

ARMSTRONG ATLANTIC STATE UNIVERSITY



Complete College Georgia-Armstrong

Armstrong Atlantic State University
11935 Abercorn Street | Savannah, GA 31419
Office of the Provost

Overview

Armstrong's strategic plan, *Charting Excellence Together*, reaffirms our commitment as a teaching-first university where student-focused and transformative education is valued, with the primary goal of fostering student success. The strategic plan serves as the lens through which faculty members, staff, administrators, and students view their roles, responsibilities, interactions and performance.

Our proposed plan for Complete College Georgia is consistent with our institutional mission of providing diverse and transformative learning experiences that support student success, *with the overarching goal of assisting students from matriculation through graduation*. This initiative will be overseen by the President's Cabinet in coordination with the campus Enrollment Management Council (EMC), comprised of representatives from Academic Affairs, Student Affairs, Business and Finance, Advancement, and Information Technology Services. The EMC, formed in 2010, is committed to ensuring that all processes – recruiting, admissions, enrollment, housing, student life, business processes, marketing, and advancement – support increased access and completion. The EMC will assign accountability for specific elements of the plan to appropriate individuals. Our success will depend also on faculty and staff having requisite knowledge and skills, so ongoing professional development will be necessary to support implementation. The processes put in place to serve first-time, full-time freshmen will be expanded to serve other students at Armstrong in our Complete College Georgia-Armstrong (CCG-A) plan. Additionally, new initiatives are described in this plan to provide a comprehensive strategy for college completion. The plan will track first-time, full-time freshmen (FTFTF), full-time (F/T) transfer, and full-time (FT) non-traditional students (age 24 years and above). Informed by data, Armstrong's plan is guided by three main goals:

GOAL 1: Improve ACCESS for traditionally underserved groups.

Strategies

- 1.1 Improve college readiness of students who are non-traditional, military, first-generation, and/or from historically underrepresented groups
- 1.2 Expand access to non-traditional students

GOAL 2: Improve student success and rates of credential COMPLETION.

Strategies

- 2.1 Implement and expand improvements in advising services
- 2.2 Improve the First Year Experience to focus on key impediments to freshman success and retention
- 2.3 Enhance early intervention and support for students from underserved groups
- 2.4 Enhance financial support to prevent withdrawals due to financial need
- 2.5 Develop and offer "stackable" certificates and degrees in targeted areas

GOAL 3: Increase alumni and donor engagement to support student ACCESS and SUCCESS.

Strategies

- 3.1 Enhance recruitment by involving alumni
- 3.2 Enrich student learning and career preparation through engagement with alumni
- 3.3 Increase private financial support for scholarships and campus initiatives

Part 1: Analysis

The statewide imperative to increase college completion for all students in Georgia provided the opportunity to broaden the campus discussions begun in 2010 through the University System of Georgia's (USG) retention, progression, and graduation (RPG) initiative. During early 2012, information from Complete College Georgia meetings and documents were shared with the Academic Affairs Council (all department heads and administrators within the Division of Academic Affairs), Deans' Council, Faculty Senate, Enrollment Management Council, and the President's Cabinet. The resulting plan is the culmination of the ideas and inputs of these groups.

In 2010 the Enrollment Management Council (EMC) was formed and given the initial task of identifying inhibitors to student success, proposing actions to overcome those inhibitors, and establishing goals for improving retention and graduation rates. EMC examined institutional data and concluded that the institution's retention challenges stemmed from the communication of academic expectations, advisement practices, and available support services. Our CCG-A plan builds upon actions already begun to address those obstacles, and additionally addresses challenges facing students in the pre-admission stage and issues of access.

Potential Students: Readiness & Access

Armstrong has a history of service to the coastal Georgia region and students who desire to enter college from a variety of pathways: traditional freshmen, transfer students, and non-traditional students who enter Armstrong to pursue new opportunities in their lives and careers. Tables 1 and 2 (see Appendix 2) show the numbers of first-time freshmen and non-traditional first-time freshmen from our 6-county area who applied, were admitted, and enrolled from Fall 2009-Fall 2011.

Slightly more than 30% of our first-time, full-time students self-identify as first-generation college students and may not have had the benefit of parents, siblings, or mentors to help them understand the college experience. More than one-third of Armstrong students are non-traditional. Recognizing that these students need guidance in preparing for college success, Armstrong has developed strategies to increase awareness of the college application process and provide assistance to potential students and their families during this portion of the college admissions process. Students also need assistance with financial aid procedures, such as completing the FAFSA, submitting and signing necessary documents, understanding the variety of financial aid available, and managing money for college and personal expenses. In Fall 2010 58% of entering first-time, full-time freshmen qualified for either a Federal Pell Grant and/or a subsidized Stafford Loan, compared to just 38% in Fall 2003.

Our goals for CCG-A focus on our 6-county region, including Bryan, Chatham, Effingham, Liberty, Tattnall, and Toombs Counties. These neighboring counties traditionally have contributed over half of Armstrong's students and are the focus of our Lumina grant initiatives to increase college readiness for Hispanic/Latino students. Populations in these counties are quite diverse. Table 3 displays the percentages of Black and Hispanic/Latino residents in each of these counties, according to the 2010 U.S. Census, along with the percentages representing these groups at Armstrong in Fall 2011.

The number of potential non-traditional students in this area, including veteran and active duty military (there are 47,000 veterans and over 22,000 active duty personnel in the region) as well as other adult learners in need of initial or continuing education, has led us to expand our efforts in online and blended learning and to become more intentional in reaching out to adult learners. Armstrong joined the Adult Learning Consortium one year ago and recently received our second grant from the ALC to build our capacity to serve this important segment of our population. Armstrong's designation as a "military friendly" institution by the Department of Defense, Veteran's Affairs Office on our main campus, close proximity to Hunter Army Airfield, and partnerships at the Liberty Center in Hinesville uniquely position us to serve educational needs for our military residents.

The College Experience: Retention & Completion

Armstrong recognizes its pledge, as stated in the Strategic Plan, to support student success through matriculation, retention, progression, and graduation. In examining the data related to this pledge, and being mindful of Complete College Georgia goals year 2020, we have identified obstacles to persistence and strategies for improvement.

