East Georgia State College
Campus Completion Plan
August 22, 2012

Executive Summary

East Georgia State College (EGSC) has adopted the following institutional goal, progression steps and target levels of attainment, as described in the Appendix, to guide its college completion efforts:

Goal: EGSC will implement a comprehensive college success program that enables all its students to achieve their academic goals with minimum delay and expense.

Step 1: Transition students smoothly to college. Increase proportion of academically prepared students, while maintaining an access mission.

Step 2: Promote optimal student choices. Provide an environment that clarifies student choices while improving their ability to make sound, informed decisions.

Step 3: Ensure students attain individual academic goals. Increase proportion of students who graduate fully prepared to take the next step on their journeys.

EGSC has a number of programs in place that contribute to college completion and will evaluate, adjust, and expand those programs. In addition, aggressive new initiatives will be established.

One new key initiative is the introduction of Academic Centers for Excellence (ACE) in both Swainsboro and Statesboro Fall Semester 2012. In Swainsboro, library space was repurposed to produce a Learning Commons where students receive a wide variety of academic services, including tutoring, academic advisement, and diagnostic testing. By design, ACE will be the hub for a number of our initiatives. The Centers will be guided by a professional team including a Director of Learning Support, Director and Assistant Director of Advisement, learning support tutors and part-time academic advisors.

In order to achieve the above goal and assist students in completing the three critical steps described above, the following initiatives will be implemented:

- Establish a high school partnership program;
- Create new summer programs: A Jump Start Academy and an Intensive Academic Program;
- Restructure learning support delivery to facilitate early exit;
- Provide supplemental instruction and support for key gateway courses;
- Expand residence hall learning/living communities;
- Incorporate emerging technology to enhance delivery of face-to-face and online courses;
- Promote improved student decision-making through critical thinking (Quality Enhancement Plan);
- Deepen student engagement through expanded service opportunities (service seal of distinction);
- Provide Associate of Arts degrees to Statesboro students (pending approval);
- Create new educational opportunities for military and reverse-transfer students;
- Refine EGSC's early warning system and integrate that system into ACE;
- Establish new programs of study to inspire student interest and meet workforce needs;
- Further enhance collaborative relationships with other higher education institutions, particularly sister institutions in the USG and TCSG.

East Georgia State College
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I.   Institutional Mission and Strategic Positioning

EGSC's mission focuses on providing access to higher education. Recognizing this critical importance, EGSC held a series of priority-setting sessions in Spring 2012. From this participatory process, EGSC's contribution to Complete College Georgia was established as its top FY 2013 priority. A CCG team was formed to develop this plan and is composed of stakeholder representatives, including the vice presidents for academic affairs, student affairs, and business affairs; two of the three academic division chairs; the directors of learning support, EGSC Statesboro, admissions, counseling, and financial aid; three faculty representing the three academic divisions; and two students. Additionally, the position description of each EGSC employee was updated to include the significance and responsibility of individual contributions to the College's plan.

II.   Goals and Data Analysis

Based upon an analysis of data furnished by the USG for the March CCCP Summit, three steps to achieving student success are presented later in this section. Targets for demographically defined cohorts that contribute significantly to the composition of EGSC's student population will also be established for each step. Further, strategies enabling EGSC to reach these targets are presented.

Analysis of USG Complete College Data

An analysis of the USG Complete College data reveals important aspects of recent student success at EGSC and is presented below by selected student cohorts from Fall 2005 and 2007.

Fall 2005 Cohort (Retention/Graduation/Transfer): The three year overall graduation rate for the Fall 2005 Cohort was 7.31 percent, while the four year rate was 9.51 percent. In both cases, the graduation rates were higher for females and lower for males. In contrast, the overall transfer out rate for Fall 2005 first-time entry students who enrolled in a four-year institution by August 31, 2009 was 60.15 percent for full-time students, with all demographic categories having sufficient data to be analyzed showing rates above 50 percent. Since 60 percent of the College's student population attends EGSC Statesboro, graduation rates are depressed while transfer rates are increased, largely because of the unavailability of associate degrees at East Georgia State College Statesboro.

Table 1 first shows the percentage of full-time and part-time students in the Fall 2005 Cohort who were either retained or transferred through Spring semester 2007. Table 2 then shows the percentage of full-time students in that same cohort who were retained, transferred, or graduated from Fall semester 2007 through Spring semester 2009.

