87%	91%	91%	92%	93%
Men	80%	79%	83%	84%	83%	85%	89%	90%	91%

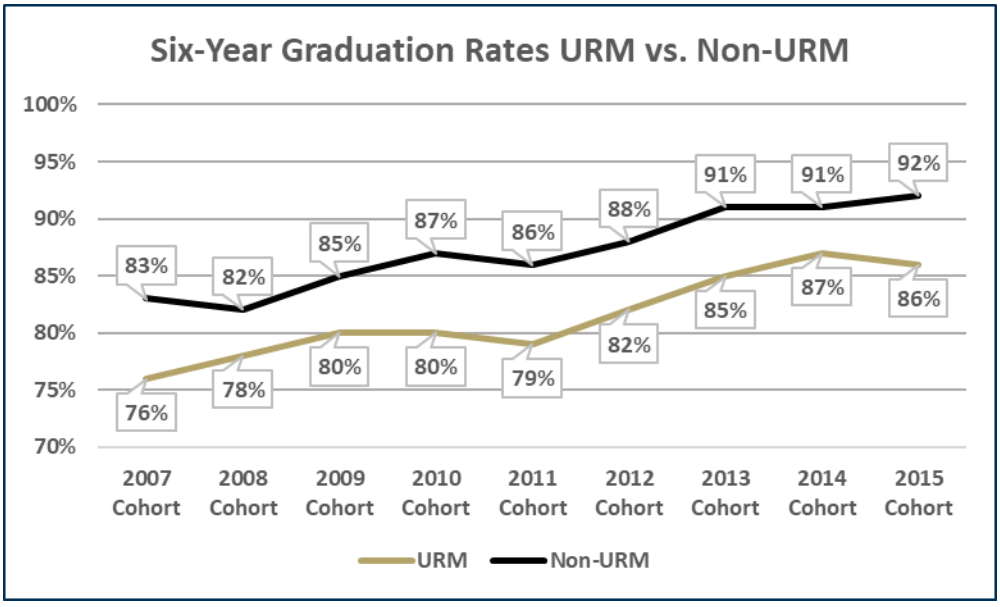


APPENDIX F – STEM DEGREES AWARDED



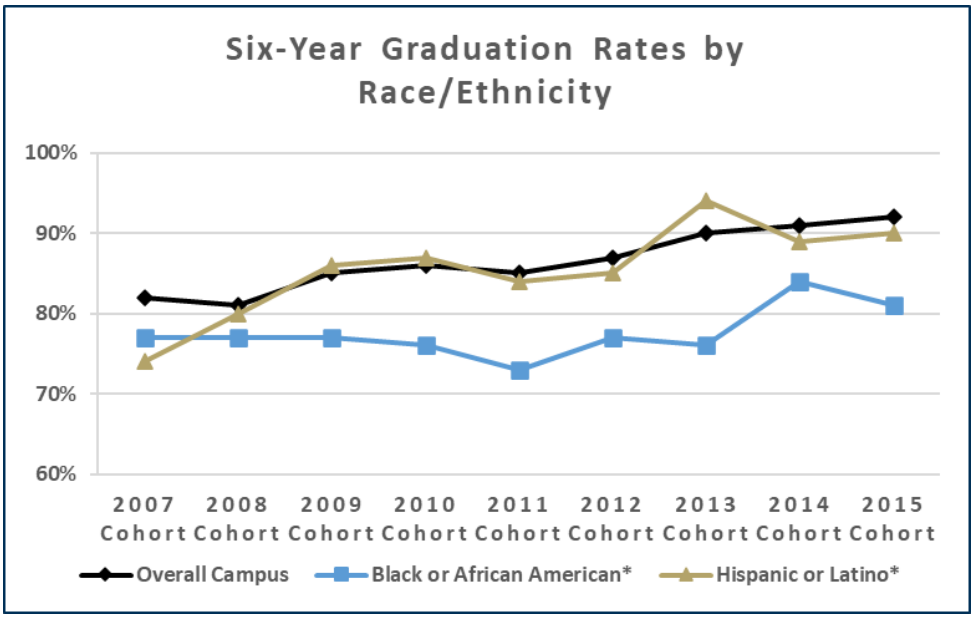
APPENDIX G – URM GRADUATION RATES

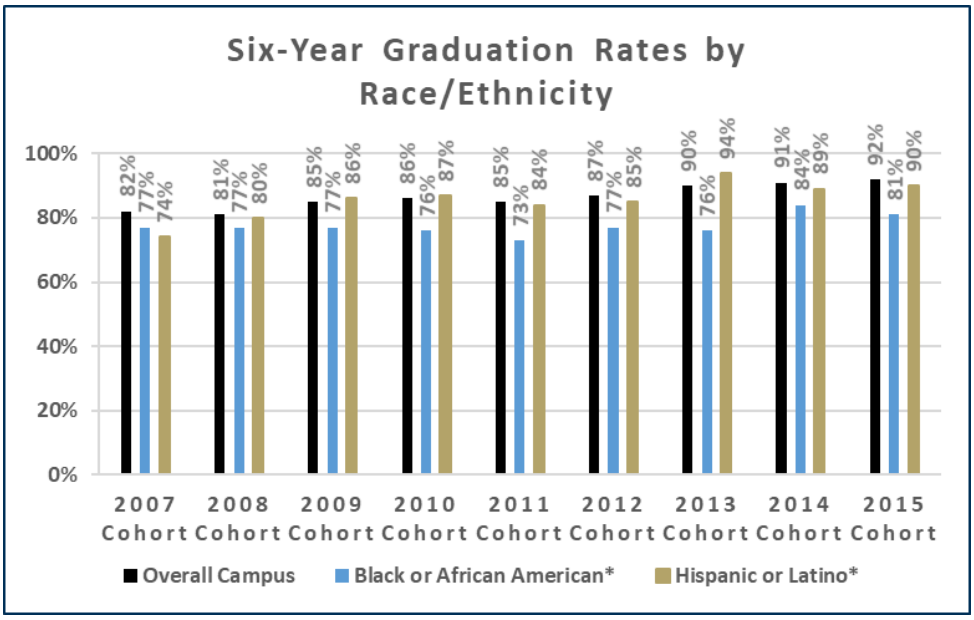
	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
URM	76%	78%	80%	80%	79%	82%	85%	87%	86%
Non-URM	83%	82%	85%	87%	86%	88%	91%	91%	92%



Six-Year Graduation Rates - Black or African American, Hispanic or Latino, Overall

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
Overall Campus	82%	81%	85%	86%	85%	87%	90%	91%	92%
Black or African American*	77%	77%	77%	76%	73%	77%	76%	84%	81%
Hispanic or Latino*	74%	80%	86%	87%	84%	85%	94%	89%	90%





APPENDIX H – SIX-YEAR GRADUATION RATES FOR STUDENTS IN HIGH-IMPACT CURRICULAR AND CO-CURRICULAR PROGRAMS

High-Impact Practices, Six-Year Graduation Rates

Academic Enrichment Program	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
CO-OP	96%	97%	98%
GT 1000	88%	89%	92%
Grand Challenges, Living Learning Community	90%	94%	86%
Honors Program, Living Learning Community	92%	93%	94%
Internship	97%	96%	97%
Study Abroad	98%	97%	98%
Undergraduate Research Opportunities Program (UROP)	95%	96%	97%
Vertically Integrated Projects (VIP) Program	93%	94%	98%

APPENDIX I – NOT-REGISTERED SURVEY POPULATION SIZES AND SURVEY RESPONSE RATES

Survey Administration Date	July 2021	July 2020	July 2019	July 2018	August 2017	July 2016	June 2015	June 2014
Survey Population Size*	541	590	866	579	642	643	538	632
Number of Respondents	245	238	393	317	316	308	268	268
Response Rate	45% (245/541)	40% (238/590)	45% (393/866)	55% (317/579)	49% (316/642)	48% (308/643)	50% (268/538)	42% (268/632)

**Not registered for fall classes by the end of Phase I (early) registration*

APPENDIX J– PLUS OUTCOMES BY COURSE

Summer 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	17	100%	33	97%
CHEM 1310	11	100%	66	86%
CHEM 2311	25	96%	48	92%
CS 1331	31	97%	348	85%
ECON 2105	<10	100%	155	97%
ECON 2106	<10	100%	225	98%
MATH 1550	10	100%	23	91%
MATH 1551	<10	50%	25	96%
MATH 1552	10	100%	82	83%
MATH 1553	47	96%	95	84%
MATH 2550	<10	100%	59	93%
MATH 2551	15	93%	266	81%
MATH 2552	25	96%	236	94%
PHYS 2211	29	100%	166	92%
PHYS 2212	48	100%	255	94%
Total	284	98%	2082	90%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Fall 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	30	100%	226	94%
BMED 3310	22	95%	97	91%
BMED 3410	24	100%	93	94%
CHBE 2100	30	87%	55	64%
CHEM 1211K	115	99%	297	96%
CHEM 1212K	52	98%	113	92%
CHEM 1310	101	98%	252	89%

Fall 2020				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
CHEM 1315	57	95%	138	92%
CHEM 2311	50	98%	303	90%
CHEM 2312	31	94%	60	87%
CS 1331	83	95%	643	91%
ECON 2105	31	100%	296	98%
ECON 2106	21	100%	335	97%
MATH 1113	<10	100%	72	93%
MATH 1551	144	94%	473	90%
MATH 1552	72	93%	420	82%
MATH 1553	229	97%	828	95%
MATH 1554	121	94%	1338	93%
MATH 2550	36	81%	170	71%
MATH 2551	107	100%	510	95%
MATH 2552	133	96%	561	92%
PHYS 2211	179	97%	575	84%
PHYS 2212	127	89%	512	78%
Total	1802	96%	8367	90%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

Spring 2021				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
ACCT 2101	21	100%	181	86%
BMED 3310	44	95%	59	95%
BMED 3410	52	96%	60	95%
CHBE 2100	25	88%	30	73%
CHEM 1211K	14	100%	66	92%
CHEM 1212K	96	95%	291	93%

Spring 2021				
Class	**Number PLUS Regulars* that earned A,B,C,S**	**% of PLUS Regulars* that earned A,B,C,S**	**Number Non-PLUS Students Earning A,B,C,S**	**% of Non-PLUS Students Earning A,B,C,S**
CHEM 1310	15	100%	116	92%
CHEM 1315	25	92%	68	85%
CHEM 2311	27	96%	104	82%
CHEM 2312	115	97%	179	93%
CS 1331	47	100%	812	89%
ECON 2106	14	86%	240	93%
MATH 1551	19	79%	103	67%
MATH 1552	99	97%	589	87%
MATH 1553	89	96%	332	88%
MATH 1554	48	81%	308	68%
MATH 2551	70	93%	1330	93%
MATH 2552	115	92%	570	91%
PHYS 2211	126	94%	689	94%
PHYS 2212	201	89%	546	87%
Total	1262	93%	6673	89%

* PLUS Regulars = 5 or more visits per semester; Non-PLUS = 0 visits during the semester

APPENDIX K – CCG-GT STEERING COMMITTEE MEMBERS, 2020-21

- Ms. Sandi Bramblett, Assistant Vice President, Institutional Research and Enterprise Data Management*
- Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education*
- Dr. Sybrina Atwaters, Director, OMED
- Mr. Elijah Cameron, Director, Office of Assessment and Quantitative Services, College of Computing
- Dr. Lynn Durham, Vice President, Institute Relations
- Dr. Al Ferri, Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
- Mr. Brent Griffin, Director, Retention and Graduation Initiatives/Assistant Registrar, Office of the Registrar/Office of Undergraduate Education
- Ms. Sandra Kinney, Senior Director, Institutional Research and Planning
- Dr. Paul Kohn, Vice Provost for Enrollment Management
- Dr. Linda Green, Director, Tutoring and Academic Support
- Dr. Michelle Rinehart, Associate Dean, College of Design
- Ms. Beatriz Rodriguez, Assistant Director-Academic Coaching and Success Programs, Undergraduate Advising and Transition
- Dr. Beth Spencer, Director, Undergraduate Advising and Transition
- Dr. Cam Tyson, Assistant Dean for Academic Programs, College of Sciences
- Dr. De Morris Walker, Director, Summer Session Initiatives
- Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning
- Mr. Craig Womack, Associate Dean/Director of Undergraduate Programs, Scheller College of Business
- Dr. Brenda “B” Woods, Director of Research and Assessment, Student Engagement & Well-Being

**Co-chair, CCG-GT Steering Committee*

APPENDIX L – AMPLIFY IMPACT (GT-AMP) REQUEST FOR PROPOSALS

Amplify Momentum Project (GT-AMP)

Fund for initiatives mapping USG Momentum Approach goals

to Institute Strategic Plan focus area: Amplify Impact

2021-23

The Office of the Provost invites your proposals for initiatives to advance one or more University System of Georgia (USG) Momentum Approach goals aligned with the AMPLIFY IMPACT focus area of the Institute Strategic Plan. Momentum Approach goals are centered on supporting student success; USG institutions are asked to engage in activities, which may span academic and other divisions, that empower students to:

- **Make and deepen purposeful choices**, for example, regarding choice or change of major, minor, or career path, or regarding choice of experiential learning opportunities.
- **Create and cultivate productive academic mindsets**, for example, regarding academic tenacity and resilience, or the value of learning beyond the major, or the value of active engagement in the classroom.
- **Attempt and maintain full momentum along a clear pathway**, for example, by planning and pursuing a pathway integrating classroom learning; research, service learning, study abroad, co-op or internship experiences; and student life activities.
- **Heighten academic engagement**, for example, by pursuing a minor, entrepreneurial learning, or High-Impact Educational Practices.
- **Complete critical milestones**, for example, by appropriate scheduling choices or effective approaches to successful teaching and learning in courses central for the major.

Initiatives should advance one or more of these Momentum Approach goals aligned with one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area. Initiatives may be proposed by one PI, co-PIs, or a team, and may consist of research, teaching (undergraduate and/or graduate), and/or other activities. Initiatives may span the academic and any other divisions of the Institute. Examples of initiatives set forth in this paragraph are not intended to be limiting.

Review Criteria

Funding decisions will be based on the following five criteria: (1) demonstrated alignment between a Momentum Approach goal or goals and one or more "Moving into Action" strategies for the AMPLIFY IMPACT focus area, (2) the transformative potential of the initiative, (3) inclusion of necessary and appropriate personnel to pursue the initiative and access to any necessary resources or partnerships, (4) specification of appropriate project outcome(s) and measure(s) of success, and (5) demonstrated prospect for sustainability or long-term impact following the conclusion of the funding period.

Funding Criteria

- Single investigators, co-PIs, or teams may apply for up to $25,000 for a six-month proposal (January 1, 2022-June 30, 2022) or up to $75,000 for an eighteen-month proposal (January 1, 2022-June 30, 2023).

- Funding for six-month projects must be expended in FY22. Carryforward of funds beyond FY22 will only be permitted in exceptional circumstances.
- Funding for eighteen-month projects must be expended in FY22 and FY23. Carryforward of funds beyond FY23 will only be permitted in exceptional circumstances. Carryforward of funds from FY22 to FY23 will be permitted only upon request and the submission of a FY22 report showing satisfactory performance in the judgment of the grant administrator.
- Funding for undergraduate, graduate, or post-doctoral effort is encouraged. Faculty salary support is not encouraged but will be considered if justified.
- No indirect costs may be included in budgets. Tuition waivers will be provided for any graduate students supported with state funds as part of a funded project. An estimate of the number of tuition waivers required should be included in the proposal.

Application Requirements and Procedures

- Deadline for submission of proposals: Monday, October 11, 2021.
- Limit on PIs: An investigator may serve as PI on only one proposal but may serve as co-PI or team member on a total of up to three proposals.
- Submission of proposal: All proposals must be submitted through the GT-AMP Qualtrics survey. A direct link is provided below. As part of the survey, you will be required to complete an on-line application and attach your proposal as a single pdf file.

GT-AMP Survey Application

- Proposal review: By a committee of faculty and Office of Undergraduate Education staff.
- Date by which Awards announced: Monday, November 1, 2021.
- Contents of proposals and page limits:
  - A Proposal Narrative of not more than two pages addressing the five criteria under "**Review Criteria**," above.
  - A CV of not more than two pages each for the PI or co-PIs and any team member(s).
  - A budget consistent with the "**Funding Criteria**," above, including line-item detail, of not more than one page for a six-month proposal and not more than two pages for an eighteen-month proposal.

Additional Information

Please send any requests for additional information to Mr. Brent Griffin, Director of Retention and Graduation Initiatives/Sr. Assistant Registrar.

GEORGIA SOUTHERN UNIVERSITY

Appendix

Table 1: Undergraduate Student Populations and One-Year Retention Rates

Undergraduate Student Demographics	Fall 2020 Percent of Student Body	Retention Rates Fall 2021 (for Fall 2020 cohort)
Unknown	1% (+.3%)	*
Asian	2% (-1%)	*
Two or More Races	4% (+/-0%)	*
Hispanic/Latino	8% (+.4%)	68.8%
Black/African-American	26% (+.7%)	67.2%
White	58% (-1.4%)	*
Military & Military-Affiliated	15%	70%
Adult Learners	10.9%	*
Pell Eligible	31.5%	*
First Generation	25.4%	*
Overall GS Retention Rate FTFTF		72.0%

Source: Georgia Southern University Office of Institutional Research; Qlik Fall Enrollment by Academic Program (407a)

**Note: Figures are based on the preliminary Fall 2021 census data – refined demographic data is unavailable at this time, but will be included in the following report.*

Table 2: Average High School GPA for FTFT Freshmen for Past SEVEN Fall Terms

2013	2014	2015	2016	2017	2018	2019	2020
3.24	3.27	3.29	3.33	3.34	3.36	3.43	3.29

Source: GeorgiaSouthern University Pyramid

Table 3: Reasons for Not Registering for Spring 2020 and Spring 2021

Reason	Spring 2020 Number of Students Listing as Reason	Spring 2021 Number of Students Listing as Reason
Academic	15	7
Applying for Secondary/Grad Program		24
Courses Unavailable	3	38
Family/Health	16	46
Financial	59	178
Gap Semester or Year		42
Graduating	23	24
Had Not Been Advised		323
Holds		103
Internship/International Study	20	89
Military	25	12
Needed Help Registering		161
Not Returning (undisclosed)		635
Other	15	33
Personal	51	24
Transferring	135	22
Work Conflicts		21
Total	362	1780

Source: Institutional Late Registration Survey Reports

Table 4: Momentum Resilience Area Updates

STRATEGY/AREA:	Transitions to College		
Activity	Process/Steps	Person responsible	Completion date
Implement new on-boarding and transition programming for students from entrance through the first year.	Steering Committee, 3 subcommittees, and 7 working groups	Dustin Anderson Amy Smith Ken Gassiot	Implemented June 2021

STRATEGY/AREA:	Course scheduling – fuller student schedule (SOAR in 4)		
Activity	Process/Steps	Person responsible	Completion date
Provide more data and direction to department chairs and deans regarding student course needs.	Implementing Ad Astra Scheduler and Monitor, Align, and Predict (MAP) Create a regular training schedule (and refresher courses) for Deans, Associate Deans, and Department Chairs on EAB APS, EAB Institutional Reports, and Business Objects.	Dustin Anderson (EAB) Wallace Brown (Astra) Amy Ballagh (Pyramid)	MAP implemented Astra Scheduler implemented Pyramid implemented EAB APS implemented Training opportunities began in April.
Provide students will tools to meet expectations of (a) 15+ hours per semester; (b) register for course sequence on program maps	Implementing EAB Navigate Academic Planning	AP for Student Success, Advising, and cross-divisional team	Implemented August 2021
Stress test program maps	Engage with academic programs (provide information and data sources) for the programs to engage in conversations about whether students can reasonably complete degree program(s) in 4 years.	Dustin Anderson Delena Bell Gatch, and cross-divisional team	May 2022

STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with programming and major/career exploration.	1) train personnel on identifying collaborative opportunities with cross-divisional campus partners. 2) partner on synchronizing programming. 3) align co-curricular activities.	Dustin Anderson Ken Gassiot (for Melanie Miller) Department Chairs and Program Directors	May 2022
STRATEGY/AREA:	Increase student access to High Impact Practices (HIPs)		
Activity	Process/Steps	Person responsible	Completion date
Expand student opportunities to engage in high impact practices.	Build more opportunities for engagement aligning with AAC&U best practices.	HIP Faculty Fellows Provost, Deans, & Academic Departments Career Services Student Affairs Global Engagement Undergraduate Research Office	May 2022

STRATEGY/AREA:	Stronger alignment of curricular, co-curricular, and extracurricular programming, focusing on integration of career services and development throughout the curriculum		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate student engagement with major specific career exploration.	Start integrating career pathways with our curriculum and program pathways	Dustin Anderson Glenn Gibney Department Chairs and Program Directors	May 2022

STRATEGY/AREA:	Identify "derailers" to student engagement and degree completion and also identify and implement program, unit, or institutional solutions.		
Activity	Process/Steps	Person responsible	Completion date
Create more effective partnerships between Academic Affairs and Student Affairs to facilitate academic program engagement with co-curricular education and programming.	1. Redefine involvement. Tying work and other experiences back to academic pursuits. 2. Co-curricular milestones. 3. Commitment to the end goal (degree attainment and employment or graduate school) 4. Engage with existing committee structures (Enrollment Squad, Academic Standing Committee, Student Success Committee, academic department or college committees, etc.) to define, identify, and implement program and/or institutional solutions.	Dustin Anderson Dantrell Maewether Ken Gassiot Col. George Fredrick Cassie Morgan Meg Heins Jodi Caldwell Enrollment Squad Financial Aid Bursar's Office Academic Departments Deans	May 2022

Image 1: AIP Fall 2020-2021

ACADEMIC INTERVENTION FALL 2021 UPDATES

APPOINTMENTS

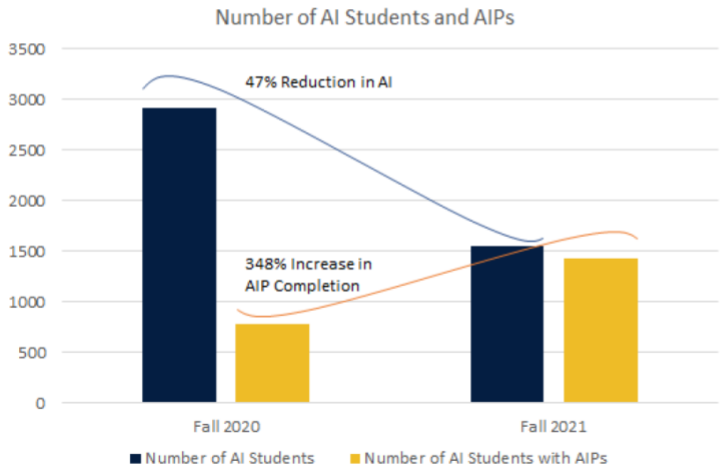
As of 09/20/2021, Academic Success Coaches held 1,116 one-on-one appointments for the Fall 2021 Semester. This number does not include the 1,426 asynchronous appointments conducted through the AIP intake process.

ACADEMIC IMPROVEMENT PLANS

To date, 92.3% of Fall 2021 Academic Intervention students have completed an Academic Improvement Plan, compared to 26.5% in Fall 2020. This increase in engagement is the result of improved access via a mobile-compatible intake form.

ENGAGEMENT

Delivery of GSU 1000 has been centralized, combining 60 course sections into one to ensure consistency in communication, curriculum delivery, and engagement. The AIP intake process has improved AIP Quality control, as well as student access and engagement.



Fall 2020
2917 AI Students
774 AIPs
26.5% Engagement

Fall 2021
1545 AI Students
1426 AIPs
92.3% Engagement

Image 2: the Eagle Experience

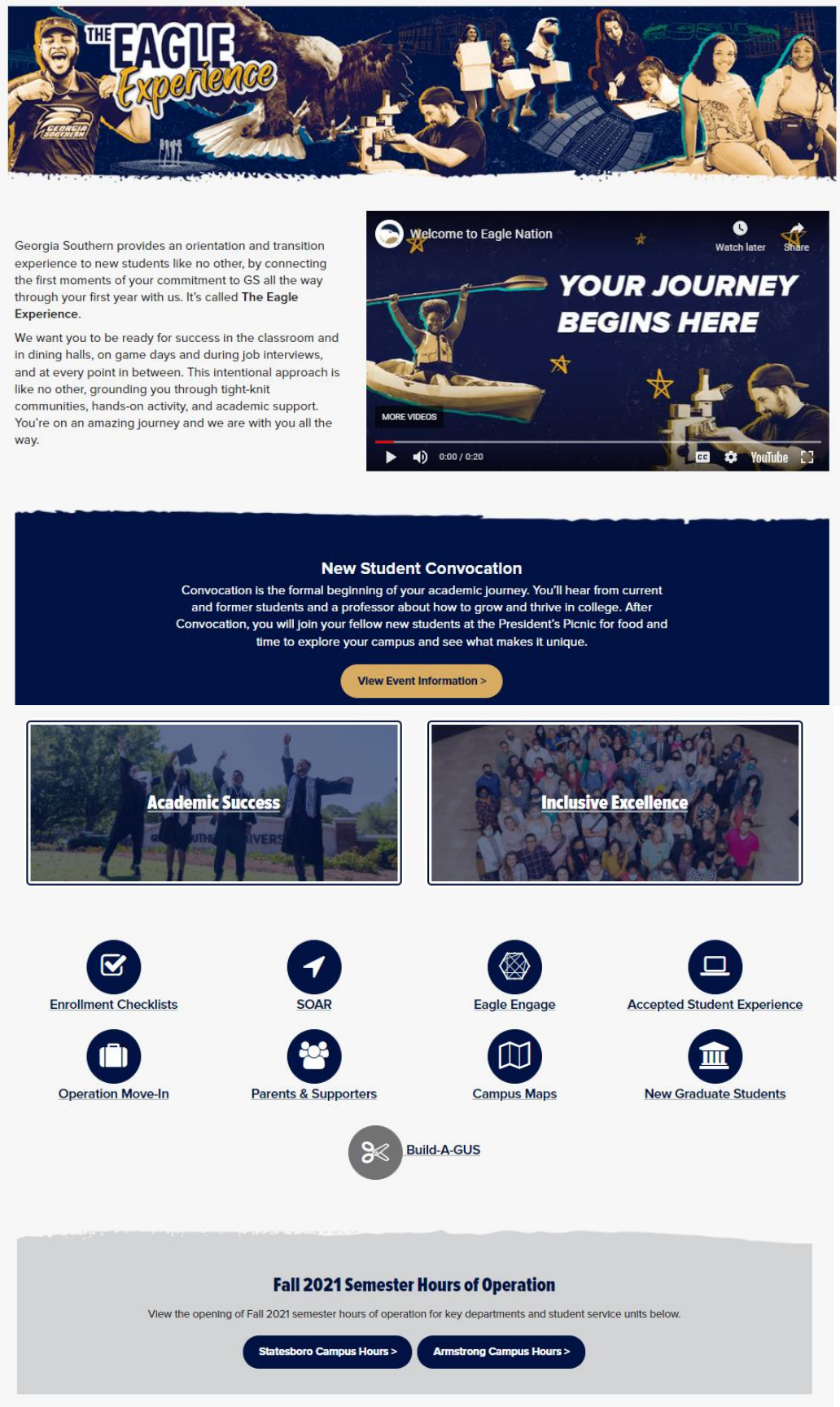


Image 3: Eagle Engage

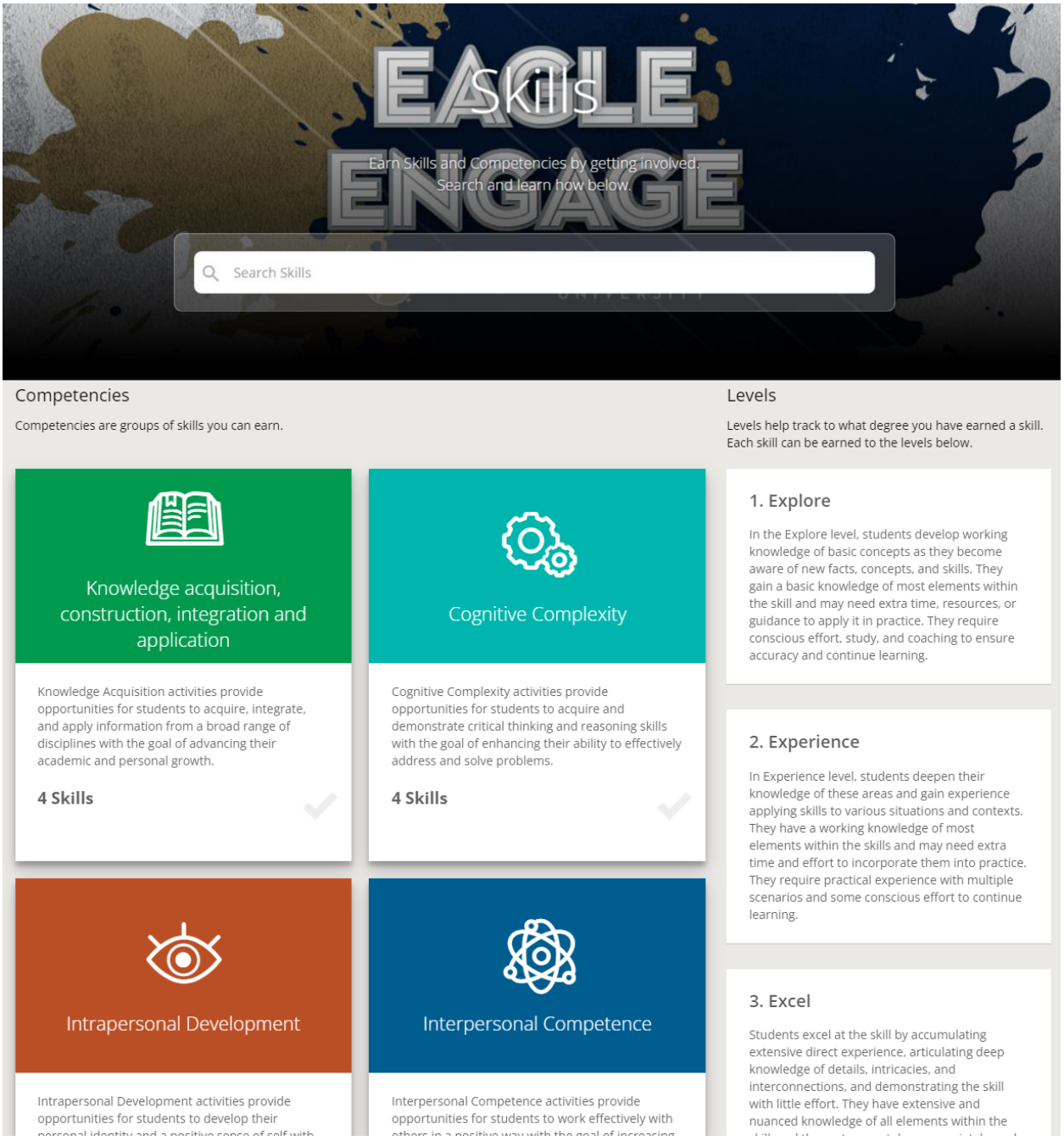


Image 4: MyMajors Motivation for Attending College

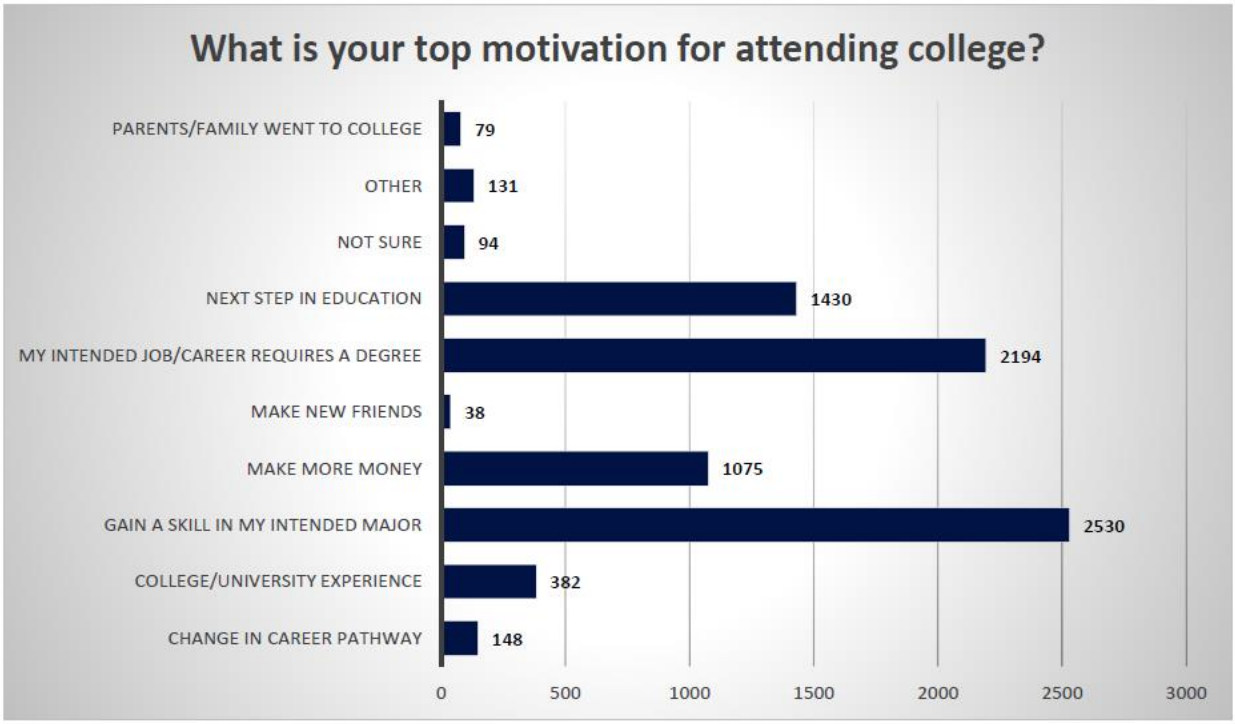
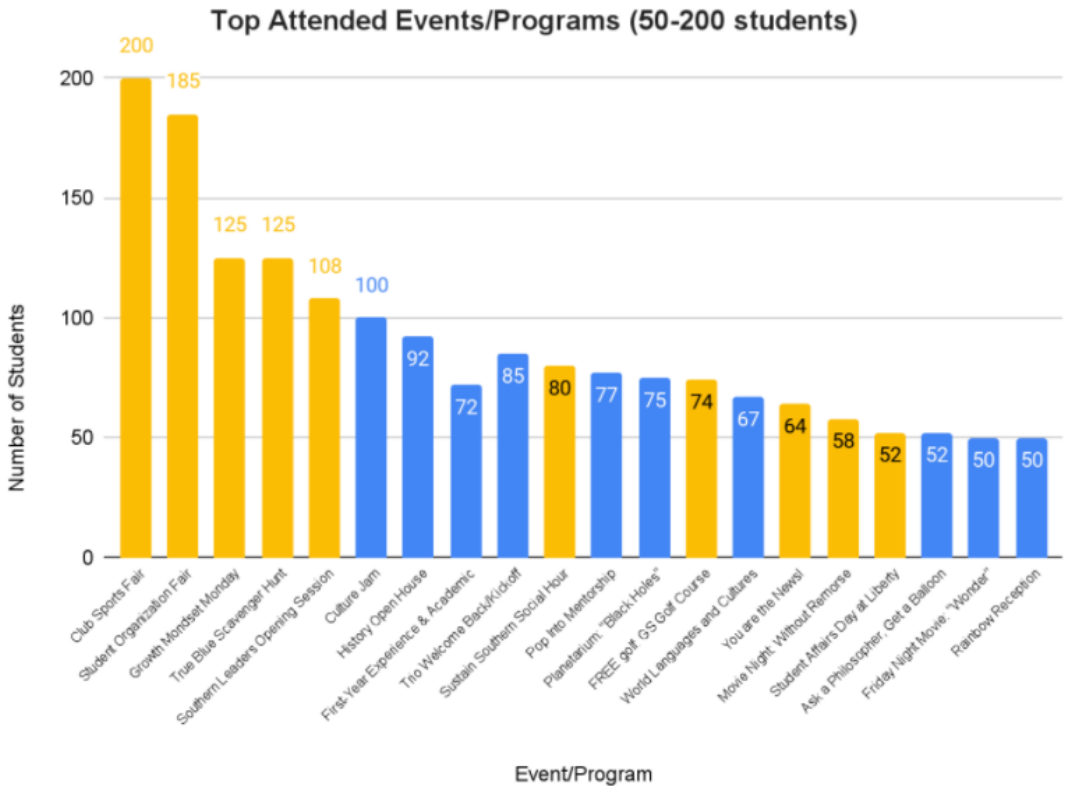


Image 5: Early Transition Events



GEORGIA SOUTHWESTERN STATE UNIVERSITY

APPENDIX

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total Undergraduate Enrollment	2811	2749	2667	2527	2435	2558	2606	2467	2498	2634
Number of Undergraduates with Record of Parents' College Level	2469	2413	2376	2350	2208	2453	2469	2289	2183	2309
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	1439	1379	1345	1346	1243	1331	1285	1237	1179	1228
% of All Undergraduates who are First Generation	51.2	50.2	50.4	53.3	51.0	52.0	49.3	50.1	47.2	46.6
Received Pell Grant Fall term	1377	1292	1254	1152	1072	1072	1037	968	927	994
Percent Undergraduates with Pell	49.0	47.0	47.0	45.6	44.0	41.9	39.8	39.2	37.1	37.7
Number of Non-traditional Undergraduates (25 or older at first matriculation)	643	620	633	556	524	504	469	413	409	392
Percent Non-traditional Undergraduates	22.9	22.6	23.7	22.0	21.5	19.7	18.0	16.7	16.4	14.9
Number of Non-traditional Undergraduates (age 25 or older)	855	837	837	749	666	665	631	542	517	516
Percent of Undergraduates Age 25 or Older	30.4	30.4	31.4	29.6	27.4	26.0	24.2	22.0	20.7	19.6

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total First-time Full-time (FTFT) Cohort	404	374	351	386	374	475	445	406	382	462
Number of FTFT Cohort with Record of Parents' College Level	364	338	328	381	372	471	416	371	355	436
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	181	172	176	194	198	242	218	211	202	260
% of All FTFT Cohort who are First Generation	44.8	46.0	50.1	50.3	52.9	50.9	49.0	52.0	52.9	56.3
Received Pell Grant Fall Term	195	186	160	183	173	241	214	213	202	265
Percent FTFT Cohort with Pell	48.3	49.7	45.6	47.4	46.3	50.7	48.1	52.5	52.9	57.4
Number of Non-traditional FTFT Cohort	18	2	4	4	2	6	1	2	1	1
Percent of Non-traditional FTFT Cohort	4.5	0.5	1.1	1.0	0.5	1.3	0.2	0.5	0.3	0.2