Retention and graduation rates at Armstrong are very similar across groups. First year retention for the Fall 2010 FTFTF cohort was 65.3%, a rate that did not vary much across traditional, non-traditional, Federal Financial Aid recipients, first-generation or ethnic minority groups. The same was true for 6-year graduation rates, which for the 2005 FTFTF cohort was 31.7%. Therefore, while we have adopted some strategies specific to certain groups of students, the majority are aimed at students across-the-board. Tables 4-7 summarize enrollments, credit hours, and retention and graduation rates for the last three full-time cohorts.

While Armstrong strives to increase the number of students earning certificates, associate, and bachelor degrees from us, we also recognize that a significant number of students transfer to other institutions to complete their programs. Figures 1 and 2, respectively, show the cumulative 1-year retention and 6-year graduation rates for students who remain at Armstrong plus those who transfer to USG and other institutions.

Beyond Graduation: Resources for Current and Future Students

Financial need is a significant barrier for increasing numbers of students. At Armstrong 82% of students require financial aid to attend school and 50% of the Fall 2011 undergraduate population qualified for Federal Pell Grants. In FY13 Armstrong received new funding to support financial aid and admissions staff as well as 50 new on-campus student employment positions to help address student needs. As we maintain our commitment to contain tuition increases, and while appropriations and government-funded financial aid continue to decrease, it is imperative that we build private support for scholarships and other campus priorities.

The "life cycle" of the university begins and ends with the community it serves. Armstrong's Strategic Plan demonstrates this commitment through its value statements: "We value our relationship with Savannah ... We value civic engagement ... We value balance among teaching, mentoring and scholarship." In this plan, Armstrong demonstrates a commitment to potential students, assisting them to enter the university; a commitment to current students, supporting them to achieve their goals of success in diverse learning experiences; and to its graduates and community partners, by asking them to help build the environment that brings new students to the university. This phase of the plan outlines the role of Armstrong's alumni, foundation, and community partners in growing resources for potential students, mentoring current students, and contributing to a sustainable future for the university.

Part II: Goals & Objectives

This plan aligns with the priorities of Complete College Georgia to improve access and affordability, promote student success and achievement, and shorten time to degree completion. In doing so it follows the "life cycle" of higher education, from pre-college through degree completion to post-degree contribution. The matrix below outlines three major goals, then the measurable objectives and assessments, strategies, and tactics designed to serve those goals. Additionally, it shows how each of these are aligned with the five required strategy areas outlined in Complete College Georgia:

- 1 Alignment and partnerships with P-16 for college readiness
- 2 Improving access and completion for students traditionally underserved
- 3 Shortening time to degree
- 4 Restructuring instructional delivery
- 5 Transforming remediation

These alignments are indicated by corresponding numbers in the column headed "Area."

GOAL 1: Improve access for traditionally underserved groups.

OBJECTIVES		ASSESSMENT	
<ul style="list-style-type: none"> Increase by 1% each year the number of Armstrong applicants from the 6-county area. Increase by 1% each year the number of students from the 6-county area admitted to Armstrong. 		<ul style="list-style-type: none"> Number of participating students submitting Armstrong applications, both FTFTF and non-traditional students, from the 6-county area. Number of participating students enrolling at Armstrong, both FTFTF and non-traditional students, from the 6-county area. 	
Strategy	Tactic	Area	Implementation
1.1 Improve college readiness of students who are non-traditional, military, first-generation, and/or from historically underrepresented groups.	1.1.1 Conduct twice-yearly workshops addressing the application process, financial aid process, and strategies to be successful in college and aimed at each of the following groups: FTFTF and families, non-traditional students, military; Conduct Domingo Universitario (University Sunday) workshops for Hispanic/Latino students/families	1, 2	Begin 2012-2013
	1.1.2 Partner with area institutions and organizations in Lumina CAMINO project with the goal of doubling, by 2015, the number of Latino students who matriculate in and graduate with high quality degrees and credentials from Armstrong, Savannah State University, and Savannah Technical College; components include CAMINO counselors in 8 high schools, support for parents of Latino students, support for Latino students on campuses, and creation of a seamless transfer system between Savannah Technical College and four-year institutions aimed at non-traditional Latino students	1, 2	Implementation of 4-year grant began in 2012
	1.1.3 Continue Armstrong Summer Challenge for conditionally admitted students each year; will increase from pilot of 37 in Summer 2012 to 75 in Summer 2012.	2, 5	Underway
	1.1.4 Increase opportunities for dual enrollment with schools in our 6-county service area	2, 3	Underway
	1.1.5 Continue STEP mentor program targeting financially disadvantaged, historically underrepresented groups, and female rising college freshmen entering STEM disciplines	1, 2, 4	Underway
1.2 Expand access to non-traditional students	1.2.1 Expand online and blended course offerings and programs – Currently 3 BS programs, 3 certificates; additional 2 BS programs and 3 certificates to be implemented 2012-13	4	2012-2013
	1.2.2 Improve enrollment services for non-traditional students through “one-stop” web site with clear registration information	2, 4	Underway
	1.2.3 Develop plan to expand Prior Learning Assessment (PLA) options to facilitate and accelerate degree attainment of underrepresented adult learners	2, 3	2012-2013

	1.2.4 Expand offerings and services through the Liberty Center, especially targeting the needs of military and military families	2, 3, 4	Underway
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GOAL 2: Improve student success and rates of credential completion