Table 1: Fall 2005 Cohort Retention/Transfer Rates through Spring 2007

Full-time	Semester	Part-Time
84.8%	Spring 2006	75.4%
54.7%	Fall 2006	45.9%
39.5%	Spring 2007	36.1%

Table 2: Fall 2005 Cohort Retention/Transfer/Graduation Rates through Fall 2008

Full-time	Semester
22.3%	Fall 2007
19.4%	Spring 2008
14.1%	Fall 2008
12.1%	Spring 2009

Table 1 shows a marked decline of students retained in the USG from Fall 2005 to Fall 2006. By way of comparison, Table 2 shows a more gradual decline for students remaining in the USG.

Fall 2007 Cohort (Remediation): In the area of remediation, 51.6 percent of the College's Fall 2007 Cohort was required to take learning support, and of these students, 52.1 percent successfully completed learning support courses. Also for the Fall 2007 Cohort, 48.3 percent of students completed at least one college level math and English course within two academic years of entry. In Table 3 below, learning support and initial college course completion data are presented for the Fall 2007 Student Cohort broken down by categories relevant to the College's student population (race and Pell Grant recipients).

Table 3: Fall 2007 Cohort Remediation Success Rates

Remediation Required	Remediation Successful	Fall 2007 Cohort	Completed Math/English
68.3%	43.9%	Black (non-Hispanic) students	39.0%
44.0%	59.7%	White (non-Hispanic) students	53.8%
61.5%	49.0%	Pell grants recipients	45.4%

Table 3 indicates that majority students do better in remediation than minority students and students receiving Pell Grants.   In addition, for the Fall 2007 Cohort, 30.07 percent of full-time students completed 24 credit hours within their first academic year, while 38.27 percent of part-time students completed 12 credit hours within their first academic year.

How Data Impacts Campus Plan: The USG data shows that the majority of entering students at EGSC are underprepared for college. The USG data also shows a significant difference in the success rates experienced by black and white students who require remediation, as well as important differences in graduation rates between male and female students. In addition, the retention/transfer rate for the Fall 2005 cohort declines substantially after Spring semester 2006. As a result, the College's Campus Completion Plan will focus on increasing the proportion of its students who are college ready, who clearly define and purposely pursue their academic goals, and who depart EGSC with the credentials appropriate for advancing their personal goals.

Campus Strengths: Although EGSC is currently experiencing modest declines in enrollment for the Summer and Fall semesters of 2012, EGSC has experienced significant annual enrollment growth since Fall 2004, both in Swainsboro and Statesboro. New facilities and expanded student services were added to support this growth. Full-time faculty are dedicated to teaching and account for over 70 percent of the course sections taught. In addition, the College has aggressively enhanced its online program and is scheduled to transition to Desire2Learn for Fall Semester 2012 and to Degree Works for Spring Semester 2013.

Campus Challenges: As an access institution, EGSC's primary challenge in both Swainsboro and Statesboro is providing an underprepared student population with the necessary tools to succeed academically. Therefore, the College must organize its academic and student support resources to engage each student based on individual levels of preparation.

Student Cohort Targets

To assess the College's progress toward achieving its college completion institutional goal, annual targets are presented in the plan's appendix (A1 and A2) for the following four most significant student demographic cohorts that the College serves in Swainsboro and Statesboro. The targets are expressed as three-year rolling averages as recommended by the USG Metrics Working Group.
- Black, non-Hispanic, Females
- Black, non-Hispanic, Males
- White, non-Hispanic, Females
- White, non-Hispanic, Males

The College expects to add targets for Hispanic students as the Hispanic proportion of its student population increases. For Fall semester 2011, only 1.5 percent of the College's student population was Hispanic.

The annual evaluation of the College's progress toward meeting its targets will include analysis of full-time versus part-time status, campus location, and use of financial aid.

Implementation Steps

To support EGSC's institutional goal of implementing a comprehensive program that enables all students to achieve their academic goals with minimum delay and expense, the College will focus on three critical steps to ensure college success: the transition to college work, making optimal choices based on identified goals, and successfully achieving those goals. The Academic Centers for Excellence (ACEs) are expected to have significant impact on each of these steps.

STEP 1 *Transition Smoothly to College*. To continuously increase the proportion of academically prepared students enrolling in EGSC while maintaining an access mission, the following initiatives will be implemented:
- High school partnership program
- Supplemental support for gateway courses
- Restructure learning support delivery
- Expand residence hall learning/living communities

Annual percentage targets for successful completion (grade of "C" or better) of first college level math and English courses in the initial year of enrollment will be used to assess the achievement of Step 1. These targets are listed in the Appendix, Table A1 on page A1.