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Females	Asian	6	4	4	4	5	3	4	6	3	1	3	200.00	-25.00
	Black or African American	93	92	88	99	100	82	75	64	79	73	61	-16.44	-33.70
	Hispanic/Latino	6	5	4	6	17	8	7	13	12	11	17	54.55	240.00
	American Indian or Alaska Native	2	0	0	0	0	1	0	0	1	0	1		
	White	255	229	243	258	211	192	192	225	186	195	160	-17.95	-30.13
	Native Hawaiian or Other Pacific Islander	0	1	0	0	0	0	0	2	1	0	0		-100.00
	Multiracial	6	4	6	4	7	3	4	4	6	6	11	83.33	175.00
	Non-resident Alien	5	10	9	2	5	2	3	4	4	3	3	0.00	-70.00
	Race/Ethnicity Unknown	1	0	0	1	0	1	0	0	2	0	0		
	subtotal	374	345	354	374	345	292	285	318	294	289	256	-11.42	-25.80
Males	Asian	3	2	1	5	2	1	1	6	0	2	5	150.00	150.00
	Black or African American	25	24	33	26	32	26	31	32	29	25	28	12.00	16.67
	Hispanic/Latino	3	4	4	1	8	9	4	9	3	6	6	0.00	50.00
	American Indian or Alaska Native	0	1	0	1	0	0	1	0	0	0	0		-100.00
	White	111	137	102	123	122	98	93	103	93	74	78	5.41	-43.07
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	2	4	0	4	1	3	0	1	3	2	8	300.00	100.00
	Non-resident Alien	5	8	17	6	7	1	5	4	4	5	2	-60.00	-75.00
	Race/Ethnicity Unknown	0	1	0	1	0	2	0	0	0	0	0		-100.00
	subtotal	149	181	157	167	172	140	135	155	132	114	127	11.40	-29.83
Total		523	526	511	541	517	432	420	473	426	403	383	-4.96	-27.19
Number Received Pell Grant (at any time at GSW)		284	295	301	311	324	260	241	256	221	206	208	0.97	-29.49
%		54.3	56.08	58.9	57.49	62.67	60.19	57.38	54.12	51.88	51.12	54.31		
Number of First Generation		280	297	253	256	268	246	227	248	221	213	196	-7.98	-34.01
%		53.54	56.46	49.51	47.32	51.84	56.94	54.05	52.43	51.88	52.85	51.17		
# Graduates with First Generation Data		436	443	423	475	465	399	394	452	414	388	383		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Age 17-19 at graduation	0	1	0	0	0	0	0	0	1	1	2	100.00	100.00
Age 20-22	155	114	124	132	118	94	115	139	130	171	143	-16.37	25.44
Age 23-24	133	160	142	162	149	136	125	112	117	86	100	16.28	-37.50
Age 25-26	46	55	61	59	61	38	42	46	45	39	40	2.56	-27.27
Age 27-28	38	38	33	32	34	33	28	39	22	21	18	-14.29	-52.63
Age 29-30	26	38	22	22	38	20	16	23	22	9	16	77.78	-57.89
Age 31-34	45	39	42	48	29	26	30	48	28	23	16	-30.43	-58.97
Age 35-39	32	29	40	35	43	30	25	20	23	19	13	-31.58	-55.17
Age 40 +	48	52	47	51	45	55	39	46	38	34	35	2.94	-32.69
Average	27.9	28.1	27.7	27.3	27.7	28.8	27.8	28.0	27.0	26.4	26.2		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	1 Year Change	10 Year Change
Biology	9	5	11	13	14	9	7	9	4	5	8	2	4	6	50.0	-57.1
Chemistry	6	2	6	8	2	0	3	0	2	1	3	1	1	2	100.0	0.0
English and Foreign Languages	4	9	6	16	5	7	7	12	9	8	8	8	4	4	0.0	-20.0
Art	3	8	5	7	9	6	4	3	4	6	4	3	7	4	-42.9	-55.6
Dramatic Arts	4	3	2	2	7	3	4	8	9	6	3	9	6	4	-33.3	-42.9
Music	2	1	5	1	2	0	3	3	2	2	2	4	1	4	300.0	100.0
Geology	1	2	2	3	2	1	4	3	1	2	3	2	2	3	50.0	50.0
History	18	13	15	12	10	13	15	13	7	8	10	8	6	6	0.0	-40.0
Political Science	7	2	2	7	9	4	6	6	3	3	4	6	4	6	50.0	-33.3
Mathematics	2	9	8	7	9	8	4	4	2	2	2	5	0	3		-66.7
Psychology	33	39	32	33	34	41	49	32	43	42	32	42	31	44	41.9	29.4
Sociology (including Criminal Justice starting in FY18)	19	10	15	8	10	11	15	16	6	13	19	13	17	24	41.2	140.0
General Studies											2	3	9	7	-22.2	
Business	125	148	141	197	208	201	208	197	171	167	176	171	148	140	-5.4	-32.7
Computer and Information Science	8	10	9	13	10	11	20	22	13	15	19	20	16	13	-18.8	30.0
Education	76	66	72	108	96	72	76	80	57	57	59	47	59	44	-25.4	-54.2
Health and Human Performance	15	28	22	29	34	36	30	39	26	33	34	9	2	2	0.0	-94.1
Health Sciences												25	33	31	-6.1	
Nursing	30	30	53	59	67	90	91	80	73	52	87	53	54	41	-24.1	-36.8
Total	362	385	406	523	528	513	546	527	432	422	475	431	404	388	-4.0	-26.5

Note: Exercise Science moved from Health and Human Performance to Health Sciences in FY19.

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

		Institution-specific Retention Rates	
		1-Term	1-Year
Fall Cohort	First-time Full-time Freshmen	(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	73.80
2015	374	91.44	69.52
2016	475	91.79	65.05
2017	445	89.44	61.57
2018	406	91.63	68.47
2019	382	88.22	66.23
2020	462	82.90	53.68 (preliminary as of 9/16/21)

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year																	
	2012		2013		2014		2015		2016		2017		2018		2019		2020	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	77	19.3	74	19.7	77	19.6	78	20.5	91	18.8	77	17.1	79	19.0	77	19.6	95	19.9
3.00 to 3.49	74	18.5	78	20.7	86	21.9	95	24.9	121	25.0	92	20.4	106	25.5	82	20.9	98	20.5
2.50 to 2.99	81	20.3	70	18.6	68	17.3	81	21.3	104	21.4	81	18.0	86	20.7	77	19.6	60	12.6
2.00 to 2.49	65	16.3	62	16.5	65	16.5	48	12.6	68	14.0	79	17.5	53	12.8	43	11.0	54	11.3
1.50 to 1.99	38	9.5	33	8.8	36	9.2	30	7.9	41	8.5	53	11.8	40	9.6	37	9.4	44	9.2
0.00 to 1.49	60	15.0	56	14.9	56	14.2	41	10.8	54	11.1	58	12.9	46	11.1	65	16.6	110	23.1
No GPA**	5	1.3	3	0.8	5	1.3	8	2.1	6	1.2	11	2.4	5	1.2	11	2.8	16	3.4

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

	Percent of As, Bs, Cs															
	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
Course	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Principles of Biology I	43.3	30	50.0	20	37.9	29	42.9	21	62.5	16	33.3	15	39.1	23	50.0	14	66.7	12
Essentials of Biology I	74.4	90	60.2	88	56.3	80	33.8	80	61.7	128	42.0	138	42.3	123	35.9	106	34.4	131
Principles of Chemistry I	70.6	17	50.0	4	91.7	12	88.9	9	92.9	14	77.8	18	66.7	12	80.0	10	47.1	17
Earth, Mat., Processes, & Env.	38.9	18	53.8	26	--	--	55.6	18	67.5	40	43.2	44	53.8	13	50.0	12	70.0	10
College Algebra	75.0	160	52.6	114	67.8	146	71.8	181	62.3	215	67.3	101	78.2	119	58.4	101	43.5	115
Math Modeling	92.3	13	57.1	14	64.7	34	58.3	12	64.7	17	-	-	-	-	-	-	-	-
Quantitative Analysis	-	-	-	-	-	-	-	-	-	-	75.6	123	73.3	75	73.8	80	50.4	121
American Government	44.8	58	58.1	43	50.0	64	52.1	71	57.6	106	53.4	131	56.9	65	45.6	90	43.3	90
World Civilization I	76.5	17	44.4	9	80.8	78	91.6	71	58.6	29	75.4	65	83.3	24	-	-	90.9	11
World Civilization II	60.3	78	73.5	79	70.0	10	63.1	65	68.7	83	70.0	50	61.8	34	59.1	22	79.3	29
US History I	--	--	--	--	--	--	65.8	38	69.6	23	91.9	37	75.6	45	76.1	46	44.2	43
US History II	56.4	39	73.3	45	77.6	49	--	--	68.1	91	62.7	51	77.4	53	66.1	56	53.9	89
Introduction to Psychology	72.5	193	72.7	161	80.8	177	85.5	166	87.1	171	79.1	220	81.5	130	73.1	130	73.1	156
Human Growth & Development	91.8	49	78.5	51	85.9	61	93.8	32	97.3	37	84.6	26	89.0	82	78.5	65	91.1	79
Introduction to Sociology	46.3	54	78.0	86	61.4	88	78.4	139	81.8	154	86.6	119	82.5	103	81.7	71	53.8	93
English Composition I	73.3	202	72.6	226	80.2	243	70.7	225	77.0	239	69.8	162	80.9	230	70.5	210	61.0	241

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

	Cohort Year							
	2013	2014	2015	2016	2017	2018	2019	2020
Number First-time Full-time Freshmen Cohort	351	386	374	475	445	406	382	462
Number Attempted 15 or more Hours in Fall Term	174	238	279	309	249	260	220	199
Percent Attempted 15 or more Hours in Fall Term	49.6	61.7	74.6	65.1	56.0	64.0	57.6	43.1
Number Earned 15 or more Hours at end of Fall term	80	140	154	183	118	163	100	88
Percent Earned 15 or more Hours at end of Fall Term	22.8	36.3	41.2	38.5	26.5	40.1	26.2	19.1
Number Earned 30 or more Hours in Fall/Spring Terms	49	98	105	126	83	116	69	62
Percent Earned 30 or more Hours in Fall/ Spring Term	14.0	25.4	28.1	26.5	18.7	28.6	18.1	13.4

Note: Hours = institutional hours only for the fall and spring terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort

Rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Institution-Specific	65.0 (n=374)	69.8 (n=351)	73.8 (n=386)	69.5 (n=374)	65.1 (n=475)	61.6 (n=445)	68.5 (n=406)	66.2 (n=382)
Disaggregated Institution-Specific								
Traditional-aged	65.1 (n=372)	69.7 (n=347)	73.8 (n=382)	69.6 (n=372)	65.0 (n=469)	61.5 (n=444)	68.6 (n=404)	66.1 (n=381)
White, Non-Hispanic	61.3 (n=230)	71.5 (n=221)	75.0 (n=252)	68.9 (n=238)	63.6 (n=310)	62.8 (n=277)	68.6 (n=261)	71.4 (n=224)
African American or Black, Non- Hispanic	70.2 (n=124)	60.0 (n=95)	71.6 (n=102)	69.1 (n=97)	65.8 (n=114)	57.8 (n=109)	70.2 (n=94)	60.0 (n=110)
Other	77.8 (n=18)	87.1 (n=31)	71.4 (n=28)	75.7 (n=37)	73.3 (n=45)	62.1 (n=58)	65.3 (n=49)	55.3 (n=47)
Male	62.6 (n=155)	65.2 (n=138)	70.9 (n=151)	67.5 (n=151)	59.8 (n=179)	56.7 (n=180)	63.7 (n=146)	60.3 (n=151)
Female	66.8 (n=217)	72.7 (n=209)	75.8 (n=231)	71.0 (n=221)	68.3 (n=290)	64.8 (n=264)	71.3 (n=258)	70.0 (n=230)
White, Female	61.5 (n=130)	77.0 (n=135)	76.5 (n=149)	70.5 (n=129)	68.9 (n=193)	68.1 (n=160)	71.6 (n=169)	74.2 (n=132)
Black, Female	73.7 (n=76)	58.3 (n=60)	76.1 (n=67)	69.1 (n=68)	67.6 (n=74)	58.8 (n=68)	76.2 (n=63)	65.7 (n=70)
White, Male	61.0 (n=100)	62.8 (n=86)	72.8 (n=103)	67.0 (n=109)	54.7 (n=117)	55.6 (n=117)	63.0 (n=92)	67.4 (n=92)
Black, Male	64.6 (n=48)	62.9 (n=35)	62.9 (n=35)	69.0 (n=29)	62.5 (n=40)	56.1 (n=41)	58.1 (n=31)	50.0 (n=40)
Initially enrolled as Commuting Students	65.0 (n=100)	68.0 (n=97)	68.1 (n=94)	69.8 (n=116)	65.0 (n=117)	69.9 (n=136)	68.6 (n=153)	67.0 (n=118)
Initially enrolled as On-campus Residents	65.1 (n=272)	70.4 (n=250)	75.7 (n=288)	69.5 (n=256)	65.1 (n=352)	57.8 (n=308)	8.5 (n=251)	65.8 (n=263)
Initially enrolled in Learning-support classes[1]	54.6 (n=22)	58.3 (n=24)	52.6 (n=19)	64.7 (n=17)	52.4 (n=21)	34.8 (n=23)	53.8 (n=13)	54.7 (n=75)
Non-traditional[2]	50.0 (n=2)	75.0 (n=4)	75.0 (n=4)	50.0 (n=2)	66.7 (n=6)	100.0 (n=1)	50.0 (n=2)	100.0 (n=1)
Pell Recipients	62.1 (n=182)	68.8 (n=160)	70.5 (n=183)	64.2 (n=173)	64.3 (n=241)	58.4 (n=214)	68.1 (n=213)	63.8 (n=202)

Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2008	2009	2010	2011	2012	2013	2014
Institution-Specific	32.1 (n=418)	33.3 (n=435)	32.1 (n=473)	25.1 (n=387)	28.9 (n=374)	38.1 (n=349)	36.3 (n=386)
Disaggregated Institution-Specific							
Traditional-aged	32.8 (n=408)	35.1 (n=413)	33.3 (n=453)	26.2 (n=370)	28.8 (n=372)	38.3 (n=345)	36.4 (n=382)
White, Non-Hispanic	34.0 (n=241)	37.0 (n=254)	35.7 (n=297)	29.4 (n=221)	33.9 (n=230)	43.4 (n=221)	40.1 (n=252)
African American or Black, Non-Hispanic	32.9 (n=140)	31.5 (n=130)	28.6 (n=126)	22.3 (n=112)	21.0 (n=124)	29.5 (n=95)	25.5 (n=102)
Other	22.2 (n=27)	34.5 (n=29)	30.0 (n=30)	18.9 (n=37)	16.7 (n=18)	27.6 (n=29)	42.9 (n=28)
Male	26.9 (n=175)	28.9 (n=173)	22.6 (n=177)	21.2 (n=151)	28.4 (n=155)	29.0 (n=138)	32.5 (n=151)
Female	37.3 (n=233)	39.6 (n=240)	40.2 (n=276)	29.7 (n=219)	29.0 (n=217)	44.4 (n=207)	39.0 (n=231)
White, Female	43.0 (n=128)	46.2 (n=130)	42.4 (n=184)	33.3 (n=123)	36.9 (n=130)	48.9 (n=135)	45.6 (n=149)
Black, Female	32.6 (n=89)	31.6 (n=95)	33.3 (n=78)	26.0 (n=73)	18.4 (n=76)	35.0 (n=60)	25.4 (n=67)
White, Male	23.9 (n=113)	27.4 (n=124)	24.8 (n=113)	24.5 (n=98)	30.0 (n=100)	34.9 (n=86)	32.0 (n=103)
Black, Male	33.3 (n=51)	31.4 (n=35)	20.8 (n=48)	15.4 (n=39)	25.0 (n=48)	20.0 (n=35)	25.7 (n=35)
Initially enrolled as Commuting Students	28.6 (n=112)	42.3 (n=123)	35.3 (n=133)	28.8 (n=118)	31.0 (n=100)	36.1 (n=97)	29.8 (n=94)
Initially enrolled as On-Campus Residents							

	34.5 (n=296)	32.1 (n=290)	32.5 (n=320)	25.0 (n=252)	27.9 (n=272)	39.1 (n=248)	38.5 (n=288)
Initially enrolled in Learning- support classes[1]	20.8 (n=48)	23.9 (n=46)	21.1 (n=38)	25.5 (n=47)	9.1 (n=22)	29.2 (n=24)	15.8 (n=19)
Non-traditional[2]	0.0 (n=10)	0.0 (n=22)	5.0 (n=20)	0.0 (n=17)	50.0 (n=2)	25.0 (n=4)	25.0 (n=4)
Pell Recipients	24.1 (n=162)	30.5 (n=203)	31.7 (n=230)	21.0 (n=195)	23.7 (n=186)	33.1 (n=160)	30.1 (n=186)

GEORGIA STATE UNIVERSITY

APPENDIX

Chart 1

Graduation Rates by Year and Programs Launched: Bachelor's Degrees

2003 to Present

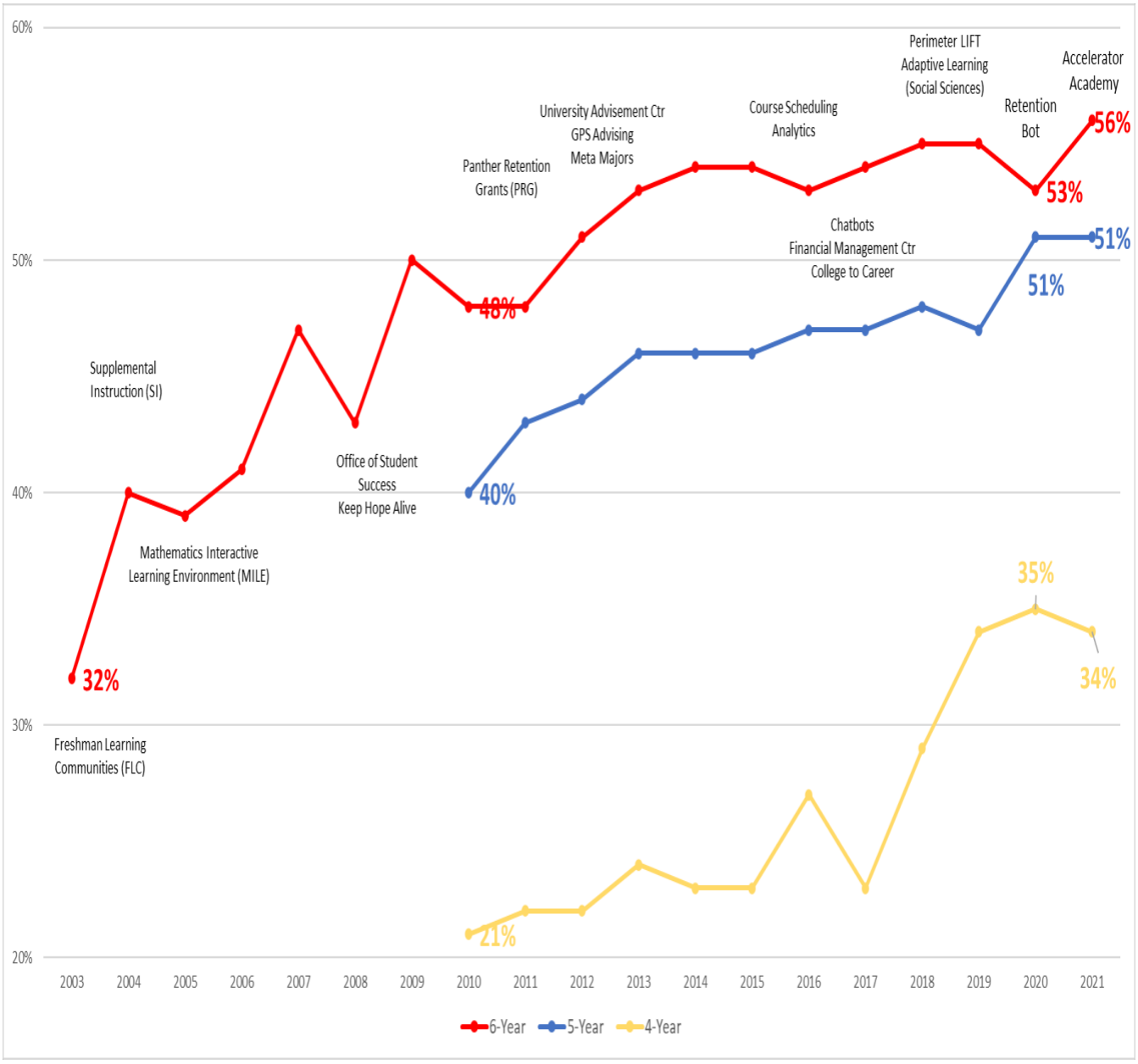


Chart 2

Bachelors-Seeking Graduation Rates by Population

2010 to Present

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
6-Year Graduation Rate	48%	48%	51%	53%	54%	54%	53%	54%	55%	55%	53%	56%
6-Year: African American	51%	52%	54%	57%	55%	58%	56%	58%	58%	59%	54%	57%
6-Year: White	46%	45%	49%	52%	53%	50%	52%	50%	49%	50%	51%	54%
6-Year: Hispanic	58%	48%	53%	54%	56%	58%	52%	55%	57%	59%	59%	57%
6-Year: Pell	51%	49%	51%	53%	51%	55%	52%	54%	55%	55%	53%	54%
5-Year Graduation Rate	40%	43%	44%	46%	46%	46%	47%	47%	48%	47%	51%	51%
4-Year Graduation Rate	21%	22%	22%	24%	23%	23%	27%	23%	29%	34%	35%	34%