<p>OBJECTIVES</p> <ul style="list-style-type: none"> • Attain a one-year retention rate of 80% for FTFTF, transfer, and non-traditional students. • Attain the following 6-year graduation rates by 2020: <ul style="list-style-type: none"> ○ FTFTF: Increase enrollment by 1% per year and retention by 1.7% per year for each cohort, with graduation target of 32% ○ Transfer students: Increase enrollment by 1% per year and retention by 1.7% per year for each cohort, with graduation target of 51% ○ Non-traditional students: Increase enrollment by 1% per year and retention by 1.6% per year for each cohort, with graduation target of 38% • By 2020 double the number of associate degrees and certificates awarded annually compared to 2012. 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Retention rates of FTFTF, transfer, and non-traditional students by cohort • 6-year graduation rates of FTFTF, transfer, and non-traditional students by cohort • Number of bachelor degrees conferred per year • Credit hour enrollment and retention rates for each cohort • Number of certificates awarded to FTFTF, transfer, and non-traditional students • Number of associate degrees awarded to FTFTF, transfer, and non-traditional students • Number of articulated partnerships with technical colleges and sister institutions that enhanced pathways to degree completion
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Strategy	Tactic	Area	Implementation
2.1 Implement and expand improvements in advising services	2.1.1 Propose and implement early alert system including mid-term grade reporting for freshmen 2.1.2 Develop and implement process for following up with students who are eligible to register for the next semester but have not taken advantage of their registration time 2.1.3 Establish professional advisors in colleges of Liberal Arts and Science & Technology in addition to existing advisors in Education and Health Professions. 2.1.4 Develop targeted advising process for transfer and non-traditional students	2, 3 2, 3 2, 3 2, 3	Proposal 2012-2013; Pilot Fall 2013 Underway Fall 2012 Underway
2.2 Improve the First Year Experience to focus on key impediments to freshman success and retention	2.2.1 Pilot, receive approval for, and implement QEP for SACS, a required first year seminar (First Class) and learning communities, focusing on improving information literacy and college success strategies 2.2.2 Create a virtual Student Success Center to coordinate and make more accessible to students services such as	2, 3 2, 3	Fall 2013-Fall 2014 2012-2013

	<p>testing, tutoring, career exploration, and supplemental instruction</p> <p>2.2.3 Expand the use of peer tutors/mentors and supplemental instruction</p> <p>2.2.4 Annually assess DFW rates in all Core classes with colleges and Deans' Council and develop strategies to address obstacles</p> <p>2.2.5 Provide living learning communities (LLC) for first year students with declared pre-professional majors</p>	<p>2, 3, 5</p> <p>4, 5</p> <p>2, 3, 4, 5</p>	<p>Underway</p> <p>Underway</p> <p>Underway</p>
<p>2.3 Enhance early intervention and support for students from underserved groups</p>	<p>2.3.1 Expand pilot (Spring 2012) program of residence hall peer support groups for potentially at-risk FTFTF living in the freshman residence hall</p> <p>2.3.2 Provide academic support and intrusive advising for Hispanic/Latino freshmen with support from Goizueta Foundation grant</p> <p>2.3.3 Implement Lumina Foundation-funded CAMINO project, including CAMINO Escobar, an institutionally-based support system including social and emotional support, financial aid counseling, referrals to tutoring services, and mentoring</p> <p>2.3.4 Provide social, emotional and academic support and professional mentoring through AAMI in partnership with 100 Black Men of Savannah, Inc.</p> <p>2.3.5 Update current agreement with Waycross College at the Liberty Center with the new South Georgia State College, with SGSC providing College Entry Program</p>	<p>2</p> <p>2, 3</p> <p>2, 3</p> <p>2, 3</p> <p>1, 2, 3, 5</p>	<p>Fall 2012</p> <p>Underway</p> <p>Underway</p> <p>Underway</p> <p>Fall 2012</p>
<p>2.4 Enhance financial support to prevent withdrawals due to financial need</p>	<p>2.4.1 Establish and sustain the Armstrong Commitment Fund at \$100,000 annually to provide "gap" funding for 50 or more students in need</p> <p>2.4.2 Establish 50 new student campus employment positions, each also aimed specifically at improving success of other students</p> <p>2.4.3 Provide additional support for work study and other job placement through the Student Employment Center</p>	<p>2, 3</p> <p>2, 3</p> <p>2, 3</p>	<p>Underway</p> <p>Underway</p> <p>Underway</p>
<p>2.5 Develop and offer "stackable" certificates and degrees in targeted areas</p>	<p>2.5.1 Implement the 30-credit hour undergraduate Criminal Justice certificate</p> <p>2.5.2 Explore opportunities to introduce stackable associate's degrees in conjunction with four year programs, both on main campus and at the Liberty Center</p> <p>2.5.4 Explore articulations with Savannah Technical College for Armstrong's Information Technology, Criminal Justice, and BA in Economics: Business Economics track programs</p>	<p>2, 3, 5</p> <p>2, 3, 5</p> <p>1, 2, 3, 5</p>	<p>2012-2013</p> <p>2012-2013</p> <p>2012-2013</p>

GOAL 3: Increase alumni and donor engagement to support student access and success

OBJECTIVES <ul style="list-style-type: none"> Facilitate alumni interaction with 1325 prospective and current students each year through 2020 Increase contributions to the university by 5% per year through 2020 Raise and distribute at least \$100,000 annually through the Armstrong Commitment Fund 		ASSESSMENT <ul style="list-style-type: none"> Numbers of student and potential student events held and attendance records Voluntary Support of Education (VSE) financial reports 	
Strategy	Tactic	Area	Implementation
3.1 Enhance recruitment by involving alumni	3.1.1 Feature alumni speakers and representatives at Pirate Preview receptions for prospective students (Macon, Atlanta, Augusta, Savannah campus)	2	2012-2013
	3.1.2 Develop at least two affinity groups in cities with high densities of graduates who can assist with recruitment in those areas	2	2013-2014
	3.1.3 Hold Armstrong Alumni Association send-off to college events for students in at least two cities	2	Fall 2013
3.2 Enrich student learning and career preparation through engagement with alumni	3.2.1 Develop a Student Alumni Association to promote interaction between students and alumni and to increase student involvement with the university community	2	Fall 2013
	3.2.2 Partner with Career Services to provide alumni-hosted professional development workshops for students approaching graduation	2	Spring 2013
	3.3.1 Conduct two direct mail campaigns that will include an alumni focus	2	Fall 2012
	3.3.2 Implement two phone-a-thon campaigns that will include an alumni focus	2	Fall 2012
	3.3.3 Conduct annual employee campaign	2	Underway
	3.3.4 Develop and conduct a feasibility study for a capital/major gifts campaign.	2	2014
	3.3.5 Further implement Armstrong Commitment Fund campaign to assist in closing the affordability gap for students	2	Underway

Part III: Evaluation of the Complete College Georgia - Armstrong Plan

Armstrong will make effective use of analytics to address the effectiveness of the planned interventions for Complete College Georgia-Armstrong. The CCG-A scorecard (Appendix 1) will be used to track the critical metrics of applications, enrollment, retention, graduation, and credential completion. The scorecard will be reviewed twice a year by the Enrollment Management Council, with a mid-year progress report and annual assessment. Additionally, a supplemental assessment system will be used to track the outcomes of programmatic initiatives. Data will be collected at the end of each semester, allowing adjustments to be made frequently to ensure that the goals of student success are addressed.