STEP 2 *Make Optimal Choices*: The following strategic initiatives will be used to provide an environment that clarifies student choices while improving students' ability to make sound, informed decisions, including course selection.
- Focus on critical thinking (Quality Enhancement Plan)
- Expand residence hall learning/living communities
- Deepen student engagement through expanded service opportunities (Seal of Distinction)
- Supplement instruction and support for gateway courses
- Incorporate emerging technology to enhance delivery of face-to-face and online courses
- Create new educational opportunities for military and reverse-transfer students

Annual percentage targets will include completion benchmarks for 15 and 30 credit hours. In addition, there are targets for the one-year retention rate. These targets are listed in the Appendix, Tables A2 and A3 on page A1 and Table A4 on page A2.

STEP 3 *Achieve Academic Goals*: The following strategic initiatives will be used to increase the proportion of students who graduate and leave EGSC fully prepared to take the next step on their journeys.
- Focus on critical thinking (Quality Enhancement Plan)
- Deepen student engagement through expanded service opportunities (Seal of Distinction)
- Establish new programs of study to inspire student interest and meet workforce needs
- Expand associate degree options for Statesboro students (pending approval)
- Enhance collaborative relationships with other higher education institutions, particularly sister institutions in the USG and TCSG

Annual percentage targets for the associate level will include average total hours earned upon completion, ratio of hours successfully completed to hours attempted, three-year graduation rate, and the number of associate of arts degrees awarded. Similar targets for the baccalaureate level will be added after the College completes its operational transition to state college status. These targets are listed in the Appendix, Tables A5, A6, A7 and A8 on page A2.

As an access institution with historically high transfer rates, EGSC supports the recognition of transfer as a successful student outcome by Complete College America and Complete College Georgia. However, the implementation of two changes in FY 2013 may contribute to an overall decrease in transfer rates for EGSC: (1) the availability of an associate of arts degree for Statesboro students, and (2) the expansion of baccalaureate degree programs for Swainsboro students. Therefore, the impact of these two factors must be studied in greater detail before establishing targets for transfer rates.

Initiatives

To achieve its institutional completion goal, EGSC will implement a number of strategic initiatives to increase student success. These initiatives include:

- Establish a high school partnership program with local high schools to assist students in developing college-ready reading, English and math skills, and planning for college entry and success;
- Introduce a Jump Start Academy, offering students the opportunity to advance their academic success by taking core credit classes during summer in combination with enhanced academic assistance;
- Restructure learning support (LS) delivery to provide co-requisite credit courses for reading and English LS courses, expanded instructional delivery for students taking math LS courses, modular LS classes, and pioneering alternative LS and initial college credit math courses for non-STEM majors in collaboration with the Carnegie Foundation's Quantway Project;
- Provide supplemental instruction and support for Gateway courses that are identified as obstacles to student success;
- Expand residence hall learning/living communities;
- Incorporate emerging technology to enhance delivery of face-to-face and online courses;
- Refine EGSC's early warning system and integrate that system into ACE;
- Improve student decision-making skills through a Core Curriculum Area B Introduction to Critical Thinking course and the formal integration of critical thinking into an expanding range of other Core Curriculum courses as guided by the College's Quality Enhancement Plan (QEP);
- Deepen student engagement through expanded service opportunities that connect academic learning with the development of life skills with recognition through a Service Seal of Distinction granted upon graduation;
- Seek USG and SACSCOC approval to provide EGSC Statesboro students the access and opportunity to earn an Associate of Arts degree;
- Create new educational opportunities for military students and establish points of contact;
- Develop alternative scheduling;
- Develop degree completion and monitoring program and reverse transfer programs to improve access and opportunity to traditionally underserved students;
- Investigate collaborative and independent opportunities for new programs of study to inspire student interest and meet workforce needs, such as associate and bachelor degrees in nursing, fire science, middle grades sciences and math education;
- Further enhance collaborative relationships with other higher education institutions, particularly sister institutions in the USG and TCSG.