Chart 3

Georgia State University All Undergraduate Degrees Awarded

2010 – Present

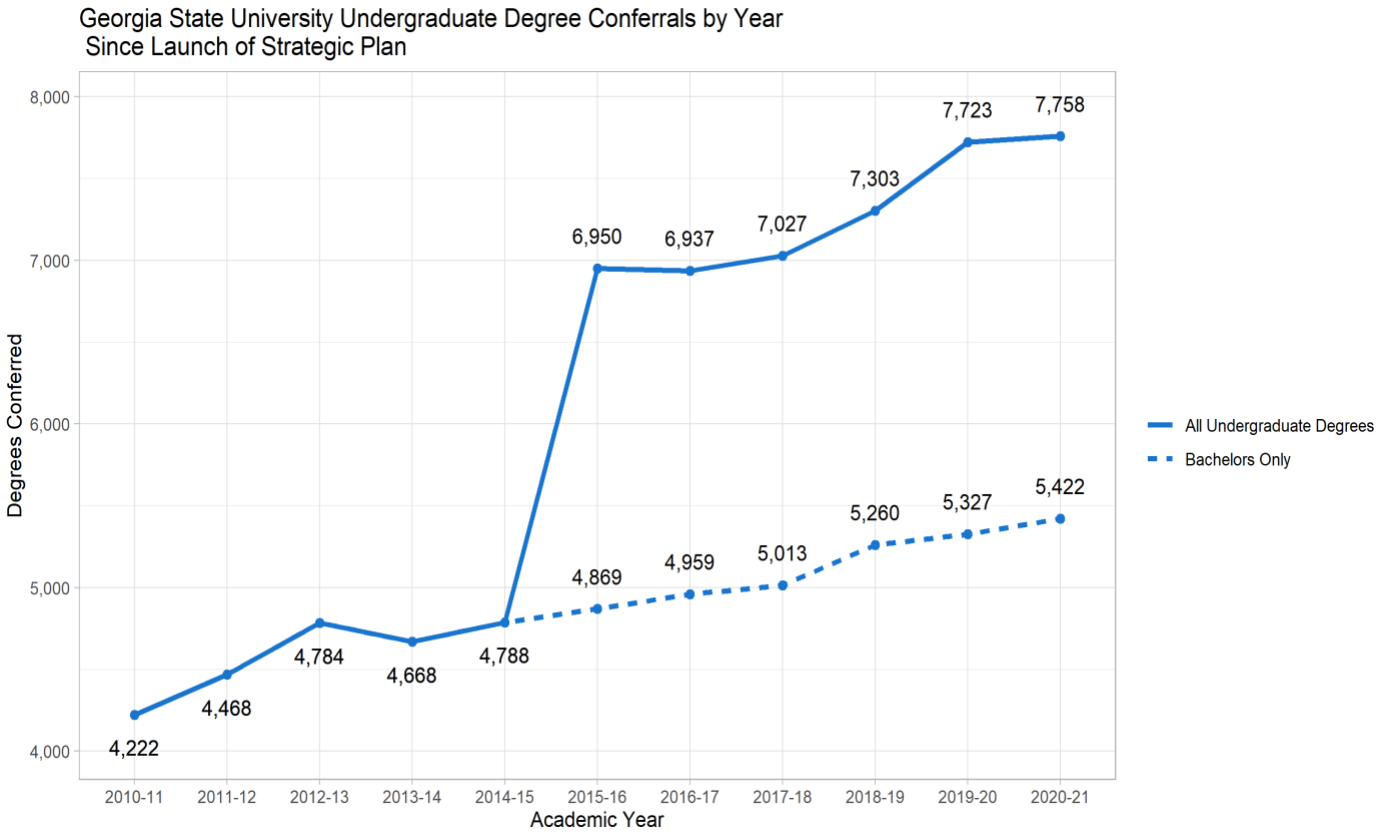


Chart 4
Degrees Conferred by Student Demographic Group: Bachelor's Degrees

2010 to Present

GSU Bachelors Degrees Conferred By Academic Year

2010 to Present

		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Status	Adult Learners	1,566	1,627	1,810	1,769	1,700	1,699	1,543	1,568	1,589	1,613	1,490
	Pell-eligible Students	2,403	2,765	3,140	3,132	3,280	3,379	3,428	3,510	3,711	3,554	3,626
	First Generation Students	1,117	1,280	1,328	1,364	1,360	1,398	1,390	1,375	1,444	1,415	1,339
Race	White	1,890	2,007	2,013	1,924	1,856	1,779	1,662	1,587	1,645	1,671	1,658
	Black or African American	1,388	1,552	1,666	1,727	1,829	1,977	2,017	2,035	2,241	2,199	2,213
	Asian	548	507	633	541	536	568	699	735	813	820	913
	More Than One Race	170	153	167	176	184	276	320	355	358	412	424
	American Indian or Alaska Native	13	9	18	12	19	11	13	17	11	14	24
	Native Hawaiian or Pacific Islander	19	14	9	10	8	0	2	5	1	11	8
	Not Reported	194	226	278	278	356	258	246	256	191	200	182
Ethnicity	Non-Hispanic	3,690	3,926	4,132	4,017	4,107	4,235	4,263	4,244	4,538	4,483	4,550
	Hispanic	294	339	394	409	435	443	501	557	567	632	654
	Not Reported	238	203	258	242	246	191	195	189	155	212	218
Total Bachelors Degrees Conferred		**4,222**	**4,468**	**4,784**	**4,668**	**4,788**	**4,869**	**4,959**	**4,990**	**5,260**	**5,327**	**5,422**

Chart 5
STEM Degrees Awarded: Bachelor's Level

STEM DEGREES CONFERRED	2010-11	2020-21	Increase Of
All Students	345	879	155%
African American Students	112	289	158%
African American Male Students	38	120	216%
Hispanic Students	17	86	406%

Chart 6

Top National Producers of African-American Bachelor's Degrees

Rank	Institution	State	2018-2019 Total	2018-2019 % Grad	% Change Compared to AY 16-17
1	Georgia State University	GA	2,079	40%	9%
2	University of Maryland Global Campus	MD	1,597	25%	5%
3	University of Central Florida	FL	1,565	11%	7%
4	Grand Canyon University	AZ	1,554	14%	6%
5	Florida International University	FL	1,365	12%	12%
6	Florida Agricultural and Mechanical University	FL	1,301	90%	11%
7	North Carolina A & T State University	NC	1,300	78%	-1%
8	Florida Atlantic University	FL	1,229	21%	1%
9	The University of Texas at Arlington	TX	1,202	13%	5%
10	Howard University	DC	1,177	87%	8%

Chart 7

Perimeter: Associate Degree Grad Rates by Population

	2014 to Present								
	2014	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Change**
3-Year Graduation Rate	7%	9%	12%	13%	15%	19%	22%	24%	+17
3-Year: African American	4%	7%	10%	10%	12%	16%	22%	20%	+16
3-Year: White	10%	11%	13%	16%	15%	20%	22%	27%	+17
3-Year: Hispanic	6%	11%	13%	13%	15%	23%	25%	27%	+21
3-Year: Pell	5%	8%	10%	11%	14%	19%	22%	22%	+17

Chart 8
Perimeter College 3-Year Graduation Rates

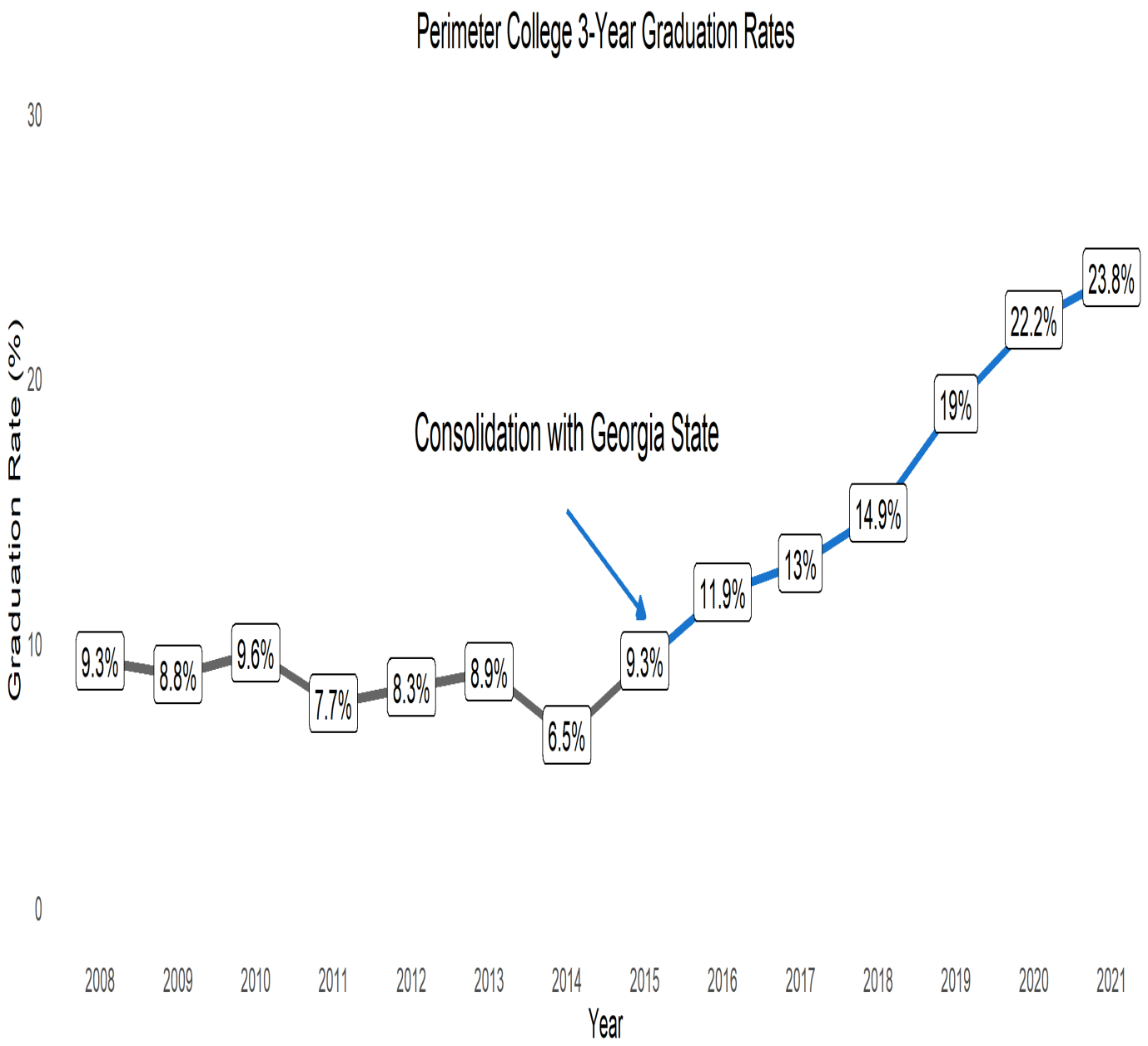


Chart 9

Perimeter College Degrees conferred by Academic Year: Associate Degrees

Pre- and Post-Consolidation

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Associate Degrees Conferred	1,895	2,081	1,978	2,014	2,043	2,396	2,336

Chart 10

Perimeter College Degrees Conferred by Student Demographic Group: Associate Degrees

2014-15 to Present (Pre- and Post-Consolidation)

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Status	Adult Learners*	1,058	1,169	1,069	1,023	1,076	1,030	993
	Pell-eligible Students	1,314	1,477	1,397	1,422	1,438	1,655	1,655
	First Generation Students	681	729	699	663	689	748	693
Race	White	659	706	677	607	547	671	622
	Black or African American	825	935	895	970	999	1,190	1,139
	Asian	173	220	224	239	252	271	287
	More Than One Race	77	90	106	111	181	189	198
	American Indian or Alaska Native	9	9	4	6	8	14	19
	Native Hawaiian or Pacific Islander	5	1	3	3	3	3	6
	Not Reported	147	120	69	78	53	58	65
Ethnicity	Non-Hispanic	1,606	1,776	1,693	1,726	1,716	2,005	1,918
	Hispanic	156	187	218	256	268	351	367
	Not Reported	133	118	67	32	59	40	51
Total Associates Degrees Conferred		**1,895**	**2,081**	**1,978**	**2,014**	**2,043**	**2,396**	**2,336**

**Used graduation date to calculate age. Age at graduation is used to calculate Adult Learner status*

**AY evaluated as Fall-Spring-Summer*

Chart 11

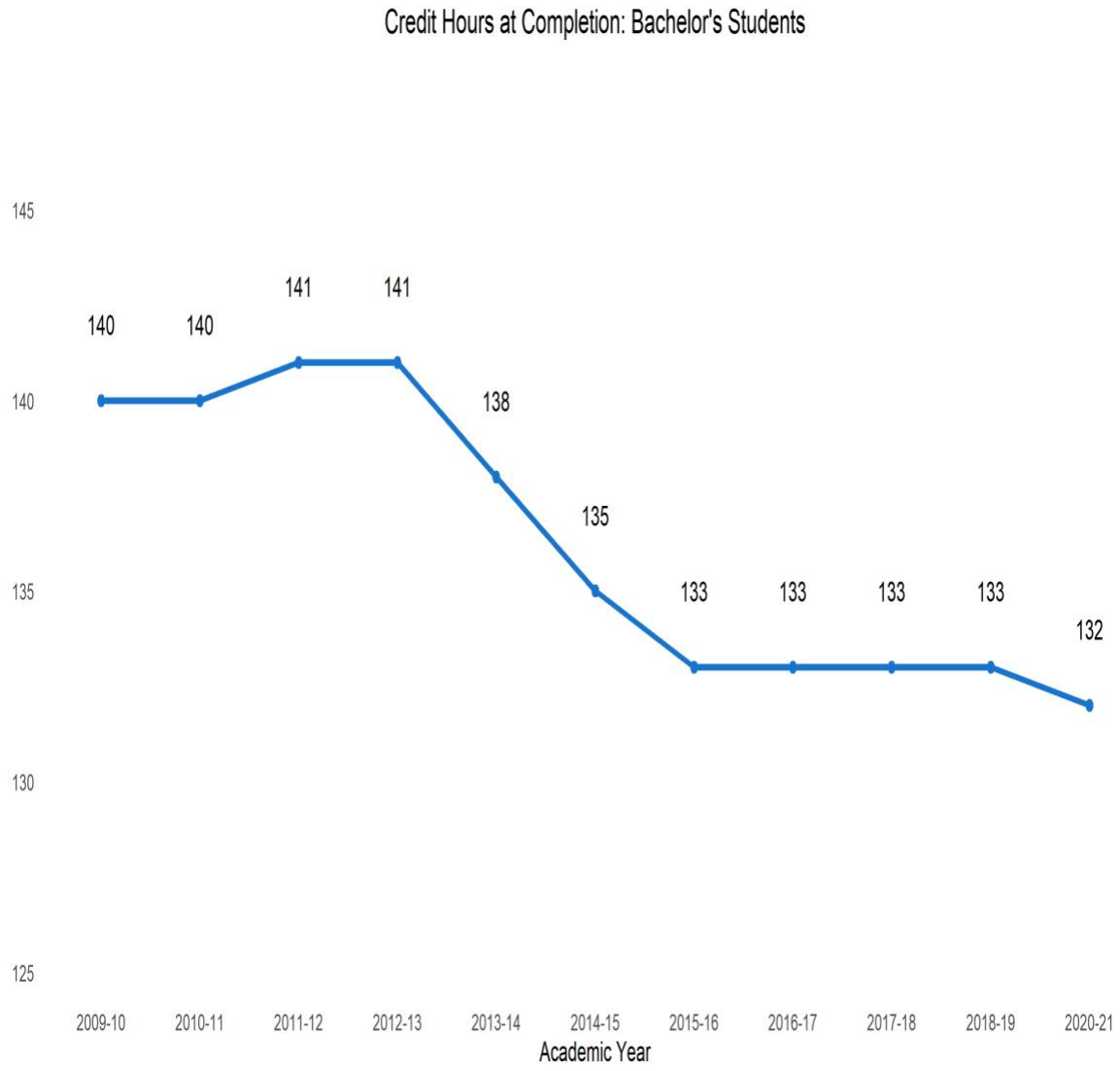
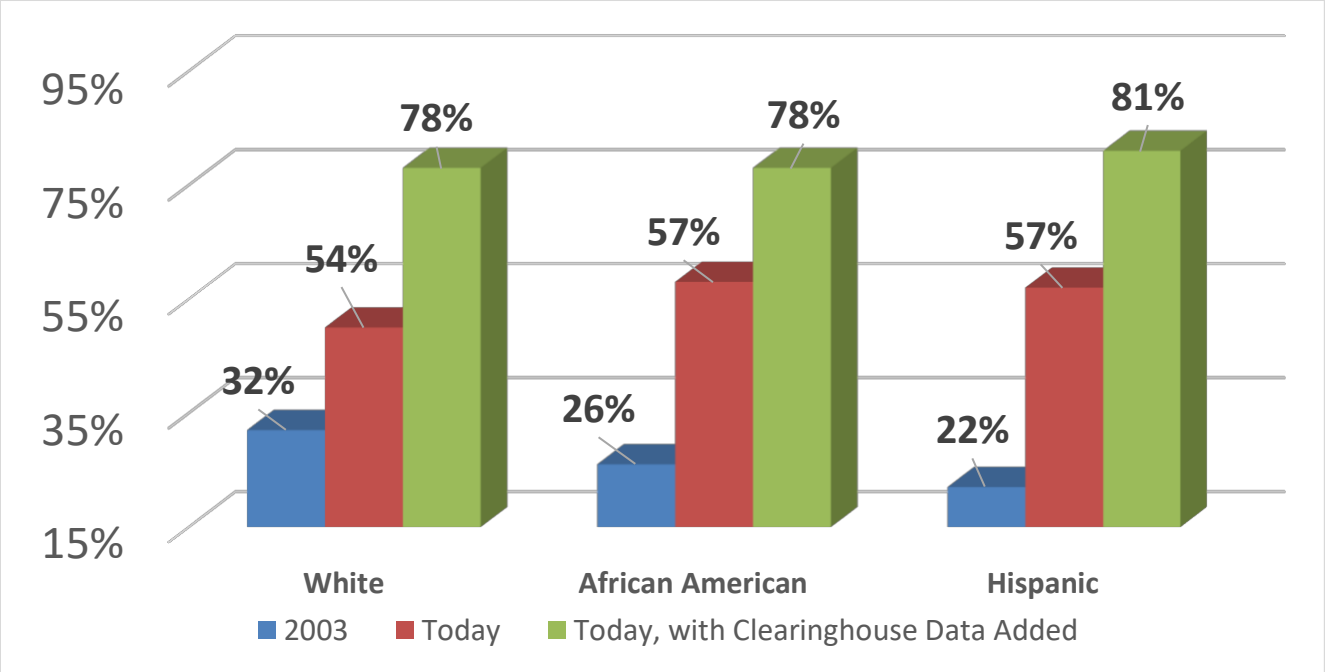

Credit Hours at Completion: Bachelor's Students
145
140
135
130
125
140
140
141
141
138
135
133
133
133
133
132
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2020-21
Academic Year

Chart 12

Changes in 6-Year Graduation Rates with Clearinghouse Data Added:

Bachelor's Degrees



Note: The red and blue bars in the above chart represent Georgia State 2019 institutional graduation rates and are based on institutional data. The green bars include students starting at Georgia State who have graduated or are still retained at Georgia State or another institution and are based on 2019 National Student Clearinghouse data. Data are for 2020 are not yet available.