The supplemental assessment system will include the following elements of the plan:

Phase 1: College Readiness

<i>Workshops</i>	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Attendance						
Participant satisfaction surveys						

<i>Armstrong Summer Challenge</i>	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
High School GPA						
Mean SAT Verbal						
Mean SAT Math						
Mean SAT Combined						
Mean ACT English						
Mean ACT Math						
Mean ACT Composite						
Summer Challenge GPA						

<i>Armstrong Summer Challenge</i>	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Cumulative GPA						
Total Credit Hours Earned						

<i>Summer Programs</i>	Summer 2012	Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
Dual Enrollment Participation						
STEM Participation						

Phase 2: The College Experience

Advisement	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
<i>Number of Students Advised:</i>						
College of Education						
College of Health Professions						
College of Liberal Arts						
College of Science & Technology						
Undeclared						
Academic Help Hub Page Views						

Student Success	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
<i>African American Male Initiative:</i>						
1- Year Retention						
Cumulative GPA						
Total Credit Hours Earned						
<i>Hispanic/Latino Outreach Programs:</i>						
1- Year Retention						
Cumulative GPA						
Total Credit Hours Earned						
<i>First-Time Full-Time Freshmen</i>						
1- Year Retention						
1- Y r Retention -Living On-Campus						
1- Y r Retention -Living Off-Campus						
1- Y r Retention -Attended Orientation						
<i>FTFTF in Living Learning Communities</i>						
1- Year Retention						
Cumulative GPA						
<i>FTFTF in FYE Seminar:</i>						
1- Year Retention						
Cumulative GPA						
<i>FTFTF Undeclared</i>						
Cumulative GPA						
Total Credit Hours Earned						
<i>Full-Time Transfers Undeclared</i>						
Cumulative GPA						
Total Credit Hours Earned						
<i>Non-Traditional FTFTF Undeclared</i>						
Cumulative GPA						
Total Credit Hours Earned						

Curriculum	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Core Curriculum DFW Rates						
Online Course/Program Development						
<i>Online Course/Program Enrollment:</i>						
Military Enrollment						
Non-Traditional Enrollment						

Phase 3: Beyond Graduation

Beyond Graduation	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Events Held						
<i>Attendance:</i>						
Current Students						
Prospective Students						

The Enrollment Management Council (EMC) will oversee the implementation and assessment of the plan. Mid-year and annual reports will be generated for the President’s Cabinet for review, including recommendations for modifications and improvement. Following the approval of the President’s Cabinet, the results will be shared with all campus constituencies so that all stakeholders continue to share responsibility for the success of the plan.

Armstrong is committed to the goals of this plan, which will enhance access, matriculation, and college completion. Strategic services instituted during the past RPG initiatives have demonstrated a positive impact on student success, particularly in advisement, orientation, and the First Year Experience. Through the addition of academic, co-curricular, and financial resources for FTFTF, transfer, and non-traditional students, Armstrong supports the pledge, as stated in the Complete College Georgia preamble, to “envision anew the performance of completion-related aspects of higher education.”

The College Experience

**Goal 2.1: Increase the one-year retention rate for FTTF, transfer, and non-traditional students
Outcome: Attain a one-year retention rate of 80% by 2020 for FTTF, transfer, and non-traditional students**

	Cohort:		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
1-Year Retention:										
First-Time Full-Time Freshmen										
Full-Time Transfers										
Non-Traditional First-Time Full-Time Freshmen										

**Goal 2.2: Increase the 6-year graduation rates for FTTF, transfer, and non-traditional students
Outcome: Attain the following 6-year graduation rates by 2020: FTTF - 32%, Transfer - 49%, & Non-Traditional FTTF - 38%**

	Cohort:		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
6-Year Graduation:										
First-Time Full-Time Freshmen										
Full-Time Transfers										
Non-Traditional First-Time Full-Time Freshmen										

**Goal 2.3: Increase the completion of associate's degrees and certificates
Outcome: Increase the completion of associate's degrees and certificates by 10% per year**

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Certificates Completed								
Total Associate Degrees Conferred								
Total Bachelors Degrees Conferred								
New Institutional Partnerships								

Discussion:

Next Steps:

Beyond Graduation

Goal 3.1: Build community with Armstrong students through alumni activities

Outcome: To engage with at least 1325 prospective and current students each year through FY20

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Current Students Engaged Alumni Events								
Total Prospective Students Engaged Alumni Events								

Goal 3.2: Provide financial support for scholarships and campus initiatives

Outcome: Increase contributions to the university by 5% per year

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Contributions to the University								

Discussion:

Next Steps:

Appendix 2 Tables and Figures

Table 1 First-Time Full-Time Freshmen 6-County Area

	Fall 2009	Fall 2010	Fall 2011
Applied Total	1190	1320	1312
Non-Traditional	193	162	146
Minority	---	499	624
Admitted Total	842	859	854
Non-Traditional	139	114	121
Minority	---	265	322
Enrolled Total	511	508	506
Non-Traditional	57	38	49
Minority	147	171	175

Table 2 Non-Traditional First-Time Full-Time Freshmen 6-County Area

	Fall 2009	Fall 2010	Fall 2011
Applied Total	193	162	146
Minority	---	59	77
Admitted	139	114	112
Minority	---	45	62
Enrolled Full-Time	57	38	49
Minority	22	13	18

Table 3 Black and Hispanic/Latino Populations in 6-County Region* and at Armstrong

	Bryan	Chatham	Effingham	Liberty	Tattnall	Toombs	Armstrong Fall 2011
Black	15.2%	40.2%	14.0%	41.5%	29.9%	25.7%	23.22%
Hispanic/Latino	5.2%	5.7%	3.1%	10.4%	10.3%	11.3%	5.81%

* U.S. Bureau of the Census, Population Estimates Program (PEP)