Analyze Additional Data

The data for several of the metrics recommended by the USG Working Group as well as other metrics used by the College to track student success will be generated internally. However, consistent with the EGSC's historically high transfer rates, the College will seek to develop a broader perspective of its student successes once they leave. EGSC will draw from USG data and National Student Clearinghouse (NSC) StudentTracker reports. As noted in the NSC Research Center's Signature Report 2: Transfer and Mobility, mobile students should become the unit of analysis and institutions should be viewed as the stepping stones for diverse educational paths. This approach underscores the cooperative nature of reaching the goal of 250,000 additional Georgia graduates by the year 2020.

III.   Strategies and Objectives

Partnerships with P-12

EGSC has partnership programs with P-12 school systems throughout its service area primarily located within the "golden triangle" connecting Macon, Augusta, and Savannah. Partnerships include: ACCEL, Early and dual enrollment opportunities, PREP, Rising 8th grader prep program, Second Grade Experience, Magnolia Midlands Georgia Youth Science and Technology Center (GYSTC), student sponsored tutoring programs, and high school counselor workshops.

EGSC will enhance local community outreach provided through the Fulford Community Learning Center with programs such as SAT prep, reading and math tutoring.

The GYSTC office will relocate to the Fulford Community Learning Center and Planetarium during Fall 2012, and its coordinator will operate under the Fulford Center's direction. Sharing similar missions, this move facilitates a new partnership and allows strategic coordination of activities between the two Centers.

EGSC is a participant in the Governor's REACH program, providing scholarships and mentoring to potential 'high risk' students.

Two new summer programs have been implemented as part of the CCP. Along with existing programs, these two new programs should have a positive impact on applicant preparedness and student retention.

(a) The Jump Start Summer Academy: Intensive academic assistance including advisor, tutor and instructor participation.
(b) The Intensive Academic Program (IAP): Intensive preparatory assistance directed at successful COMPASS testing.

Improving Access and Completion for Students Traditionally Underserved

Currently, 60 percent of EGSC students do not have the opportunity to complete an associate degree. EGSC Statesboro students are only provided learning support classes, classes to make up their Regents' High School Curriculum deficiencies, and classes in Areas A, C, and E of the Core. With the addition of a few selected courses, EGSC Statesboro students can have access to the associate of arts degree. If approved, this additional degree has the potential to more fully prepare students for transfer and double our graduation rate.

The CCP will also focus on creating new educational opportunities for our military though a concerted outreach program to each military base or unit in our service area that includes regularly scheduled visits and a designated EGSC contact for veterans.

Since a substantial number of working students attend EGSC, access will be extended to meet the needs of nontraditional adult and part-time students through the development of alternative scheduling that will replace traditional 8AM to 2PM class schedules, including the use of short sessions.

EGSC's online courses and programs are extremely popular. Based on student requests, we plan to expand beyond the current programs in psychology, sociology, and general studies to include learning support, business, and criminal justice classes. At the same time, we are experiencing a greater withdrawal rate from online classes than in traditional face-to-face classes. We will consider restructuring the delivery of online classes to address this obstacle for student success.

Most of our students would be classified as at-risk students, to include first generation and students with disabilities, so a comprehensive academic advising program is critical for student success. With the addition of an Academic Advisement Center in the ACE, we expect to see the quality of advisement significantly enhanced.

Approximately 80 percent of EGSC students are collecting some form of financial aid. It appears to drive enrollment in some summer semesters and will continue to be important. Expanded financial aid counseling and mentoring will be available for at-risk students.

Shorten Time or Credits to Degree

Along with continuing our current practice of promoting graduation in two years and taking 15 credit hours each semester, an active integrated degree completion monitoring and promotion program will begin to identify students who are close to graduation and offer advisement for these students regarding their options to complete coursework at EGSC or to reverse-transfer courses back to EGSC after transferring to another institution. We will develop a reverse transfer program with Georgia Southern University which will expand on existing efforts with transfer students; this program will serve as a model for expansion to other USG institutions. Discussions are also in process to expand current 2+2 programs with Georgia Southwestern State University to provide our students access to additional four-year online programs.

Excellent academic advisement is a key factor in student success and for completing a degree in the shortest time possible. EGSC provides annual basic advisement training to new and current faculty, and DegreeWorks will be instituted to assist with EGSC's academic advising program.

Restructuring Instructional Delivery

A key component of the College's CCP strategy is to redesign and restructure face-to-face and online courses to augment student success. Depending on the course and the department, various approaches will be taken to facilitate and enhance student learning to the greatest extent possible. During Fall Semester 2012, each academic division will form instructional communities to share ideas, approaches, and content. Instructors will explore multiple teaching methods to optimize learning USG also provides many excellent faculty development opportunities that we plan to utilize.