Chart 13
Impact of Academic Advising on Credit-Hour Accumulation: Bachelor's Students

Impact on Average Credits Attempted Based on Number of Fall/Spring Appointments

Analysis removes students who did not register for Spring term to create an equal comparison

# Appts	Average of Term Registered in Fall 2017	Average of Term Registered in Spring 2018
0	10.60	10.19
1+	12.16	12.00
1	11.57	11.19
2	12.22	12.03
3	12.43	12.44
4	12.51	12.52
5	12.63	12.65
6	12.74	12.76
7	12.96	13.28
8	12.58	12.67
9	12.57	12.87
10+	13.05	13.09

Source: EAB

Chart 14
Perimeter College In-Person Advising Visits: Associate Students (by AY)

	2015	2016	2017	2018	2019
Student Visits	**3,000***	**36,131**	**40,548**	**50,373**	**53,379**

* Pre consolidation (estimated)

Chart 15

Success Academy Student Outcomes: Bachelor's Students by Year of Entry

Cohort	SA Group	Students	One Year Retention	Three-Year Graduation	Four-Year Graduation	Five-Year Graduation	Six-Year Graduation
2012	Success Academy	100	86.0%	0.0%	24.0%	50.0%	61.6%
	non-Success Academy	3,023	83.4%	1.5%	26.8%	47.8%	54.3%
2013	Success Academy	173	87.3%	0.6%	19.1%	38.2%	N/A
	non-Success Academy	3,206	82.0%	1.2%	28.3%	49.0%	N/A
2014	Success Academy	291	83.2%	0.0%	21.3%	N/A	N/A
	non-Success Academy	3,350	81.2%	1.7%	29.3%	N/A	N/A

Chart 16

Perimieter Success Academy Outcomes: Associate Students

Summer, Fall and Spring 2017 – 2018

Academic Data for PC Students				
		Summer 2017	**Fall 2017**	**Spring 2018**
PC Decatur Students	Average Hours Earned	4.52	6.54	6.72
	Average Hours Attempted	5.60	9.43	9.44
	Earned Hour Ratio	0.81	0.69	0.71
	GPA	2.73	2.27	2.31
Perimeter Academy Students	Average Hours Earned	5.93	10.13	9.62
	Average Hours Attempted	7.36	11.92	11.88
	Earned Hour Ratio	0.80	0.85	0.81
	GPA	2.80	2.68	2.59

Chart 17

Impact of Supplemental Instruction on Student Outcomes: Bachelor's Students

	Fall '17	*Spring '18*
Total Enrollment (at least 1 SI session)	7,939	7,889
Total Students attended at least 5 SI sessions	495	543
GPA:		
Avg. Mean Grade SI	3.12	3.22
Avg. Mean Grade Non-SI	2.72	2.59
Avg. SI vs. Non-SI Diff.	0.39	0.64
DFW Rate:		
Avg. #DFW SI	0.55	0.30
Avg. SI DFW Rate	5.00%	4.33%
Avg. #DFW Non-SI	19.75	21.36
Avg. Non-SI DFW Rate	18.26%	23.54%
W Rate:		
Avg. #W SI	0.10	0.05
Avg. SI W Rate	0.98%	0.37%
Avg. #W Non-SI	6.39	7.53
Avg. Non-SI W Rate	6.38%	9.35%

**A student is considered an SI attendee if they have attended 5 or more SI sessions throughout the entire semester.*

Chart 18
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. Expanded to Perimeter in 2018.	90% of non-honors first-year students
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.	1,000+ course sections; 10,000+ students annually
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. Expanded to Perimeter in 2020.	8,500 students annually
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	2,000+ 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.	19,000 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.	100,000+ student-advisor meetings in per year
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. Expanded to Perimeter in 2018 as the Perimeter Academy.	500 students annually today.
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. Expanded to PC in 2018.	Approximately 8,000 freshmen per 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 Courser Scheduling Committee	Capacity added in 800 courses per year
Admissions Chat Bots	2016	Artificial-intelligence-enhanced automatic texting platform that has been developed to answer thousands of common freshman questions immediately via texts.	8,000 freshmen annually
Truist Student Financial Management Center	2016	Office using predictive financial analytics to proactively identify students who are at financial risk and reach out to them with help. Delivers financial literacy programming and holistic evaluations of students' financial situation.	70,000 student visits annually
College to Career	2016	Undergraduate curriculum that promotes career readiness throughout the student experience from pre-enrollment to graduation often leveraging technology (e-portfolios, online modules) to scale.	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 graduation in cooperation with DeKalb Public Schools and supported by State Farm	300 Perimeter College students annually
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

Initiative	Year Started	Summary	Scale
Career Analytics	2018	Through a partnership with Steppingblocks, Georgia State shares with current students live data about career outcomes for Georgia State alumni by academic field using "web scarping" technologies.	40,000 students annually
Retention Bot	2019	Chatbot expanded from a summer melt tool for incoming freshmen to a support for all enrolled undergraduates throughout their academic careers.	35,000 students annually
National Institute for Student Success	2020	Through an "Incubator" to pilot, refine and scale the next-generation of Georgia State student-success innovations and an "Accelerator" and coaching to help disseminate proven student-success strategies, the Institute catalyzes improved and more equitable student outcomes in Georgia and nationally.	750,000 students nationally by 2024
Accelerator Academy	2021	Summer program to allow First-Year Students to re-take critical freshman-year courses that they failed during the Fall and Spring Terms	700 students

MIDDLE GEORGIA STATE UNIVERSITY

APPENDIX

Table 1 Student Body Characteristics Fall 2016 – Fall 2020

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Full-Time	4,804	62.3%	4,561	62.1%	4,893	62.7%	5,018	62.2%	4,985	59.3%
Part-Time	2,910	37.7%	2,780	37.9%	2,909	37.3%	3,048	37.8%	3,419	40.%
FTE	6,444		6,150		6,551		6,761		6,996	
Freshman	2,636	34.2%	2,270	30.9%	2,396	30.7%	2426	30.1%	2,401	28.6%
Sophomore	1,437	18.6%	1,447	19.7%	1,480	18.9%	1493	18.5%	1,529	18.2%
Junior	1,326	17.2%	1,223	16.7%	1,401	17.9%	1419	17.6%	1,522	18.1%
Senior	1,681	21.8%	1,676	22.8%	1,662	21.3%	1788	22.2%	1,928	22.9%
Graduate	72	0.9%	120	1.6%	218	2.8%	279	3.5%	389	4.6%
Dual Enrolled	500	6.5%	526	7.2%	550	7.1%	562	6.9%	521	6.7%
Other*	62	0.8%	79	1.1%	95	1.2%	99	1.2%	114	1.4%
Female	4,480	58.1%	4,248	57.9%	4,481	57.4%	4563	56.6%	4,788	57%
Male	3,234	41.9%	3,093	42.1%	3,321	42.8%	3503	43.4%	3,616	43%
Under 25	5,553	71.9%	5,320	72.5%	5,663	72.6%	5842	72.4%	5,947	70.8%
25 or Older	2,161	28.0%	2,021	27.5%	2,139	27.4%	2224	27.6%	2,457	29.2%
Average Age (US)	24		23.8		23.6		23.6		23.8	
Average Age (GS)	34.9		34.1		34.3		35.0		35.2	
Average Age (Both)	23.9		23.8		23.8		23.9		24.3	
Hispanic	330	4.3%	361	4.9%	430	5.5%	453	5.6%	518	6.2%
American Indian	13	0.2%	9	0.1%	12	0.2%	10	0.1%	13	0.2%
Asian	184	2.4%	214	2.9%	261	3.4%	259	3.2%	260	3.1%
Black Non-Hispanic	2,631	34.1%	2,414	32.9%	2,714	34.8%	2738	33.9%	2,905	34.6%
Native Hawaiian	13	0.2%	10	0.1%	9	0.1%	9	0.1%	9	0.1%
White Non-Hispanic	4,253	55.1%	4,049	55.2%	4,058	52.0%	4228	52.4%	4,307	51.2%
2 or More Races	254	3.3%	255	3.5%	283	3.6%	325	4.0%	359	4.3%
Unknown	36	0.5%	29	0.4%	32	0.4%	44	0.6%	33	0.4%
Georgia	7,396	95.9%	7,000	95.4%	7,372	94.5%	7607	94.3%	7,829	93.2%
Out of State	237	3.1%	244	3.3%	296	3.8%	311	3.9%	427	5.1%
International	81	1.1%	97	1.32%	134	1.7%	148	1.8%	148	1.8%

	Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	#	%	#	%	#	%	#	%	#	%
Beginning Freshman	1,268	16.4%	1,126	15.34%	1,410	18.1%	1,385	17.2%	1,363	16.2%
New Transfer	536	6.9%	551	7.51%	647	8.3%	705	8.7%	678	8.1%
New Dual Enrolled	364	4.7%	362	4.93%	367	4.7%	318	3.9%	268	3.2%
New Other	61	0.8%	99	1.35%	123	1.6%	140	1.7%	199	2.4%
Pell Recipients	3,529	46.2%	3,272	45.31%	3,439	45.4%	3,448	45.8%	3,446	43%
Learning Support	396	5.1%	300	4.09%	406	5.2%	468	5.8%	1,028	12.2%
Total Enrollment	**7,714**		**7,341**		**7,802**		**8,066**		**8,404**	

Table 2. 5-Year history of one-year retention rates for First Time Freshman

	Fall 15-16	Fall 16-17	Fall 17-18	Fall 18–19	Fall 19–20
One-year retention (First Time Freshman via USG*)	60.3%	59.8%	60.0%	54.3%	58.2%
One-year retention students who began FT	62.0%	61.2%	61.2%	55.1%	59.6%
One-year retention students who began PT	35.0%	41.2%	41.1%	43.9%	43.8%
One-year retention student who began w/ LS requirements	47.6%	46.2%	56.2%	32.6%	47.3%

Source: MGA Office of Institutional Research /BANNER

Retention rates from USG by the Numbers for all except Learning Support requirements.

Table 3. Associate Degree-Seeking FTFT One-Year Retention Rates

Cohort	Total Beginning Cohort	# Retained at MGA	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained System Wide
Fall 2014 Cohort	756	459	60.7%	4.8%	65.5%
Fall 2015 Cohort	744	419	56.3%	5.1%	61.4%
Fall 2016 Cohort	520	292	56.2%	6.1%	62.3%
Fall 2017 Cohort	330	181	54.8%	10.7%	65.5%
Fall 2018 Cohort	294	176	59.9%	5.4%	65.3%
Fall 2019 Cohort	219	125	57.1%	6.4%	63.5%

Source: USG by the Numbers Retention Reports

Table 4. Bachelor's Degree-Seeking FTFT One-Year Retention Rates

Cohort	Total Beginning Cohort	# Retained at MGA	% Retained at MGA	% Retained at Other USG Institutions	Total % Retained System Wide
Fall 2014	447	306	68.5%	7.1%	75.6%
Fall 2015	679	465	68.5%	6.3%	74.8%
Fall 2016	701	456	65.0%	9.8%	74.8%
Fall 2017	740	473	63.9%	6.1%	70.0%
Fall 2018	1,039	552	53.1%	6.9%	60.0%
Fall 2019	1,064	632	59.4%	8.2%	67.6%

Source: USG by the Numbers Retention Reports

Table 5. Five-Year Undergraduate History Credit Hour Enrollment

	Students enrolled in 15 or more credit hours		Students enrolled in 12-14 credit hours		Students enrolled in less than 12 credit hours	
Academic Year	Fall	Spring	Fall	Spring	Fall	Spring
2015 - 2016	18.2%	20.1%	45.2%	41.0%	36.6%	38.9%
2016 - 2017	19.6%	19.9%	42.9%	40.1%	37.5%	40.0%
2017 - 2018	20.9%	23.3%	41.5%	37.0%	37.6%	39.7%
2018 - 2019	24.4%	24.8%	38.7%	37.1%	36.9%	38.1%
2019 - 2020	23.8%	25.3%	39.2%	34.8%	37.0%	39.9%
2020 - 2021	23.1%	20.4%	36.8%	34.2%	40.1%	45.4%

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 6. Undergraduate Credit Hours Completed Versus Attempted

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Completed	67,322	66,201	68,031	72,066	71,587
Attempted	83,892	79,955	84,784	85,805	87,826
Percent	80%	83%	80%	84%	82%

Note: This table excludes Auditor, Post Baccalaureate, and Transient students.

SOUTH GEORGIA STATE COLLEGE

APPENDIX: DATA TABLES

SGSC Enrollment Demographics

Table A Enrollment and Demographic Trends										
	Fall 2016		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,542	100%	2,540	100%	2,482	100%	2,346	100%	2,028	100%
Enrollment Status										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Full-Time	1,638	64.44%	1,651	65.00%	1,580	63.66%	1,476	62.92%	1,164	57.40%
Part-Time	904	35.56%	889	35.00%	902	36.34%	870	37.08%	864	42.60%
Gender										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,616	63.57%	1,636	64.41%	1,612	64.95%	1,566	66.75%	1,350	66.57%
Male	926	36.43%	904	35.59%	870	35.05%	780	33.25%	678	33.43%
Race/Ethnicity										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Hispanic	161	6.33%	162	6.38%	171	6.89%	196	8.35%	183	9.02%
American Indian, Alaskan Native, Pacific Islander, or Asian	42	1.65%	37	1.46%	30	1.21%	31	1.32%	27	1.33%
Black or African American	769	30.25%	772	30.39%	747	30.10%	674	28.73%	459	22.63%
White	1,514	59.56%	1,523	59.96%	1,478	59.55%	1,394	59.42%	1,301	64.15%
Two or More Races	36	1.42%	34	1.34%	40	1.61%	31	1.32%	36	1.78%
Race Unknown	20	0.79%	12	0.47%	16	0.64%	20	0.85%	22	1.08%

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

Table B

Underserved Enrollment Trends

	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	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	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%	61.15%	1,266	53.96%	63.30%	1,015	50.05%	58.87%
% 1st Generation	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%	27.59%	551	23.49%	27.55%	505	24.90%	29.29%
% Adult Learner	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%	18.03%	378	16.11%	18.90%	338	16.67%	19.61%

Source: USG ADM Census; SGSC Banner

Table C: ZNCM and ZLCM Attributes

The table below compares sections tagged with low-cost (ZLCM) and no-cost (ZNCM) indicators over four semesters. All eCore sections should be tagged as no-cost; if a semester's eCore no-cost percentage is below 100%, there is an eCore marking issue in the course schedule for that semester.

	Non-eCore Sections with Low-Cost Attribute				Non-eCore Sections with No-Cost Attribute			
	Fall 19	**Spring 20**	**Summer 20**	**Fall 20**	**Fall 19**	**Spring 20**	**Summer 20**	**Fall 20**
#	33	29	1	30	118	109	1	120
%	7.66%	7.38%	0.75%	7.19%	27.38%	27.74%	0.75%	28.78%

	All Sections with Low-Cost Attribute				All Sections with No-Cost Attribute			
	Fall 19	**Spring 20**	**Summer 20**	**Fall 20**	**Fall 19**	**Spring 20**	**Summer 20**	**Fall 20**
#	33	29	1	30	267	208	11	186
%	5.68%	5.89%	0.69%	6.21%	45.96%	42.28%	7.64%	38.51%

	eCore Sections with Low-Cost Attribute				eCore Sections with No-Cost Attribute			
	Fall 19	**Spring 20**	**Summer 20**	**Fall 20**	**Fall 19**	**Spring 20**	**Summer 20**	**Fall 20**
#	0	0	0	0	149	99	10	66
%	0%	0%	0%	0%	99%	100%	100%	100%

Strategy/Activity: Concierge Coaching

Table D: Concierge Coaching Model, Summer 2021, Pilot: Student Responses to Survey

Survey Questions	Average of Student Ratings (Scale: 1=Very Unsatisfied; 2=Unsatisfied; 3=Neutral; 4=Satisfied; 5=Very Satisfied)
How satisfied are you with the frequency of contact with your coach?	4.3
How satisfied are you with the quality of the coaching program at SGSC?	4.2
How satisfied are you with your ability to access needed services at SGSC?	4.2
How satisfied are you that SGSC cares about Your Success?	4.3
How satisfied are you with the quality of the contact with your coach?	4.3

Table E: Concierge Coaching Model, Summer 2021, Pilot: Coaching Contact, GPA, and Persistence

Student # (Names Redacted)	Contact with Assigned Coach: Limited (L); Established Relationship (ER); None (N)	Summer 2021 GPA	Fall 2021 Return? (Y/N)
1	L	0.00	Y
2	L	0.00	Y
3	L	3.50	Y

4	L	0.00	Y
5	ER	0.88	N
6	L	1.00	N
7	L	0.00	N
8	L	3.23	Y
9	ER	3.40	Y
10	L	4.00	Y
11	ER	4.00	Y
12	N	4.00	N
13	ER	3.36	N
14	ER	4.00	N
15	L	0.28	Y
16	N	0.00	Y
17	L	4.00	Y
18	N	4.00	Y
19	N	4.00	Y
20	ER	1.50	Y
21	N	Withdrew, all classes	N
% of Total Summer 2021 Students in Pilot in Contact with Coach: Total 76%; Limited 47.6%; Established 28.5%			
Average Summer 2021 GPA of All Students in Pilot: 2.15			
Average Summer 2021 GPA of Students in Pilot Having Any Contact with Coach: 2.07			
Average Summer 2021 GPA of Students in Pilot with Established Relationship with Coach: 2.86			
% of Total Students in Pilot Returning Fall 2021: 67%			
% of Total Students in Pilot and in Any Contact with Coach Returning Fall 2021: 69%			
% of Total Students in Pilot and in Established Relationship with Coach Returning Fall 2021: 50%			

Strategy/Activity: BOOST Mindset Workshops

Table F

BOOST Mindset Workshops and Student Participation, AY 2019-2020 & 2020-2021

Fall 2019	Student Participants	Spring 2020	Student Participants	Fall 2020*	Student Participants	Spring 2021*	Student Participants
BOOST Session		**BOOST Session**		**BOOST Session**		**BOOST Session**	
**Get the Most out of Studying	26	Strategies for Success	26	Strategies for Success	0	Strategies for Success	0
		Mindset & How the Brain Learns	20	Mindset and How the Brain Learns	0	Mindset and How the Brain Learns	0
Grade First-Aid	13	Thinking about How You Think	17				
Total	**39**		**63**		**0**		**0**

*fall 2020 and spring 2021: Virtual sessions were offered; however, no students attended. There were plans for a spring in-person option, but that was not possible due to the COVID-19 pandemic.