Table 4 Enrollments by Full-Time Cohort

	Fall 2009	Fall 2010	Fall 2011
FTFTF	963	1088	1067
Non-Traditional FTFTF	70	46	53
Full-Time Transfers	356	406	434

Table 5 Mean First Term Credit Hours Enrolled by Full-Time Cohort

	Fall 2009	Fall 2010	Fall 2011
FTFTF	13.4	13.3	13.8
Non-Traditional FTFTF	13.1	12.4	12.7
Full-Time Transfers	13.5	13.3	13.4

Table 6 1-Year Retention Rates by Full-Time Cohort

	Fall 2008	Fall 2009	Fall 2010
FTFTF	70.5%	69.8%	65.3%
Non-Traditional FTFTF	68.3%	67.1%	69.6%
Full-Time Transfers	73.2%	69.4%	66.7%

Table 7 6-Year Graduation Rates by Full-Time Cohort

	Fall 2003	Fall 2004	Fall 2005
FTFTF	29.9%	28.3%	31.7%
Non-Traditional FTFTF	17.2%	35.0%	27.9%
Full-Time Transfers	41.2%	47.5%	47.5%

Figure 1 FTFTF 1-Year Retention

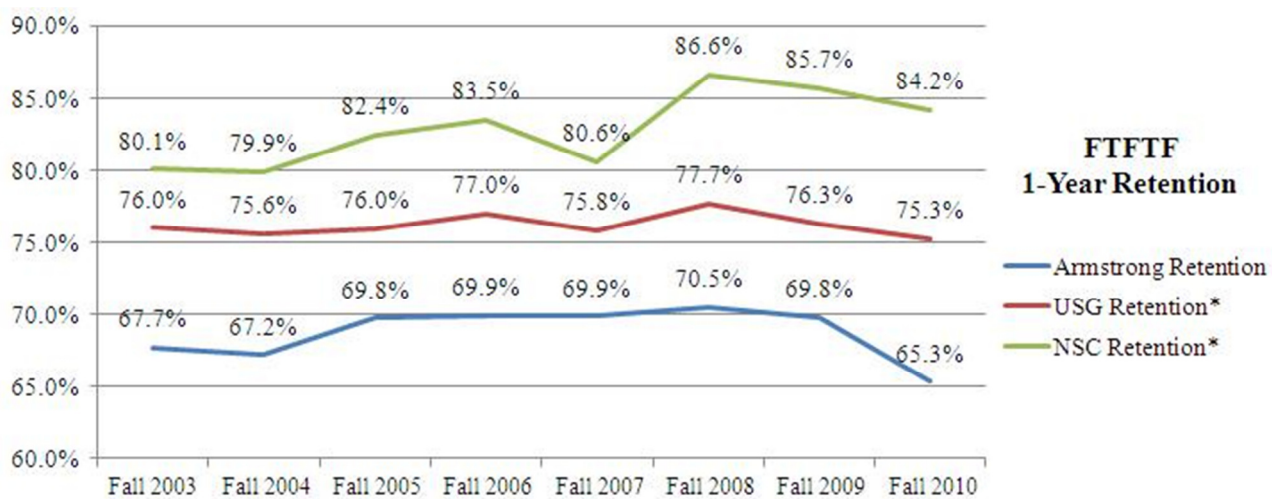
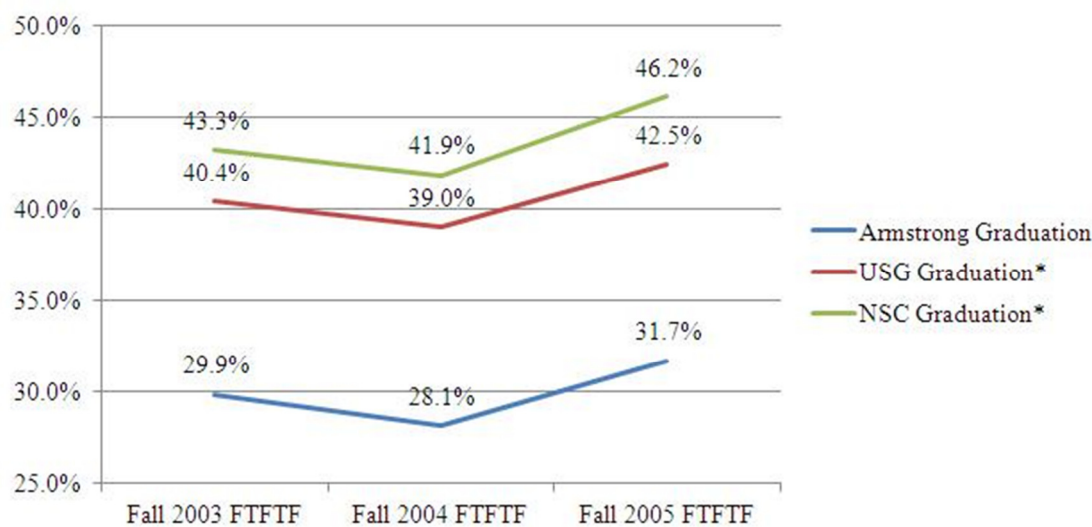


Figure 2 FTFTF 6-Year Graduation



*University System of Georgia and National Student Clearinghouse data

Appendix 3 Additional Supporting Data

Applications Submitted and Applicants Admitted Fall 2010-Fall 2011

	Applications Submitted		Applicants Admitted	
	Fall 2010	Fall 2011	Fall 2010	Fall 2011
Freshmen	3783	3827	2138	2158
Freshmen from 6-County Area*	1320	1312	859	854
Non-Traditional Freshmen	200	165	141	133
Non-Traditional Freshmen from 6-County Area*	162	146	114	121

*Targeted six-county area includes Chatham, Bryan, Effingham, Liberty, Tattnall, and Toombs counties

Undergraduate Degrees Conferred

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Associate	78	86	72	62	52
Baccalaureate	835	901	865	905	828

Undergraduate Degrees Conferred by Entering Student Type**Associate Degrees Conferred**

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Total	78	86	72	62	55
Entered as Freshmen	32	37	33	28	30
% Entered as Freshmen	41.0%	43.0%	45.8%	45.2%	54.5%
Entered as Transfer	38	41	34	31	23
% Entered as Transfer	48.7%	47.7%	47.2%	50.0%	41.8%