We will also explore the feasibility of establishing a *Center for Teaching, Learning, and Scholarship* (CTLS) to fully support our instructional communities.

In restructuring on-line courses, EGSC believes that emerging technologies allow the instructor and students to communicate more effectively and provide learning resources quickly and efficiently. EGSC has developed a reputation for providing "Education with a Personal Touch." Our goal is to use emerging technology and other innovative techniques to make online instruction equivalent to face-to-face teaching.

Initial Efforts: EGSC faculty have been experimenting with new ways to restructure delivery. We will expand our use of instructional material that is available anywhere, anytime using tablet PCs and video production software. Instructors have produced several hundred short, concise videos to address areas in which students struggle, and are accessible online to students 24/7.

Flipping the Classroom: As reported by the Center for Digital Education, "Students increasingly expect a classroom experience that helps them develop knowledge for themselves, not just passively receive one-dimensional information." We will "flip the classroom" by enabling students to view short module videos of lectures online and then to come to class ready to discuss the material, work problems, and explore the ideas in more detail. Instructors will develop videos collectively and share the lectures to improve efficiency. Each instructional community will decide how the modules are to be produced and shared. Short 1-4 minute instructional videos on how to work or approach a homework problem or discussion topic have already proven to be beneficial at EGSC. Access to this material anywhere, anytime, has been received very positively by students.

EGSC Gateway Courses: EGSC determines its gateway courses annually. Usually the traditional gateway courses (math, science, English, accounting, learning support, etc.) are identified, but occasionally other courses appear with low success rates. We will expand our efforts to improve the success rates in the traditional and locally-identified gateway courses.

Alternative Scheduling of Courses: EGSC will begin a program of short sessions running from 4 to 7 ½ weeks within the regular semester to isolate and accelerate course material. The courses may be connected.

<u>Online Courses</u>: At EGSC and elsewhere nationally, the success rates in online classes are very low, in part because of a substantial percentage of "W's" in online classes. Improving instructional delivery in these very popular courses will substantially increase the overall college success rates.

Transforming Remediation

To transform remediation consistent with the Complete College initiative, EGSC plans to take bold steps that will encourage students to move forward quickly and allow them to achieve success early in their college experience. One of the most important proposals is to allow students to begin taking college level courses as quickly as possible when evidence from diagnostic testing supports this route.

<u>Reducing LS Courses to One Per Area:</u> Currently EGSC offers only the 0099 courses in reading, English, and math. This change was made when data confirmed that students placed into the lowest levels are able to progress much faster with encouragement and enhanced instruction. The most successful data came from the math area. In Fall 2010, when the new policy was implemented, 161 more lower-level students were able to exit LS Math, a 142.5 percent increase. Also, the success rate of the Math 1111 students in spring of 2011 increased from the previous spring, a good indication that the students who were exiting sooner did not reduce the overall success rate.

<u>Development of MLCS (Math Literacy for College Students)</u>: In Fall 2010, EGSC received a grant from the Carnegie Foundation for development of a new learning support math course for students not planning to major in STEM disciplines. The USG approved EGSC as one of three colleges in the System to pilot MLCS 0099. Students completing MLCS 0099 are able to enter college level courses Math 1001 (Quantitative Reasoning) and then Math 1121 (Intro to Statistics). They are not required to take the COMPASS as the learning support exit requirement. So far, this approach has worked very well at EGSC. The success rate of our students in MLCS 0099 has averaged 75 percent compared to a success rate of about 33 percent for students taking Math 0099 for the first time.

New research shows that several approaches move students through remediation and toward graduation more quickly than the current learning support model. A co-requisite course model is proposed since EGSC has a limited number of sections of LS courses and gateway college credit courses in reading-based disciplines and English. For math, which is more sequential, an alternative approach is presented.

<u>Co-Requisite Courses</u>: Some students placing into learning support English may take the ENGL 0099 course simultaneously with the gateway course, ENGL 1101. The program will be limited to students with adequate COMPASS writing (English) scores. Similarly, some students placing into READ 0099 may be allowed to take a prescribed co-requisite course.   Students will receive college credit for the co-requisite courses and institutional credit for the LS courses.