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

Table G

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%

*Note on DFWI rate: There was only one grade of "F," but there were 11 withdrawals (W).

Strategy/Activity: Area A Completion

Table H

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
Fall 2020	426	63.15	55.87	91.31	66.67	53.29

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.

Strategy/Activity: Academic Advisors Create Fuller Schedules

Table I 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%**
Fall 2020	345	**17.01%**

Source: USG ADC Census

Table J
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%**
Fall 2020	345	189	**54.78%**

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.

Strategy/Activity: Promote Undergraduate Research

Table K: Undergraduate Research Symposium Faculty Mentor Survey Results
(SD=Strongly Agree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Response Items	SD	D	N	A	SA
I spent more time in one-on-ones, or small group sessions preparing students to present than I would have in preparing them for exams	0%	0%	43%	29%	29%
My student-researchers reviewed more course-relevant literature than they would have if not for the symposium	0%	0%	14%	43%	43%
I assisted my student-researchers with some aspect of the literature review	0%	0%	0%	14%	86%
My students were better able to demonstrate mastery of course materials by presenting at the symposium	0%	0%	0%	67%	33%
I viewed most or all of my students' presentations	0%	0%	0%	28%	72%
My student-researchers developed communication skills as a result of the symposium	0%	0%	0%	72%	28%
As a result of working on symposium presentations, my students and I got to better know each other	0%	0%	0%	72%	28%
I would be able to write a stronger letter of recommendation for a student based on their participation in the symposium	0%	0%	0%	43%	57%
I viewed presentations from student-researchers other than those in my classes	14%	14%	14%	14%	43%

Table L: Undergraduate Research Symposium Student Presenter Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Presenter Response to #s of Symposia Presentations					
How many SGSC UR symposia have you presented at prior to spring 2021?	0 30%	1 30%	2 20%	3 0%	4 or more 20%
How many presentations did you give at the spring 2021 UR symposium? (Include both solo and group presentations)	1 70%	2 30%	3 0%	4 0%	 0%
Presenter Response to Survey Statements	**SD**	**D**	**N**	**A**	**SA**
I learned more about my topic(s) presenting on it than I would have by being tested on it.	0%	0%	10%	50%	40%
The time I spent preparing my presentation(s) negatively affected other aspects of my courses, such as studying or completing work	60%	30%	10%	0%	0%
I have received positive feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	0%	0%	10%	60%	30%
I have received negative feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	50%	40%	0%	10%	0%
I plan to present research again, whether at SGSC or at another institution.	10%	0%	10%	40%	40%

Table M: Undergraduate Research Symposium Student Attendee Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Attendee Response Items	**SD**	**D**	**N**	**A**	**SA**
I learned about topics not learned about in class	0%	0%	25%	12%	63%
I attended presentations from a subject area I have not yet taken a class in	0%	12%	0%	50%	38%
I feel interested in learning more about something I learned in one (or more) of the presentations	0%	0%	0%	75%	25%
Whether or not I ever will do research, seeing my peers' presentations makes me more confident that I could do research if I chose to	0%	12%	0%	50%	38%
I did not see any presentations that were interesting	63%	38%	0%	0%	0%
Questions Asked of Attendees					
How many presentations did you attend	0 0%	1 0%	2 12%	3 38%	4 or more 50%
How many of the classes you have taken at SGSC have had a research component?	0 0%	1 12%	2 38%	3 0%	4 or more 50%
My current opinion of research compared to when I first started at SGSC is	much lower 0%	lower 0%	the same 12%	higher 63%	much higher 25%

Strategy/Activity: Gateways to Completion

Table N Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K						
	FY15*	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
DFWI Rate by Cohort						
Development Ed.	54.8%	59.2%	31.4%	32.9%	30.8%	40.4%
First Year	51.3%	54.1%	41.3%	45.5%	51.9%	26.3%
Second Year	33.8%	40.0%	25.0%	21.6%	26.2%	21.3%
Other Undergrad	29.4%	50.0%	21.1%	30.8%	6.3%	40.0%
DFWI Rates by Method of Instruction Delivery						
Face-to-Face	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
Blended	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
DFWI Rates by Gender						
Male	54.3%	58.4%	44.4%	44.8%	45.8%	19.7%
Female	38.2%	42.9%	28.1%	30.1%	34.5%	32.4%
DFWI Rates by Full-time or Part-Time Status						
Full-Time	46.8%	50.5%	36.3%	37.9%	44.3%	25.0%
Part-Time	36.1%	47.7%	28.3%	29.3%	22.2%	37.1%
DFWI Rates by Age						
Age 22 and under	44.4%	51.0%	36.3%	33.7%	39.5%	26.2%
Age 23-30	48.0%	33.3%	30.4%	50.0%	35.7%	34.8%
Age 31-40	35.7%	56.3%	12.5%	50.0%	25.0%	27.3%
Age 41 and older	40.0%	75.0%	0.0%	66.7%	40.0%	25.0%
DFWI Rates by Race/Ethnicity						
Nonresident alien	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Hispanic or Latino	50.0%	56.3%	35.3%	46.7%	36.8%	36.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	64.4%	63.8%	36.7%	47.1%	44.4%	39.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	35.6%	48.0%	33.8%	31.6%	37.5%	21.2%
Two or More Races	0.0%	40.0%	0.0%	33.3%	75.0%	75.0%
Race/ethnicity Unknown	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%

Table N Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K						
	FY15*	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
DFWI Rates by Pell Eligibility and First-Generation Status						
Pell Eligible Students	49.4%	50.6%	34.6%	41.6%	40.7%	30.6%
Not Pell Eligible Students	36.1%	45.6%	34.8%	29.9%	35.5%	22.4%
First Generation College Students	41.7%	45.2%	27.3%	46.2%	53.1%	42.3%
Not First-Generation College Students	44.8%	54.3%	35.9%	34.8%	35.9%	24.8%

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 DWFI Rates for ENGL 1101				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	25.2%	30.4%	35.9%	33.0%
DFWI Rate by Cohort				
Development Ed.	33.1%	25.0%	43.5%	36.4%
First Year	25.3%	30.3%	35.8%	32.4%
Second Year	25.0%	36.4%	55.6%	40.6%
Other Undergrad	0.0%	0.0%	0.0%	20.0%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	23.8%	28.1%	32.5%	32.2%
Blended	30.0%	50.0%	25.0%	22.2%
Online	43.1%	44.4%	45.7%	38.7%
DFWI Rates by Gender				
Male	27.4%	33.2%	40.0%	38.1%
Female	23.7%	28.3%	33.1%	29.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	23.1%	30.3%	34.5%	32.4%
Part-Time	39.3%	31.1%	43.1%	37.0%
DFWI Rates by Age				
Age 22 and under	25.1%	30.6%	35.4%	33.2%
Age 23-30	30.6%	27.6%	47.9%	29.0%
Age 31-40	17.2%	28.6%	31.0%	46.7%
Age 41 and older	16.7%	33.3%	21.1%	22.2%

Table O Gateways to Completion Disaggregated DWFI Rates for ENGL 1101				
	FY17*	**FY18**	**FY19**	**FY20**
DFWI Rates by Race/Ethnicity				
Nonresident alien	12.5%	0.0%	0.0%	25.0%
Hispanic or Latino	19.3%	28.6%	37.1%	29.3%
American Indian or Alaska Native	33.3%	33.3%	40.0%	0.0%
Asian	33.3%	28.6%	16.7%	50.0%
Black or African American	23.7%	31.3%	41.4%	38.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	33.3%
White	27.8%	28.9%	26.6%	26.4%
Two or More Races	30.0%	46.7%	51.9%	45.0%
Race/ethnicity Unknown	25.0%	33.3%	33.3%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	26.5%	32.1%	39.4%	34.3%
Not Pell Eligible Students	22.2%	25.8%	25.8%	29.3%
First Generation College Students	26.8%	43.2%	45.1%	36.5%
Not First-Generation College Students	24.9%	28.3%	34.5%	32.4%

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 DWFI Rates for MATH 1111				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	33.7%	38.8%	44.0%	35.1%
DFWI Rate by Cohort				
Development Ed.	41.4%	35.3%	51.0%	33.8%
First Year	34.5%	40.5%	45.0%	31.1%
Second Year	23.9%	24.6%	30.9%	42.5%
Other Undergrad	40.0%	21.1%	75.0%	40.5%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	32.6%	38.7%	40.8%	30.1%
Blended	0.0%	0.0%	0.0%	75.0%
Online	46.0%	37.5%	48.6%	45.3%
DFWI Rates by Gender				

Table P Gateways to Completion Disaggregated DWFI Rates for MATH 1111				
	FY17*	**FY18**	**FY19**	**FY20**
Male	36.7%	41.8%	49.6%	38.6%
Female	31.3%	36.5%	40.1%	32.3%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	33.4%	36.8%	43.7%	32.9%
Part-Time	35.4%	50.0%	45.2%	44.6%
DFWI Rates by Age				
Age 22 and under	33.5%	39.1%	43.5%	33.4%
Age 23-30	32.8%	35.5%	51.2%	47.5%
Age 31-40	45.0%	34.6%	41.7%	46.2%
Age 41 and older	33.3%	50.0%	37.5%	25.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	0.0%	25.0%	0.0%	50.0%
Hispanic or Latino	28.3%	27.3%	44.2%	27.9%
American Indian or Alaska Native	33.3%	0.0%	0.0%	100.0%
Asian	0.0%	100.0%	33.3%	33.3%
Black or African American	34.8%	47.9%	45.6%	38.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	33.1%	26.9%	42.5%	33.2%
Two or More Races	42.1%	62.5%	50.0%	54.5%
Race/ethnicity Unknown	60.0%	20.0%	50.0%	28.6%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	35.5%	42.3%	47.3%	36.8%
Not Pell Eligible Students	29.7%	30.5%	37.8%	31.9%
First Generation College Students	33.3%	46.4%	46.9%	35.3%
Not First-Generation College Students	33.8%	37.7%	43.6%	35.1%

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 DWFI Rates for HIST 2112				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	36.3%	41.9%	49.4%	44.1%
DFWI Rate by Cohort				
Development Ed.	35.9%	42.0%	45.6%	51.7%
First Year	39.4%	44.6%	52.7%	46.0%
Second Year	18.8%	29.7%	35.4%	43.9%
Other Undergrad	25.0%	0.0%	0.0%	32.4%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	36.6%	40.9%	50.1%	49.3%
Blended	24.3%	0.0%	0.0%	34.5%
Online	43.8%	70.0%	45.7%	36.4%
DFWI Rates by Gender				
Male	39.0%	49.8%	55.1%	49.7%
Female	34.4%	35.5%	45.8%	41.0%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	36.8%	43.3%	49.5%	45.2%
Part-Time	33.0%	33.7%	48.8%	39.2%
DFWI Rates by Age				
Age 22 and under	37.9%	43.3%	50.8%	46.8%
Age 23-30	31.4%	41.7%	46.3%	31.9%
Age 31-40	19.4%	26.1%	44.4%	33.3%
Age 41 and older	20.0%	0.0%	15.4%	22.2%
DFWI Rates by Race/Ethnicity				
Nonresident alien	20.0%	50.0%	0.0%	0.0%
Hispanic or Latino	28.9%	41.5%	45.1%	50.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	25.0%	0.0%	0.0%	33.3%
Black or African American	51.1%	53.8%	60.3%	54.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	25.8%	30.4%	38.2%	34.7%
Two or More Races	33.3%	33.3%	69.2%	33.3%
Race/ethnicity Unknown	20.0%	50.0%	62.5%	60.0%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	38.8%	45.0%	53.6%	47.3%

Table Q Gateways to Completion Disaggregated DWFI Rates for HIST 2112				
	FY17*	**FY18**	**FY19**	**FY20**
Not Pell Eligible Students	30.6%	35.9%	39.8%	37.1%
First Generation College Students	34.8%	49.4%	63.4%	43.1%
Not First-Generation College Students	36.6%	40.8%	47.3%	44.3%

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 DWFI Rates for POLS 1101				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	24.5%	27.8%	26.4%	26.2%
DFWI Rate by Cohort				
Development Ed.	28.8%	31.3%	26.1%	37.8%
First Year	25.3%	29.8%	28.6%	26.4%
Second Year	18.6%	14.3%	12.9%	25.4%
Other Undergrad	20.0%	14.3%	0.0%	24.3%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	21.9%	26.3%	24.9%	24.5%
Blended	0.0%	0.0%	0.0%	0.0%
Online	45.5%	34.6%	25.6%	24.1%
DFWI Rates by Gender				
Male	24.8%	30.4%	29.2%	31.4%
Female	24.3%	26.3%	24.7%	23.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	22.7%	26.3%	26.0%	27.2%
Part-Time	34.1%	34.8%	28.4%	22.8%
DFWI Rates by Age				
Age 22 and under	24.8%	28.1%	27.6%	28.1%
Age 23-30	21.1%	28.8%	28.3%	17.7%
Age 31-40	29.4%	23.3%	7.1%	14.3%
Age 41 and older	16.7%	14.3%	6.3%	20.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	14.3%	25.0%	0.0%	0.0%
Hispanic or Latino	24.5%	11.6%	27.1%	26.1%
American Indian or Alaska Native	50.0%	0.0%	0.0%	0.0%

Table R Gateways to Completion Disaggregated DWFI Rates for POLS 1101				
	FY17*	**FY18**	**FY19**	**FY20**
Asian	0.0%	14.3%	0.0%	0.0%
Black or African American	27.6%	38.9%	38.3%	46.8%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	21.3%	21.0%	18.2%	17.0%
Two or More Races	50.0%	38.9%	35.7%	28.6%
Race/ethnicity Unknown	37.5%	50.0%	0.0%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	28.1%	31.0%	30.3%	30.8%
Not Pell Eligible Students	18.5%	2130.0%	19.1%	17.5%
First Generation College Students	31.3%	34.0%	43.9%	29.0%
Not First-Generation College Students	23.0%	26.9%	24.3%	25.7%

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				
G2C Faculty		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 Associate Degree-Seeking Freshmen One Year Retention Rates						Institution-Specific for All State Colleges (the average institution-specific retention rate for all 8 USG state colleges)	System-Wide for All State Colleges (retention rate within the System for all 8 USG state colleges)
Institutional Rate for SGSC				System-Wide Rate for SGSC			
Year	N Cohort	N Retained	% Retained	N Retained	% Retained	% Retained	% Retained
Fall 2015	910	409	**44.95%**	591	**64.95%**	**58.00%**	**66.50%**
Fall 2016	812	403	**49.63%**	572	**70.44%**	**55.80%**	**65.60%**
Fall 2017	849	345	**40.60%**	520	**61.20%**	**51.50%**	**59.70%**
Fall 2018	773	342	**44.20%**	468	**60.50%**	**55.20%**	**64.10%**
Fall 2019	664	307	**46.25%**	452	**68.10%**	**56.60%**	**65.80%**

Source: USG ADC Census; USG Retention Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table U First-Time Full-Time Associates Degree-Seeking Freshmen Three-Year Graduation Rates						Institution-Specific for All State Colleges (the average institution-specific rate for all 8 USG state colleges)	System-Wide for All State Colleges (rate within the System for all 8 USG state colleges)
Institution-Specific Rate for SGSC				System-Wide Rate for SGSC			
Cohort	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated	% Graduated	% Graduated
Fall 2013	878	105	**11.96%**	108	**12.30%**	**13.4%**	**13.8%**
Fall 2014	818	118	**14.43%**	123	**15.04%**	**13.8%**	**14.2%**
Fall 2015	910	120	**13.19%**	125	**13.74%**	**15.2%**	**15.5%**
Fall 2016	812	130	**16.01%**	132	**16.26%**	**14.5%**	**14.8%**
Fall 2017	768	147	**19.14%**	149	**19.40%**	**15.6%**	**15.9%**

Source: USG Graduation Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table V Degrees Conferred by Degree Offered					
	FY2017	FY2018	FY2019	FY2020	FY2021
Associate Degree	236	265	261	302	312
Career Associate	60	41	48	42	44
Bachelors	33	58	65	69	96
Total	**329**	**364**	**374**	**413**	**452**

Source: USG ADC Census; USG Degrees Conferred Reports

Table W

First-Time Full-Time Student Math Placement						
	Fall 2018		Fall 2019		Fall 2020	
Correct Math?	N	%	N	%	N	%
No Math Required (ASN majors)	4	0.51%	0	0.00%	1	0.23%
Placed in Correct Math w/no associated requirements	313	40.23%	280	42.04%	225	52.82%
Placed in Correct Math w/ Learning Support Requirements	350	44.99%	313	47.00%	140	32.86%
Placed in Correct Math w/ Pre-requisite Requirements	29	3.73%	35	5.26%	20	4.69%
Not Placed in Correct Math	82	10.54%	38	5.71%	40	9.39%
Total	778	100.00%	666	100.00%	426	100.00%

Source: SGSC Banner

Strategy/Activity: "Getting to Know Our Students" Survey

Table X

SGSC "Getting to Know Our Students" Survey Participation Rates			
Term	Total Population (as of 1st Week of Class)	Total Participants	% Participated
Fall 2017	844	45	5.33
Fall 2018	801	121	15.11
Fall 2019	700	97	13.86
Fall 2020	438	54	12.33

Table Y

GETTING TO KNOW OUR STUDENTS SURVEY CAMPARISON TABLES

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
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**	**3.50**	**3.67**	**0.17**
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	4.17	5.00	0.83
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	3.54	3.00	-0.54
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	2.78	2.00	-0.78
English Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	**3.97**	**3.71**	**-0.27**	**3.91**	**4.33**	**0.42**	**4.44**	**3.67**	**-0.77**
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	2.98	5.00	2.02
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	2.62	2.00	-0.62
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	2.10	3.00	0.90
Expectancy ("I can do this.")									
Math Expectancy Composite	**4.68**	**4.80**	**0.12**	**4.43**	**4.65**	**0.22**	**4.21**	**5.00**	**0.79**
I believe that I can be successful in math.	4.64	4.70	0.06	4.40	4.76	0.36	4.09	5.00	0.91
I am confident that I can understand the material in math.	4.71	4.90	0.19	4.48	4.53	0.04	4.33	5.00	0.67
English Expectancy Composite	**5.03**	**5.03**	**0.00**	**5.04**	**4.71**	**-0.32**	**5.08**	**5.00**	**-0.08**
I believe that I can be successful in English.	5.01	5.00	-0.01	5.04	4.64	-0.40	5.12	5.00	-0.12
I am confident that I can understand the material in English.	5.04	5.06	0.02	4.97	4.79	-0.18	5.05	5.00	-0.05
Math Preparedness Composite	**3.10**	**2.95**	**-0.16**	**2.99**	**2.76**	**-0.22**	**2.76**	**3.50**	**0.74**
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	4.43	4.00	-0.43
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	2.96	4.00	1.04