Baccalaureate Degrees Conferred

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Total	835	901	865	905	881
Entered as Freshmen	279	304	287	329	356
% Entered as Freshmen	33.4%	33.7%	33.2%	36.4%	40.4%
Entered as Transfer	443	449	453	453	414
% Entered as Transfer	53.1%	49.8%	52.4%	50.1%	47.0%

Armstrong FTFTF Retention and Graduation Summary

1.25% Increase in One-Year Retention

		1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Fall 2003 Cohort n = 663	Enrolled	449	67.7%	348	52.5%	281	42.4%	217	32.7%	138	20.8%	85	12.8%
	Graduated	0	0.0%	0	0.0%	2	0.3%	48	7.2%	143	21.6%	198	29.9%
	Retained	449	67.7%	348	52.5%	283	42.7%	265	40.0%	281	42.4%	283	42.7%
Fall 2004 Cohort n = 771	Enrolled	518	67.2%	365	47.3%	296	38.4%	228	29.6%	121	15.7%	86	11.2%
	Graduated	0	0.0%	11	1.4%	20	2.6%	71	9.2%	172	22.3%	218	28.3%
	Retained	518	67.2%	376	48.8%	316	41.0%	299	38.8%	293	38.0%	304	39.4%
Fall 2005 Cohort n = 678	Enrolled	473	69.8%	342	50.4%	293	43.2%	215	31.7%	133	19.6%	68	10.0%
	Graduated	0	0.0%	8	1.2%	11	1.6%	70	10.3%	158	23.3%	215	31.7%
	Retained	473	69.8%	350	51.6%	304	44.8%	285	42.0%	291	42.9%	283	41.7%
Fall 2006 Cohort n = 722	Enrolled	505	69.9%	383	53.0%	308	42.7%	240	33.2%	125	17.3%	77	10.7%
	Graduated	0	0.0%	8	1.1%	11	1.5%	63	8.7%	162	22.4%	212	29.4%
	Retained	505	69.9%	391	54.2%	319	44.2%	303	42.0%	287	39.8%	289	40.0%
Fall 2007 Cohort n = 753	Enrolled	526	69.9%	395	52.5%	344	45.7%	259	34.4%	136	18.0%	83	11.0%
	Graduated	0	0.0%	14	1.9%	18	2.4%	77	10.2%	186	24.7%	241	32.0%
	Retained	526	69.9%	409	54.3%	362	48.1%	336	44.6%	322	42.7%	324	43.0%
Fall 2008 Cohort n = 808	Enrolled	570	70.5%	400	49.5%	328	40.6%	248	30.7%	130	16.1%	79	9.8%
	Graduated	0	0.0%	17	2.1%	23	2.8%	82	10.2%	187	23.1%	239	29.6%
	Retained	570	70.5%	417	51.6%	351	43.4%	330	40.8%	316	39.2%	318	39.4%
Fall 2009 Cohort n = 963	Enrolled	672	69.8%	491	51.0%	408	42.4%	308	32.0%	162	16.8%	99	10.3%
	Graduated	0	0.0%	15	1.6%	20	2.1%	94	9.8%	224	23.3%	289	30.0%
	Retained	672	69.8%	506	52.5%	429	44.5%	403	41.8%	386	40.1%	388	40.3%
Fall 2010 Cohort n = 1088	Enrolled	711	65.3%	517	47.6%	430	39.6%	325	29.9%	170	15.6%	104	9.6%
	Graduated	0	0.0%	19	1.7%	24	2.2%	102	9.4%	239	22.0%	308	28.3%
	Retained	711	65.3%	536	49.3%	455	41.8%	427	39.3%	409	37.6%	412	37.9%
Fall 2011 Cohort n = 1067	Enrolled	747	70.0%	544	51.0%	452	42.4%	342	32.0%	179	16.8%	110	10.3%
	Graduated	0	0.0%	20	1.8%	26	2.4%	107	10.1%	251	23.6%	323	30.3%
	Retained	747	70.0%	563	52.8%	478	44.8%	449	42.1%	430	40.3%	433	40.6%
Fall 2012** Cohort n = 1078	Enrolled	768	71.2%	559	51.9%	465	43.2%	351	32.6%	184	17.1%	113	10.5%
	Graduated	0	0.0%	20	1.9%	26	2.4%	110	10.2%	259	24.0%	333	30.9%
	Retained	768	71.2%	579	53.7%	491	45.6%	462	42.8%	443	41.1%	446	41.3%
Fall 2013** Cohort n = 1089	Enrolled	789	72.5%	574	52.7%	478	43.9%	361	33.1%	189	17.4%	116	10.6%
	Graduated	0	0.0%	21	1.9%	27	2.5%	113	10.4%	266	24.4%	342	31.4%
	Retained	789	72.5%	595	54.6%	505	46.3%	474	43.5%	455	41.7%	458	42.0%
Fall 2014** Cohort n = 1100	Enrolled	811	73.7%	590	53.7%	491	44.7%	371	33.7%	194	17.7%	119	10.8%
	Graduated	0	0.0%	21	1.9%	28	2.5%	116	10.6%	273	24.8%	351	31.9%
	Retained	811	73.7%	611	55.6%	519	47.2%	487	44.3%	467	42.5%	470	42.8%
Fall 2015** Cohort n = 1111	Enrolled	833	75.0%	606	54.6%	504	45.4%	381	34.3%	199	18.0%	122	11.0%
	Graduated	0	0.0%	22	2.0%	29	2.6%	120	10.8%	280	25.2%	361	32.4%
	Retained	833	75.0%	628	56.5%	533	48.0%	500	45.0%	480	43.2%	483	43.4%
Fall 2016** Cohort n = 1122	Enrolled	855	76.2%	622	55.5%	518	46.1%	391	34.8%	205	18.2%	125	11.2%
	Graduated	0	0.0%	22	2.0%	29	2.6%	123	10.9%	288	25.6%	370	33.0%
	Retained	855	76.2%	645	57.5%	547	48.7%	514	45.8%	492	43.9%	495	44.2%