<u>Alternative Approach in Math</u>: Students with a high enough COMPASS score can bypass traditional learning support and take a gateway course with an additional two hours of instruction per week. These students can complete MATH 1111 or Math 1001 with this additional instructional time. The LS student will be allowed to take the COMPASS exit exam to satisfy the USG LS exit requirements.

<u>Diagnostic Testing</u>: The new ACE will have Pearson's MyFoundationsLab (MFL) and MyMathTest (MMT) which includes diagnostic testing. These tests will allow the ACE staff to assess the student's strengths and weaknesses to provide an instructional program for success.

<u>Modular Learning Support Courses</u>**:** Instructors in learning support may choose to organize their learning support course around modules. In a modular approach, students will work at their own pace through various skills modules. Those who have completed the modules through a designated level and have satisfied the instruction through other assignments may be allowed to take the exit COMPASS early, prior to the end of a term.   At the same time, the LS course may decrease in size as some of the stronger students test out. This provides more individual time for the instructor to work with remaining students.

<u>Faculty Development</u>: Faculty will develop practices and methodologies for course redesign through the new Center for Teaching, Learning and Scholarship. Instructors may apply for Faculty/Staff Development funds to

deliver presentations on course redesign at conferences where they can also gather information on best practices from other institutions. Finally, EGSC will explore the possibility of hosting a mini-conference calling for papers specifically dealing with course redesign.

<u>Learning/Living Communities</u>: In Fall 2011 EGSC found the percentage of students in learning support living in on-campus housing exceeded the percentage of students in learning support for the entire College by about 20%. Also, a study of the five-week grades found that students living in on-campus housing improved their grade at a rate of 10% greater than the average student at EGSC. This is attributed to the formation of study groups and review sessions for selected classes, including learning support. Learning/Living Communities in on-campus housing will be expanded to increase the program's effectiveness by implementing it earlier in the semester.

<u>The Academic Center for Excellence (ACE)</u>: The ACE will replace the existing Academic Instruction and Resource (AIR) Center in Fall 2012. The ACE Coordinator and a cohort of part-time faculty tutors and student tutors will be working in the expanded facility. Tutors will assist students with preparing for tests, writing papers, completing MyFoundationsLab and MyMathLab, and other homework assignments. The ACE personnel, the Director of Learning Support, the Director of Advisement, and instructors of learning support, co-requisite, and alternative courses will all work together to offer assistance to learning support students.

IV.   Planning and Implementation

Partnerships with P-12

The following programs will be continued and will increase in participation level:
- Celebration of Education School annual essay contest co- sponsored with Southeastern Technical College encourages interest in and anticipation of higher educational pursuits
- Second Grade Experience provides on-campus learning and exposure in science, astronomy, art, physical fitness and health
- Post Secondary Readiness and Enrichment Program (PREP) for seventh and eighth graders provides exposure to college and on-campus learning activities
- EGSC student members of Student Professional Association of Georgia Educators (SPAGE) mentor high school students
- EGSC student athletes mentor second and third graders through reading events
- REACH Scholarship and mentoring opportunities with high risk students to increase their successful pursuit of higher education in the future.
- GYSTC fosters an interest in the sciences by bringing curriculum to the local area school systems. This program will be relocated to the Fulford Community Learning Center and Planetarium Fall 2012 and will be supervised by the Fulford Center's director, a strategic move that facilitates coordination of activities between the two Centers.
- The Fulford Community Learning Center provides tutoring for testing, reading, writing, math, and general educational programs.

The College has had preliminary discussions with local school systems to implement COMPASS testing for students prior to their completion of high school. This program will begin Spring 2013 for 12th graders. Based on experience gained from unsuccessfully offering the JUMP START and the Intensive Academic Program (IAP) in Summer 2012, the College will reintroduce these programs in a new format in Summer 2013.

Improving Access and Completion for Traditionally Underserved Students

EGSC is requesting approval from the USG and SACSCOC to offer students in Statesboro associate of arts degrees in general studies, psychology, and sociology. EGSC contacts for our military outreach program will be appointed in Fall 2012 and will include an Administrative Point Person; special academic advisors; a Veterans Benefits Specialist in the Financial Aid Office; a contact in the Admissions Office; and a Veterans Recruiter who develops contacts with retired military organizations (VFW, American Legion, etc.).

To expand access, we will add more late evening, early morning and late-afternoon classes, and one day per week classes starting Spring 2013. To be successful, a wide variety of student services must be available including extended evening hours for ACE and support offices such as Financial Aid, Admissions, Records and Business. This will improve access and understanding of the college process for first generation students.