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
English Preparedness Composite	**3.49**	**3.58**	**0.10**	**3.67**	**3.04**	**-0.63**	**3.46**	**4.00**	**0.54**
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	3.52	3.00	-0.52
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	3.45	4.00	0.55
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**	**4.24**	**5.00**	**0.76**
Math is important to me.	4.31	4.60	0.29	4.81	4.94	0.13	4.72	5.00	0.28
I think math is useful.	4.76	4.53	-0.23	4.88	5.18	0.30	4.76	5.00	0.24
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	3.80	5.00	1.20
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	3.98	5.00	1.02
I value math.	-	-	-	4.31	4.65	0.34	4.02	5.00	0.98
English Value Composite	**4.76**	**4.97**	**0.21**	**4.99**	**4.65**	**-0.34**	**4.97**	**5.00**	**0.03**
English is important to me.	4.84	4.61	-0.23	5.17	4.93	-0.24	5.31	5.00	-0.31
I think English is useful.	4.94	5.11	0.17	5.22	5.00	-0.22	5.14	5.00	-0.14
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	4.64	5.00	0.36
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	4.69	5.00	0.31
I value English.	-	-	-	4.86	4.14	-0.71	5.07	5.00	-0.07
Cost ("It requires too much to do this.")									
Math Cost Composite	**2.81**	**3.02**	**0.21**	**2.59**	**2.53**	**-0.06**	**2.77**	**2.00**	**-0.77**
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	2.41	2.00	-0.41
I have to give up too much to do well in math.	2.54	2.84	0.31	2.54	2.35	-0.18	2.50	2.00	-0.50
My math class is too stressful for me.	3.23	3.53	0.29	3.19	3.31	0.12	3.39	2.00	-1.39
English Cost Composite	**2.37**	**3.26**	**0.89**	**2.50**	**2.79**	**0.29**	**2.19**	**2.00**	**-0.19**
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	2.33	2.00	-0.33
I have to give up too much to do well in English.	2.18	2.83	0.65	2.37	3.08	0.71	2.05	2.00	-0.05
My English class is too stressful for me.	2.58	3.83	1.25	2.72	2.71	-0.01	2.54	2.00	-0.54
Belonging ("I am a part of this community.")									
College Belonging Composite	**4.74**	**4.83**	**0.08**	**4.77**	**2.79**	**-1.98**	**4.74**	**5.00**	**0.26**

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
I belong at this college/university.	4.59	4.62	0.03	4.63	4.12	-0.52	4.57	5.00	0.43
I feel like this college/university is a good fit for me.	4.86	5.05	0.19	4.90	4.53	-0.37	4.91	5.00	0.09
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**	**4.78**	**4.50**	**-0.28**
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	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	5.11	5.00	-0.11
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	-	-	-
I feel more academically prepared than other students at this college/university.	3.62	3.95	0.33	3.50	3.88	0.38	3.63	4.00	0.37
Campus Involvement Composite	**3.03**	**3.45**	**0.42**	**2.97**	**2.50**	**-0.47**	**3.96**	**5.00**	**1.04**
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	4.07	5.00	0.93
(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	3.84	5.00	1.16
Grit ("I can overcome obstacles.")									
Perseverance of Effort Composite	**4.36**	**4.55**	**0.18**	**4.34**	**4.53**	**0.19**	**4.42**	**4.50**	**0.08**
I am a hard worker.	4.39	4.55	0.16	4.39	4.63	0.24	4.43	4.00	-0.43
I finish whatever I begin.	4.35	4.55	0.20	4.30	4.44	0.14	4.40	5.00	0.60
Reason for Attending College									
Independent Composite	**5.82**	**3.88**	**-1.95**	**4.86**	**4.42**	**-0.45**	**6.22**	**6.75**	**0.53**
Explore new interests.	5.30	5.76	0.46	4.56	4.29	-0.27	5.73	7.00	1.27
Expand my understanding of the world.	5.63	6.05	0.41	4.83	4.15	-0.68	6.23	7.00	0.77
Become an independent thinker.	6.15	6.29	0.13	5.28	5.40	0.12	6.46	6.00	-0.46
Learn more about my interests.	6.21	6.29	0.08	5.24	5.38	0.13	6.44	7.00	0.56

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
Interdependent Composite	**5.92**	**6.12**	**0.20**	**4.33**	**3.63**	**-0.71**	**6.19**	**5.75**	**-0.44**
Be a role model for people in my community.	5.90	6.14	0.24	5.03	4.33	-0.70	6.23	6.00	-0.23
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Helping Motives Composite	**5.93**	**6.11**	**0.18**	**4.33**	**4.17**	**-0.17**	**6.18**	**5.67**	**-0.51**
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Family Support									
Family Support Composite (reverse coded)*	**4.95**	**5.40**	**0.45**	**5.39**	**5.50**	**0.11**	**5.49**	**5.00**	**-0.49**
My family doesn't understand why I want to go to college.	1.68	1.62	-0.06	1.59	1.47	-0.12	1.63	2.00	0.37
My family questions whether a college education is valuable.	1.61	1.57	-0.04	1.63	1.53	-0.10	1.39	2.00	0.61
Perception of Faculty Mindset									
Perception of Faculty Mindset Composite* (reverse coded)	**4.62**	**4.44**	**-0.18**	**4.49**	**4.06**	**-0.44**	**4.62**	**5.00**	**0.38**
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	2.10	2.00	-0.10
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	2.73	2.00	-0.73
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	2.65	2.00	-0.65
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	5.15	5.00	-0.15
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	2.60	2.00	-0.60
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	2.35	2.00	-0.35

UNIVERSITY OF GEORGIA

APPENDICES

Appendix A

Table 1: UGA Freshmen Retention and Completion Rates (2009-2020)

UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	4,675	94.5	91.0	88.7	86.7	86.2	86.7
2010	4,667	94.5	90.0	87.4	85.9	85.8	85.7
2011	5,470	94.1	89.7	88.2	86.7	86.4	86.5
2012	4,922	94.2	90.7	89.0	87.5	86.9	87.0
2013	5,218	94.2	91.3	89.3	87.7	87.9	88.1
2014	5,240	95.2	92.0	89.8	88.6	87.9	88.3
2015	5,248	95.2	91.6	90.3	88.2	88.4	88.9
2016	5,401	95.5	91.9	90.4	89.2	88.9	
2017	5,809	95.3	92.2	90.4	89.4		
2018	5,703	95.5	92.3	91.1			
2019	5,487	94.4	91.9				
2020	5,603	95.0					

UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	**4 Yrs**	**5 Yrs**	**6 Yrs**
2009	4,675		0.6	2.5	**62.5**	**82.9**	**85.3**
2010	4,667		0.6	3.1	**63.1**	**82.4**	**84.8**
2011	5,470		0.6	3.0	**62.7**	**82.6**	**85.3**
2012	4,922		0.7	3.6	**66.2**	**83.5**	**85.7**
2013	5,218		0.2	3.8	**66.2**	**84.8**	**87.1**
2014	5,240		0.3	4.0	**68.0**	**84.4**	**87.2**
2015	5,248		0.2	3.2	**68.7**	**85.7**	**87.8**
2016	5,401		0.3	3.7	**71.4**	**86.2**	
2017	5,809		0.3	4.6	**72.1**		
2018	5,703		0.4	5.5			
2019	5,487		0.5				
2020	5,603						

Note: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition).
Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2009-2020)

by Subpopulations

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	353	97.5	95.5	92.4	89.5	88.1	89.2
2010	343	92.7	89.2	85.4	81.9	81.6	80.8
2011	455	92.5	90.1	88.8	85.5	84.6	84.6
2012	340	93.2	89.7	87.4	85.0	82.6	82.9
2013	381	95.0	92.4	90.8	87.4	87.4	88.2
2014	385	95.1	92.5	89.9	87.3	84.2	84.9
2015	395	95.9	92.9	91.4	84.3	83.8	85.1
2016	440	95.5	91.4	89.3	86.6	85.5	
2017	469	96.2	92.3	89.3	84.6		
2018	393	96.9	94.4	91.1			
2019	402	95.8	91.3				
2020	337	94.4					

UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	353		-	1.1	59.2	83.6	87.0
2010	343		-	1.7	53.9	74.6	79.9
2011	455		-	2.0	57.4	79.6	83.3
2012	340		1.2	2.6	59.1	77.9	80.9
2013	381		0.3	3.7	55.1	82.2	86.4
2014	385		0.5	3.1	58.2	79.2	82.9
2015	395			3.8	56.7	79.2	83.3
2016	440			2.7	65.7	83.4	
2017	469		0.6	5.1	65.7		
2018	393		0.3	6.1			
2019	402		1.0				
2020	337						

UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	162	96.3	93.2	88.3	85.2	85.2	84.0
2010	199	97.0	94.0	91.5	87.4	87.9	87.9
2011	295	95.6	91.9	88.1	86.4	86.1	86.8
2012	247	91.5	87.0	85.0	83.8	81.8	83.4
2013	288	93.1	91.0	88.5	87.2	86.5	87.8
2014	247	94.3	89.1	89.2	87.4	85.5	85.5
2015	298	93.3	91.9	89.9	87.9	86.9	87.2
2016	318	96.9	91.8	91.2	88.4	87.1	
2017	392	94.4	90.8	90.1	88.3		
2018	355	95.2	93.0	90.7			
2019	332	94.3	92.5				
2020	395	94.2					

UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	162			3.1	57.4	79.0	80.9
2010	199		0.5	3.5	62.3	81.9	86.9
2011	295			3.1	60.7	80.3	84.1
2012	247			4.0	59.1	75.3	80.2
2013	288			2.8	62.5	83.3	86.1
2014	269		0.4	2.6	62.8	81.8	85.1
2015	298			2.0	62.1	82.6	85.6
2016	318			4.1	68.2	82.4	
2017	392			5.4	71.4		
2018	355		0.3	5.1			
2019	332						
2020	395						

UGA Freshmen Retention Rates for all Non-white Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	1,060	96.3	93.2	89.9	86.9	85.5	86.3
2010	1,319	94.5	90.3	86.5	83.2	83.8	83.5
2011	1,446	93.6	89.6	86.9	85.3	85.1	84.9
2012	1,325	93.8	89.4	87.0	85.0	83.5	83.9
2013	1,490	93.8	90.3	88.1	86.0	86.4	86.8
2014	1,535	95.1	91.1	88.8	86.9	85.1	86.0
2015	1,624	94.3	90.1	88.5	84.9	85.0	86.0
2016	1,722	94.7	89.3	87.4	86.2	85.8	
2017	1,859	94.1	90.5	87.8	86.4		
2018	1,752	94.1	90.3	88.5			
2019	1,733	93.0	89.4				
2020	1,815	91.9					

UGA Freshmen Completion Rates for all Non-white Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2009	1,060		0.6	2.2	58.7	80.8	84.2
2010	1,319		0.5	3.4	58.4	78.5	82.4
2011	1,446		0.6	3.0	57.1	79.4	82.8
2012	1,325		1.0	4.4	60.1	78.7	82.2
2013	1,490		0.4	4.0	60.1	82.3	85.5
2014	1,535		0.3	3.7	60.9	79.7	84.1
2015	1,624		0.2	3.1	60.8	80.8	84.2
2016	1,722		0.2	3.3	67.6	82.8	
2017	1,859		0.5	5.2	68.0		
2018	1,752		0.4	5.5			
2019	1,733		0.5				
2020	1,815						

Table 3: Time to Degree

Undergraduate Time-to-Degree by Application Type, 2012-2021

Application Type	Graduating Cohort	Number of First Degrees Awarded*	Average Time-to-Degree in Years	
Freshman	2012	4267	4.07	
	2013	4225	4.02	
	2014	4257	4.00	
	2015	4521	3.97	
	2016	4635	3.97	
	2017	4607	3.94	
	2018	4815	3.99	
	2019	4788	3.99	
	2020	5138	3.95	
	2021	5385	3.93	
Transfer	2012	1950	2.65	
	2013	2022	2.71	
	2014	1773	2.68	
	2015	1807	2.62	
	2016	1777	2.63	
	2017	1986	2.61	
	2018	2049	2.64	
	2019	2120	2.65	
	2020	2298	2.65	
	2021	2372	2.66	

1. Time-to-Degree is calculated by subtracting the degree recipient's matriculation date from their graduation date.
2. Graduates who first matriculated ten years or more ago were limited from the TTD calculation as outliers.
3. Only the first degree earned per student is included in this report.
4. Graduating cohort is based on the fiscal year.

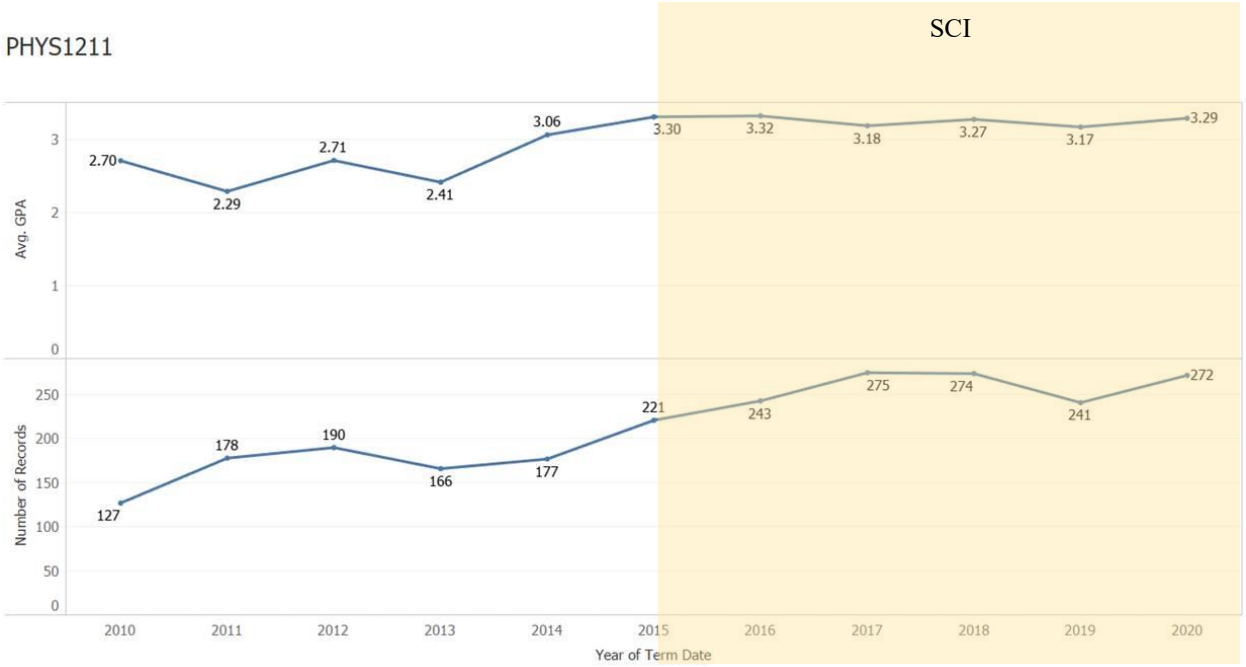
Data Source: OIR/FACTS

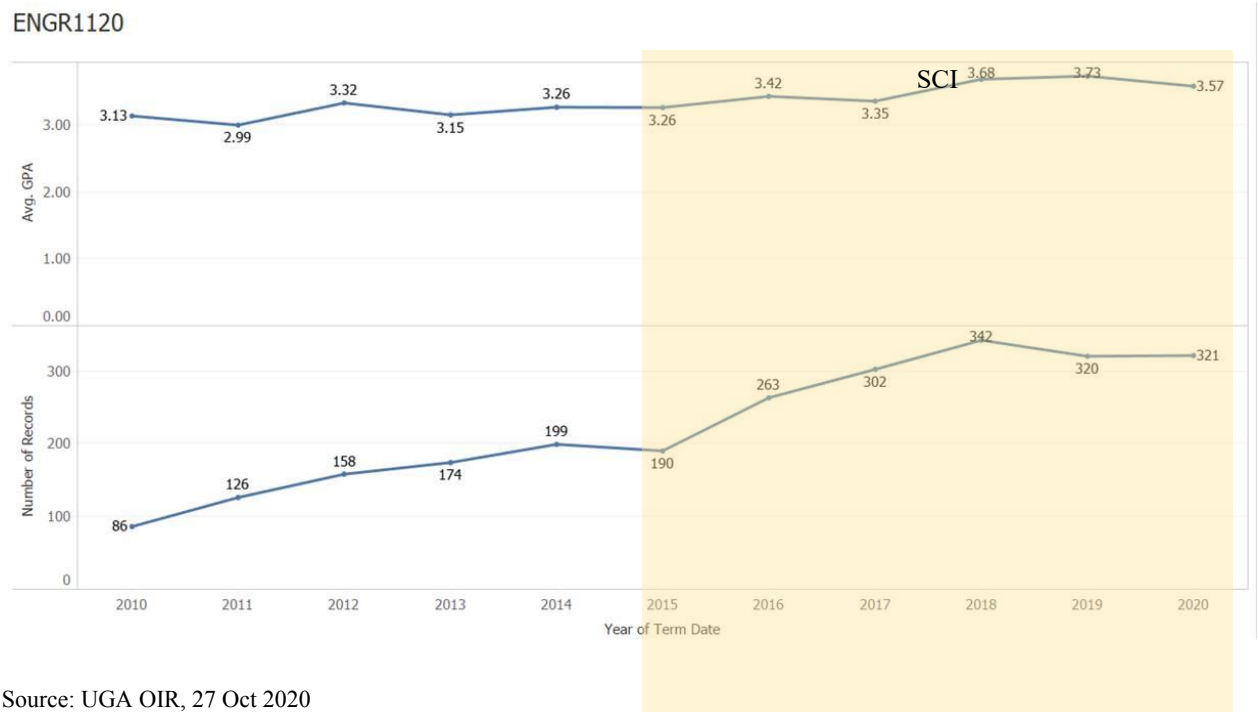
(c) Office of Institutional Research, 10/25/2021

UNIVERSITY OF GEORGIA APPENDICES

Appendix B

Table 1: Impact of Small Class Initiative (SCI) on Class GPA in PHYS 1211 and ENGR 1120





Source: UGA OIR, 27 Oct 2020

Table 2: Grades in CHEM 1211 and CHEM 1212

CHEM 1211 Withdrawal Rates by Percentages													
F 14	F 15	F 16	F 17	F 18	F 19	F 20	Sp 15	Sp 16	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
21.4	27.7	27.9	24.9	19.19	7.24	9.06	28.20	15.80	21.90	19.90	11.80	10.40	10.38

1212 Withdrawal Rates by Percentages													
F 14	F 15	F 16	F 17	F18	F 19	F 20	Sp 15	Sp 16	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
30.1	27.6	29.2	15.3	15.6	10.8	4.33	27.13	11.8	18.8	10.8	7.4	5.4	6.65

CHEM 1211: Grades by Percentages										
Grades	F 16	F 17	F 18	F 19	F 20	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
ABC	65.5	69.7	73.9	86.5	87.2	66.4	71.9	83.1	86.8	76.4
DFW	34.5	30.3	26.1	13.5	12.6	35.6	28.1	16.9	13.1	23.6

CHEM 1212: Grades by Percentages										
Grades	F 16	F 17	F 18	F 19	F 20	Sp 17	Sp 18	Sp 19	Sp 20	Sp 21
ABC	55.1	71.7	76.6	85.8	86.2	73.4	80.1	84.4	92.1	78.40
DFW	44.8	28.3	23.4	14.2	13.3	26.6	19.9	15.6	7.9	21.10

Source: UGA Chemistry Department

Table 3: Courses/sections that have been redesigned to use active learning strategies