Fall 2020

Fall 2014** Cohort n = 1100	Enrolled	811	73.7%	590	53.7%	491	44.7%	371	33.7%	194	17.7%	119	10.8%
	Graduated	0	0.0%	21	1.9%	28	2.5%	116	10.6%	273	24.8%	351	31.9%
	Retained	811	73.7%	611	55.6%	519	47.2%	487	44.3%	467	42.5%	470	42.8%

**Based on a 1% Increase in FTFTF Cohort Per Year & a 1.25% Increase in 1-Year Retention Per Year
Source: Armstrong Office of Institutional Research June 18, 2012

Armstrong Full-Time Transfer Retention and Graduation Summary

1.7% Increase in One-Year Retention

		1-Year		2-Year		3-Year		4-Year		5-Year		6-Year		
		<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	
Fall 2003	Enrolled	217	70.5%	147	47.7%	86	27.9%	42	13.6%	25	8.1%	18	5.8%	
Cohort	Graduated	0	0.0%	20	6.5%	66	21.4%	102	33.1%	117	38.0%	127	41.2%	
n = 308	Retained	217	70.5%	167	54.2%	152	49.4%	144	46.8%	142	46.1%	145	47.1%	
Fall 2004	Enrolled	258	71.7%	176	48.9%	105	29.2%	52	14.4%	29	8.1%	12	3.3%	
Cohort	Graduated	0	0.0%	32	8.9%	82	22.8%	126	35.0%	154	42.8%	171	47.5%	
n = 360	Retained	258	71.7%	208	57.8%	187	51.9%	178	49.4%	183	50.8%	183	50.8%	
Fall 2005	Enrolled	228	69.9%	157	48.2%	81	24.8%	41	12.6%	27	8.3%	8	2.5%	
Cohort	Graduated	0	0.0%	28	8.6%	90	27.6%	125	38.3%	140	42.9%	155	47.5%	
n = 326	Retained	228	69.9%	185	56.7%	171	52.5%	166	50.9%	167	51.2%	163	50.0%	
Fall 2006	Enrolled	234	69.6%	154	45.8%	98	29.2%	55	16.4%	35	10.4%	17	5.0%	
Cohort	Graduated	0	0.0%	42	12.5%	82	24.4%	120	35.7%	142	42.3%	160	47.6%	
n = 336	Retained	234	69.6%	196	58.3%	180	53.6%	175	52.1%	177	52.7%	177	52.6%	
Fall 2007	Enrolled	250	74.2%	167	49.6%	88	26.1%	33	9.8%	20	6.1%	10	2.9%	
Cohort	Graduated	2	0.6%	43	12.8%	100	29.7%	153	45.4%	167	49.7%	178	52.8%	
n = 337	Retained	252	74.8%	210	62.3%	188	55.8%	186	55.2%	188	55.7%	188	55.7%	
Fall 2008	Enrolled	233	72.6%	155	48.3%	88	27.4%	42	13.2%	26	8.1%	12	3.9%	
Cohort	Graduated	2	0.6%	47	14.6%	104	32.4%	146	45.4%	164	51.1%	178	55.3%	
n = 321	Retained	235	73.2%	202	62.9%	192	59.8%	188	58.6%	190	59.3%	190	59.2%	
Fall 2009	Enrolled	247	69.4%	178	50.0%	103	28.9%	49	13.9%	31	8.6%	15	4.1%	
Cohort	Graduated	0	0.0%	27	7.6%	84	23.7%	133	37.4%	155	43.4%	170	47.9%	
n = 356	Retained	247	69.4%	205	57.6%	187	52.6%	183	51.3%	185	52.0%	185	51.9%	
Fall 2010	Enrolled	269	66.3%	184	45.4%	106	26.2%	51	12.6%	32	7.8%	15	3.7%	
Cohort	Graduated	2	0.5%	44	10.8%	103	25.4%	154	37.8%	176	43.3%	192	47.3%	
n = 406	Retained	271	66.7%	228	56.1%	210	51.6%	205	50.4%	207	51.1%	207	51.0%	
Fall 2011	Enrolled	292	67.3%	200	46.1%	115	26.6%	56	12.8%	34	7.9%	16	3.8%	
Cohort	Graduated	0	0.0%	45	10.4%	110	25.3%	165	37.9%	189	43.5%	206	47.5%	
n = 434	Retained	292	67.3%	245	56.5%	225	51.9%	220	50.7%	223	51.4%	223	51.3%	
Fall 2012	Enrolled	302	69.0%	207	47.3%	119	27.3%	57	13.1%	35	8.1%	17	3.9%	
Cohort	Graduated	0	0.0%	47	10.7%	114	26.0%	170	38.9%	195	44.6%	214	48.7%	
n = 438	Retained	302	69.0%	254	57.9%	233	53.2%	228	52.0%	231	52.7%	230	52.6%	
Fall 2013	Enrolled	313	70.7%	214	48.4%	124	27.9%	60	13.4%	37	8.3%	18	4.0%	
Cohort	Graduated	0	0.0%	49	11.0%	118	26.6%	176	39.8%	202	45.7%	221	49.9%	
n = 443	Retained	313	70.7%	263	59.4%	242	54.5%	236	53.3%	239	54.0%	239	53.9%	
													Fall 2020	
Fall 2014	Enrolled	324	72.4%	222	49.6%	128	28.6%	62	13.8%	38	8.5%	18	4.1%	
Cohort	Graduated	0	0.0%	50	11.2%	122	27.2%	182	40.8%	209	46.8%	229	51.2%	
n = 447	Retained	324	72.4%	272	60.8%	250	55.8%	244	54.6%	247	55.3%	247	55.2%	
Fall 2015	Enrolled	335	74.1%	229	50.7%	132	29.3%	64	14.1%	39	8.7%	19	4.2%	
Cohort	Graduated	0	0.0%	52	11.5%	126	27.9%	189	41.8%	216	47.9%	237	52.4%	
n = 452	Retained	335	74.1%	281	62.2%	258	57.2%	252	55.8%	256	56.6%	255	56.5%	
Fall 2016	Enrolled	346	75.8%	237	51.9%	137	30.0%	66	14.4%	41	8.9%	19	4.2%	
Cohort	Graduated	0	0.0%	54	11.7%	130	28.5%	195	42.7%	223	49.0%	244	53.6%	
n = 456	Retained	346	75.8%	290	63.7%	267	58.5%	260	57.1%	264	57.9%	264	57.8%	

**Based on a 1% Increase in Full-Time Transfer Cohort Per Year & a 1.7% Increase in 1-Year Retention Per Year

Source: Armstrong Office of Institutional Research August 9, 2012

Armstrong FTFTF Non-Traditional Retention and Graduation Summary

1.6% Increase in One-Year Retention

		1-Year		2-Year		3-Year		4-Year		5-Year		6-Year	
		n	%	n	%	n	%	n	%	n	%	n	%
Fall 2003 Cohort	Enrolled	19	65.5%	12	41.4%	7	24.1%	4	13.2%	2	10.3%	1	3.4%
	Graduated	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
n = 29	Retained	19	65.5%	12	41.4%	7	24.1%	4	13.2%	2	10.3%	1	3.4%
Fall 2004 Cohort	Enrolled	22	55.0%	6	15.0%	7	17.5%	5	12.5%	2	5.0%	1	2.5%
	Graduated	0	0.0%	9	22.5%	9	22.5%	11	27.5%	14	35.0%	14	35.0%
n = 40	Retained	22	55.0%	15	37.5%	16	40.0%	16	40.0%	16	40.0%	15	37.5%
Fall 2005 Cohort	Enrolled	21	48.8%	13	30.2%	9	20.9%	7	16.3%	2	4.7%	1	2.3%
	Graduated	0	0.0%	4	9.3%	5	11.6%	8	18.6%	12	27.9%	12	27.9%
n = 43	Retained	21	48.8%	17	39.5%	14	32.6%	15	34.9%	14	32.6%	13	30.2%
Fall 2006 Cohort	Enrolled	24	61.5%	19	48.7%	13	33.3%	10	25.6%	5	12.8%	2	4.8%
	Graduated	0	0.0%	3	7.7%	4	10.3%	6	15.4%	10	25.6%	11	28.5%
n = 39	Retained	24	61.5%	22	56.4%	17	43.6%	16	41.0%	15	38.5%	13	33.3%
Fall 2007 Cohort	Enrolled	28	48.3%	18	31.0%	15	25.9%	7	12.1%	3	4.8%	1	1.8%
	Graduated	0	0.0%	4	6.9%	6	10.3%	10	17.2%	14	23.6%	14	24.6%
n = 58	Retained	28	48.3%	22	37.9%	21	36.2%	17	29.3%	16	28.3%	15	26.4%
Fall 2008 Cohort	Enrolled	28	68.3%	17	41.5%	13	31.7%	9	21.3%	3	8.4%	1	3.1%
	Graduated	0	0.0%	5	12.2%	8	19.5%	11	27.5%	16	38.6%	17	40.5%
n = 41	Retained	28	68.3%	22	53.7%	21	51.2%	20	48.7%	19	47.0%	18	43.6%
Fall 2009 Cohort	Enrolled	46	65.7%	22	31.4%	17	23.9%	11	16.0%	4	6.3%	2	2.4%
	Graduated	1	1.4%	11	15.7%	13	19.3%	18	25.3%	24	33.7%	25	35.1%
n = 70	Retained	47	67.1%	33	47.1%	30	43.2%	29	41.3%	28	40.0%	26	37.5%
Fall 2010 Cohort	Enrolled	32	69.6%	18	40.1%	14	30.5%	9	20.5%	4	8.1%	1	3.0%
	Graduated	0	0.0%	6	12.5%	8	17.0%	11	24.7%	16	35.4%	17	37.2%
n = 46	Retained	32	69.6%	24	52.6%	22	47.5%	21	45.2%	20	43.5%	19	40.2%
Fall 2011 Cohort	Enrolled	36	67.9%	21	39.1%	16	29.8%	11	20.0%	4	7.9%	2	2.9%
	Graduated	0	0.0%	6	12.2%	9	16.6%	13	24.1%	18	34.6%	19	36.3%
n = 53	Retained	36	67.9%	27	51.4%	25	46.4%	23	44.1%	23	42.5%	21	39.3%
Fall 2012** Cohort	Enrolled	38	69.5%	22	40.0%	16	30.5%	11	20.4%	4	8.1%	2	3.0%
	Graduated	0	0.0%	7	12.5%	9	17.0%	13	24.7%	19	35.4%	20	37.2%
n = 54	Retained	38	69.5%	28	52.5%	26	47.5%	24	45.1%	23	43.5%	22	40.2%
Fall 2013** Cohort	Enrolled	38	71.1%	22	41.0%	17	31.2%	11	20.9%	4	8.3%	2	3.1%
	Graduated	0	0.0%	7	12.8%	9	17.4%	14	25.2%	20	36.2%	21	38.0%
n = 54	Retained	38	71.1%	29	53.8%	26	48.6%	25	46.2%	24	44.5%	22	41.1%
Fall 2014** Cohort	Enrolled	40	72.7%	23	41.9%	18	31.9%	12	21.4%	5	8.4%	2	3.2%
	Graduated	0	0.0%	7	13.1%	10	17.8%	14	25.8%	20	37.0%	21	38.9%
n = 55	Retained	40	72.7%	30	55.0%	27	49.7%	26	47.2%	25	45.5%	23	42.0%
Fall 2015** Cohort	Enrolled	41	74.3%	24	42.8%	18	32.6%	12	21.9%	5	8.6%	2	3.2%
	Graduated	0	0.0%	7	13.4%	10	18.2%	15	26.4%	21	37.8%	22	39.8%
n = 55	Retained	41	74.3%	31	56.2%	28	50.8%	27	48.2%	26	46.5%	24	43.0%
Fall 2016** Cohort	Enrolled	43	75.9%	24	43.7%	19	33.3%	13	22.3%	5	8.8%	2	3.3%
	Graduated	0	0.0%	8	13.7%	10	18.6%	15	27.0%	22	38.7%	23	40.6%
n = 56	Retained	43	75.9%	32	57.4%	29	51.9%	28	49.3%	27	47.5%	25	43.9%

Fall 2020	
2	3.2%
21	38.9%
23	42.0%

**Based on a 1% Increase in FTFTF Non-Traditional Cohort Per Year & a 1.7% Increase in 1-Year Retention Per Year
 Source: Armstrong Office of Institutional Research June 25, 2012