ACCT 5200	Audit Risk and Control
ADPR 3515	Foundations of Graphic Communication
AGCM 1200	Communicating in Agriculture and Environmental Sciences
ALDR 3900S	Leadership and Service
ANTH 2120H	Introduction to Anthropology - Honors
ARST 2210	Introduction to Photographic Culture
BCHE 3520	Mass Transport and Rate Phenomena
CBIO 2200	Anatomy & Physiology I
CBIO2210L	Human Anatomy and Physiology II Lab
CHEM 1211	General Chemistry I
CHEM 1212	General Chemistry II
CMSD 3120	Language Development
CSCI 4800	Human Computer Interactions
ECOL 3500	Ecology
ENGL 4890	Criticism and Culture
ENGR 1120	Engineering Graphics and Design
ENGR 1140	Engineering Computational Methods
ENGR 2170	Electric Circuits
ENGR 2170	Electric Circuits
ENGR 3150	Heat Transfer
ENGR 3160	Fluid Mechanics
ENGR2120	Engineering Statics
ENTR 5500	Introduction to Entrepreneurship
ENVE 3510	Modeling, Statistical Analysis, and Uncertainty
FHCE 2100	Family Economic Issues Through The Life Course
FHCE 3200	Intro to Personal Finance
FHCE 4210	Retirement Planning & Employee Benefits
FHCE 4/6230	Family Tax Planning
FINA 4/6810	International Finance
FREN 2001	Intermediate French I
GENE 3200	Genetics
GEOG 1125	Resources, Society, and the Environment
HDFS 2200	Introduction to Life Span Development
HIST 2112	U.S. History since 1865
INTL 1100	Introduction to Global Issues
KINS 4200	Biomechanics
MARK 4000	Marketing Research for Business Decisions
MARK 4900	Marketing Strategy and Decision Making
MATH 1101	Mathematical Modeling
MATH 1113	Precalculus
MATH 1113	Precalculus
MATH 2250	Calculus I for Science and Engineering
MATH 2250	Calculus I for Scientists and Engineers
MATH 2260	Calculus II for Science and Engineering
MGMT 3000	Principles of Management
MIST 2090	Introduction to Information Systems in Business
MSIT 3000	Statistical Analysis for Business I
NMIX 2020	Introduction to New Media
PADP 6930	Public Financial Administration
PBHL 3100	Introduction to Public Health
POLS 1101	American Government
POUL 2020	Introduction to Poultry Science
SPAN 3030	Introduction to Literature in Spanish
TXMI 4/6290	History of Fashion 18th Century to Present
VBDI 5240	Veterinary Animal Behavior

Source: UGA Center for Teaching and Learning

UNIVERSITY OF GEORGIA APPENDICES

Appendix C

MEET AND GREET AT DAE - Aug. 25th from 3:30-5:00 PM

Join DAE's Academic Coaches to learn more about achieving academic success during your second year, tour Milledge Hall, and grab some treats.
LOCATION: Milledge Hall

COMMUNICATING WITH FACULTY - Aug. 26th at 4:00 PM

In this workshop, learn practical tips and strategies to effectively communicate with faculty.
LOCATION: MLC 350

BECOME A BETTER NOTE-TAKER - Sept. 1st at 4:15 PM

In this workshop, learn how to make a conscious effort to listen, pay attention, and actively organize information from lectures and readings to solidify your understanding and master the course content.
LOCATION: MLC 250

MINDFULNESS & ACADEMICS - Sept. 9th at 11:00 AM

Join this interactive workshop to see how mindfulness practices can optimize your academic and personal success.
LOCATION: TBA

EFFECTIVE WRITING SKILLS FOR COLLEGE - Sept. 14th at 5:15 PM

In this workshop, hone your skills for writing in a collegiate setting.
LOCATION: TBA

PUTTING IT ALTOGETHER: MAJOR + YEAR 2 - Sept.16th at 4:00 PM

Join Academic Advisors from the Exploratory Center to discuss how your major and career exploration in your second year can flourish.
LOCATION: TBA

EXPERIENTIAL LEARNING IN YOUR 2ND YEAR - Sept. 21st at 4:00 PM

Come hear from the Experiential Learning office about opportunities for this year and beyond.
LOCATION: TBA

USING YOUR STRENGTHS TO ENHANCE SUCCESS - Sept. 29th at 4:30 PM

Using CliftonStrengths assessment, learn about your top strengths to optimize your academic success at UGA.
Register by September 23rd in order to receive your materials to participate in the workshop.
LOCATION: TBA

Division of Academic Enhancement
UNIVERSITY OF GEORGIA

SCAN ME

SOPHOMORE SEPTEMBER 2021
EVENT CALENDAR

ATTEND AN EVENT FROM EVERY CATEGORY (3 EVENTS TOTAL) FOR THE OPPORTUNITY TO GET TOUR OF SANFORD STADIUM AND THE WEST END ZONE!

SOPHOMORE STRIDE
SophoMORE Stride is a six-week series for all second-year students at the University of Georgia. Join the Division of Academic Enhancement to learn more about academic success strategies and campus resources.

Students who register and attend at least three of the sessions will be considered eligible for a limited number of giveaways at the end of the fall semester.

Scan the QR code to learn more about the events and register!

EVERY THU
DAWGS DEALING WITH IT WORKSHOP
Starts September 16 - This workshop is designed to discuss coping skills and how students can use them in everyday life to handle stress.
1 pm - 2 pm | Virtual

LET'S TALK
Let's Talk is a drop-in service hosted by UHC Counseling and Psychiatric Services (CAPS) that offers informal, confidential consultation.
4 pm - 5 pm | Science Learning Center 116

EVERY FRI
INTERNATIONAL COFFEE HOUR
Coffee Hour at the University of Georgia is a weekly program that brings UGA students, faculty, staff, and community members together over coffee and international cuisine.
11:30 am - 1 pm | Memorial Hall Ballroom

THURS 2
NAVIGATING THE JOB AND INTERNSHIP SEARCH, ARCH READY
5 pm - 6 pm | Miller Learning Center 101

ENGAGEMENT FAIR
7 pm - 10 pm | Tate Student Center

TUES 7
UGA MENTOR PROGRAM ORIENTATION
12:30 pm - 1:30 pm | Virtual

FRI 10
FOOTBALL KICKOFF FRIDAY
10 am | Tate Plaza

DAWG DAY OF SERVICE #2
2 pm - 5 pm | Tate Theatre & North West Lawn

MON 13
NUGGETS OF KNOWLEDGE
11:30 am - 1 pm | Tate Reception Hall

NUTRITION BASICS
3:30 pm - 5 pm | Virtual

TUES 14
STUDY AWAY FAIR
10 am - 3 pm | Tate Concourse & Atrium

WED 15
STUDY AWAY FAIR
10 am - 3 pm | Tate Concourse & Atrium

THURS 16
UGA MENTOR PROGRAM ORIENTATION
6 pm - 6:30 pm | Virtual

MON 20
MUSIC MONDAY
11 am - 2 pm | Tate Plaza

TUES 21
CARDIO SPORT LAUNCH
8 pm - 10 pm | Tate Grand Hall

WED 22
UGA MENTOR PROGRAM ORIENTATION
12:15 pm - 12:45 pm | Virtual

THURS 23
DRIVE-IN MOVIE: LALA LAND
8:30 pm, Intramural Fields Lot E01

SAT 25
DAWG DAY OF SERVICE #3
10 am - 2 pm | Tate Student Center

TUES 28
CAREER FAIR PREP, ARCH READY
4:30 pm - 6 pm | Miller Learning Center 101

KEY
SOCIAL | ACADEMIC | WELL-BEING

THE UNIVERSITY OF GEORGIA IS COMMITTED TO PROVIDING ACCESS AND REASONABLE ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES UPON REQUEST. PLEASE CONTACT STUDENT TRANSITIONS VIA PHONE AT 706-583-0830 OR EMAIL AT TRANSITIONS@UGA.EDU

UNIVERSITY OF GEORGIA

Division of Student Affairs | UGA Career Center | Office of Engagement, Leadership, and Service | Division of Academic Enhancement
Recreational Sports | International Student Life | University Health Center | Student Transitions

UNIVERSITY OF WEST GEORGIA

APPENDICES

Appendix A

UWG Momentum Plan, 2021-22

Appendix B

2021 UWG Momentum Summit Campus Implementation Team

Academic Affairs
Dr. Jon Preston, Provost
Dr. David Jenks, Vice Provost
Dr. Jill Drake, Associate Vice President for Academic Affairs
Dr. Pauline Gagnon, Dean College of Arts, Culture, and Scientific Inquiry
Dr. Laura Smith, College of Education
Dr. Meg Pearson, Dean University College
Dr. Janet Donohoe, Dean of the Honors College
Andrea Stanfield, Dean of the Library
Monica Smith, Assistant Dean Richards College of Business
Janet Gubbins, UWG Online
Dr. Rod McRae, Director Center for Teaching and Learning
Dr. Ryan Bronkema, Academic Transitions Program
Dr. Scott Sykes, Director of Freshman Math
Carrie Ziglar, Executive Director of University Advising
Sam Horsley, Learning Support Coordinator
Jennifer McManus, Registrar Representative
Dr. Tim Schroer, Director of General Education
Ashley Lewis, Director, MAP and Student Diversity
Dr. Morris Council, Professor, College of Education
Dr. Andy Walter, Director, Interdisciplinary Studies
Kim Holder, Center for Economic Education and Financial Literacy
Carrie Carmack, Math Lecturer
Duane Theobold, Coordinator, University Writing Center
Dr. Vanessa Griffin, Associate Dean, University College
Dr. Maria Doyle, Director, Study Education Abroad
Dr. David Newton, Professor, Interdisciplinary Studies

Student Affairs and Enrollment Management
Dr. Andre Fortune, Vice President for Student Affairs
Kimberly Scranage, Vice President for Strategic Enrollment Management
Dr. Jennifer Jordan, Associate Vice President for Student Affairs
April Wood Stewart, Executive Director of the Center for Student Involvement and Inclusion
Leigh Ann Hussey, Director of Financial Aid
Ginny Rae Turner, Director, Career Services
LJ Davis, interim Director of Counseling and Accessibility Services
Clint Backstrom, Director of Enrollment Services & Momentum Center
Ashlee Pollard, Assistant Director of Enrollment Services & Momentum Center

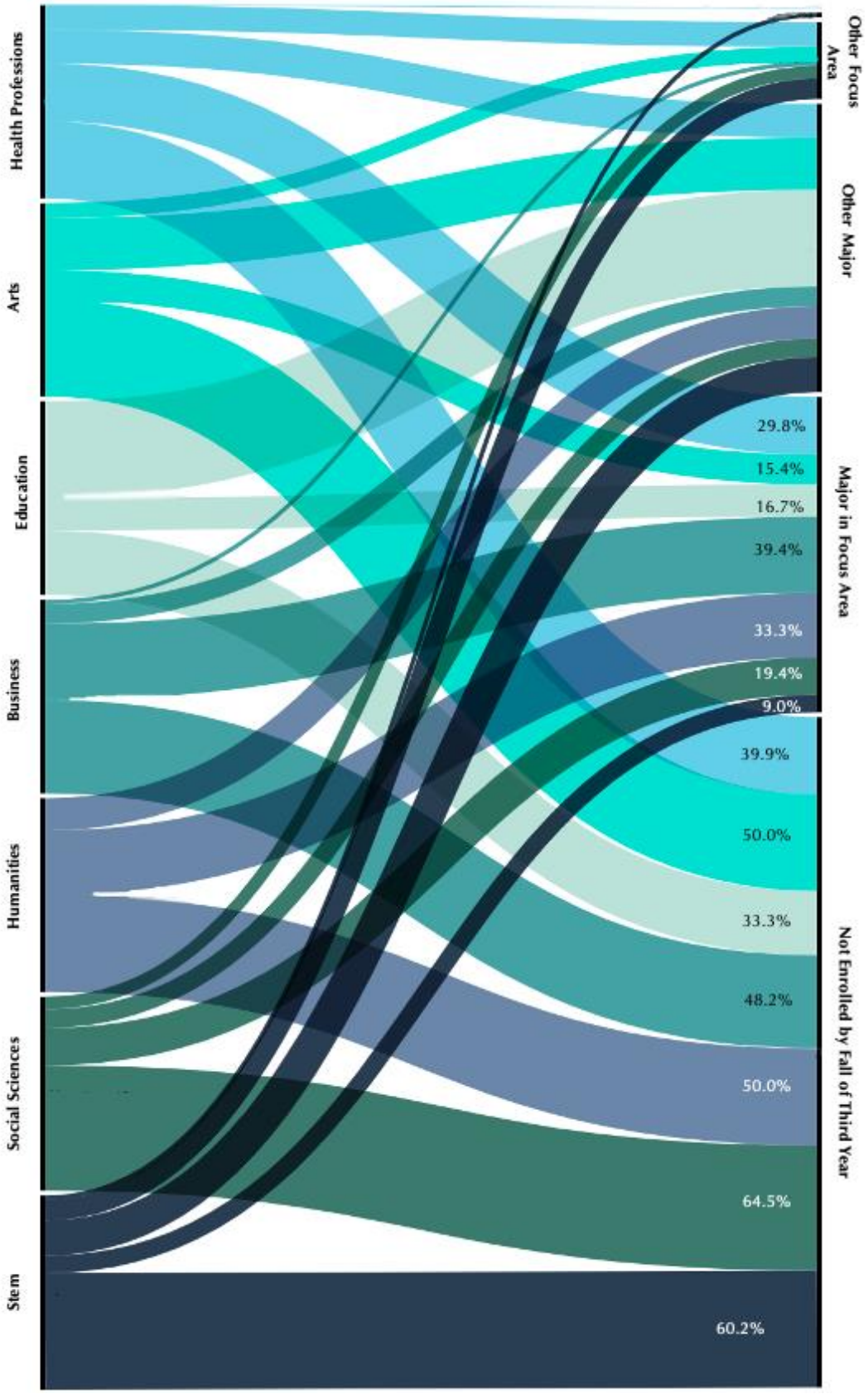
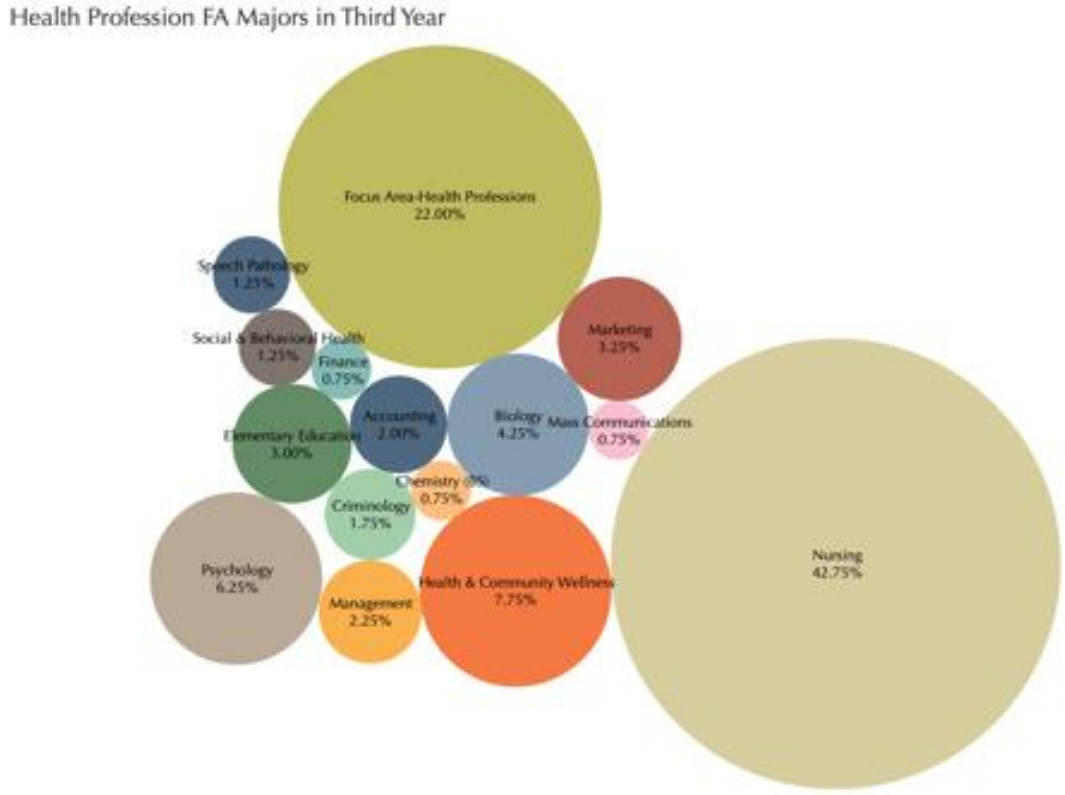
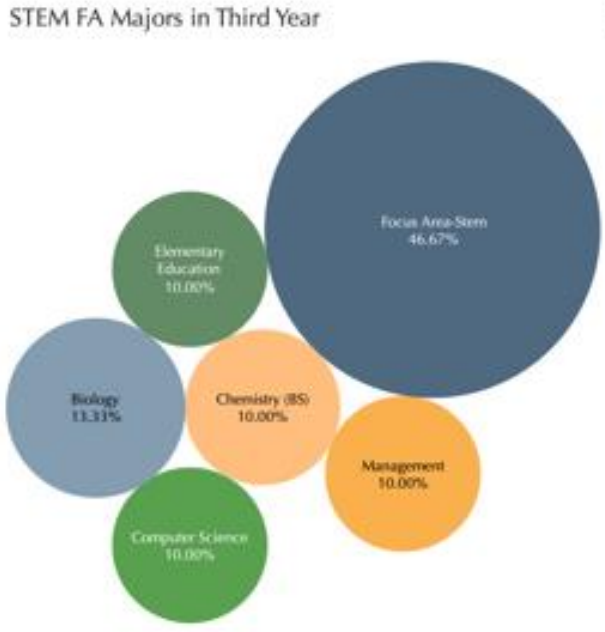
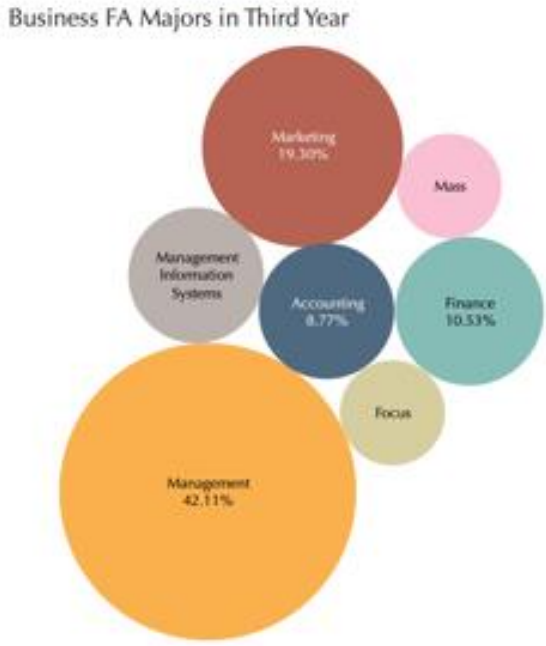
Business and Financial Services
John Haven, Vice President for Business & Financial Services

Administrative Services and ITS
AnneMarie Eades, Vice President for Administrative Services

Advancement
Dr. Meredith Brunen, Vice President for University Advancement & CEO of UWG Foundations

Appendix C: Academic Focus Areas

Focus Area Progression (Years 1 & 2) Alluvial Chart for full-time first-time freshmen



Data Set 2: Focus Area Progress in Third Year Bubble Charts forHealth Professions, STEM, and Business) for full-time first-time freshmen