We will be training our academic advisors and will work through the new Advisement Center to better assess individual student success in online classes. A special orientation program for all online-only students will be conducted, and EGSC will work with faculty to utilize the D2L course management system when it is launched this Fall 2012. All of these actions will contribute to student success.

Shorten Time or Credits to Degree

An active degree completion monitoring and promotion program will begin in Fall 2012. The program will target and notify students at 15, 30, 45, 60 hours of progression toward graduation, to offer encouragement to graduate, and to provide options on how they can graduate.

When EGSC is approved to offer associate of arts degrees in general studies, psychology, and sociology in Statesboro, we will collaborate with Georgia Southern University to develop a reverse-transfer process for students who will benefit from completing an associate degree.

The new ACE will have an Advisement Center as one of its components, staffed with professional advisors to assist students. We will be developing intrusive advising techniques and a program of student, faculty, and staff mentors for at-risk students. EGSC has purchased DegreeWorks (DW), a degree-audit software package, which will be used by faculty advisors, professional advisors, and students to shorten the time to graduate. DegreeWorks will become operational in Spring 2013. During Fall 2012, the Advisement Center staff and the academic advisors will receive DW training.

Restructuring Instructional Delivery

Technology is imperative for course re-structure. The technology for producing high quality videos is improving rapidly, making it usable by instructors without specialized technical expertise. Technology that allows videos and animations to be produced and distributed quickly to meet students' needs anytime, anywhere, has proven to be highly effective as attested by numerous EGSC students. The math/science faculty are being encouraged to share their experiences with video production for use in instruction. For Spring semester 2013, a pilot program will be initiated for faculty to "flip their classroom." In addition, EGSC will hire an instructional designer to support faculty in these efforts.

Each year EGSC will identify gateway courses based on student success rates and develop strategies to increase success rates in those classes. ACE will increase instructional support for improving success in institutional gateway courses. EGSC will actively use early warning grades to target students for success in the gateway courses. EGSC will also pair faculty with proven success strategies with faculty who need improvement. Additional faculty training will be provided, as necessary, in techniques to improve student academic success.

The outcome of restructuring online classes has the potential of substantially increasing student success in those courses, and at college generally. Analysis of successful and unsuccessful online students will begin in Fall 2012 to develop standards for online classes which lead to greater student success. EGSC is considering limiting on-line classes to students who have successfully completed a given number of semester hours and on-line software that can assess the degree of computer literacy prior to students enrolling in on-line classes.

Transforming Remediation

With MLSC 0099 Math Literacy available, it is imperative that EGSC increase enrollment in the Quantway alternative route through LS math. To do this, advisors must encourage students who will not need Math 1111 in their programs to follow the alternative route. An appropriate place to encourage this is in fall advisement training.

The learning support co-requisite program will be developed in Fall 2012 and piloted in Spring 2013. The instructor of co-requisite courses will be the first-line tutor for their students, working both in the ACE and in their offices. In addition, students making rapid progress can test out of the LS course early and devote more time to the co-requisite course, allowing the instructor more time for tutoring assistance.

The alternative approach in math will require modifying of the length and scheduling in the selected math classes, directing the ACE tutorial resources through special referrals, using diagnostic testing for COMPASS review, and increasing interaction of students with the math instructors. To partially offset the extra contact hours, the math instructors in this program will be allowed to use some of their office hours as lab hours.

Beginning in Fall 2012, LS reading and English instructors will incorporate the MyFoundationsLab (MFL) diagnostic test and exercises into their classes, assigning students to complete out-of-class work in the ACE. Learning support math instructors will use MFL and MMT as diagnostic tools and MyMathLab (MML) as an instructional tool.

During the August 2012 fall workshop, faculty were presented with the option of developing modular learning support classes. They will develop the courses in the fall to be delivered on a pilot basis in the spring. If successful, as shown by assessment of the students exiting the program, the course offerings will be expanded.

Beginning in fall 2012, all full-time faculty will be encouraged to use up to 30% of their office hours in the new ACE to assist students in their courses and assist with academic advisement. This time will also be counted as institutional service in progress toward promotion and/or tenure.

A faculty/staff group will be formed in summer 2012 to develop methods for expanding the learning/living communities in student on-campus housing.

V.   Ongoing Feedback and Evaluation

EGSC is currently revising its strategic planning process by adopting a web-based planning environment that will allow decision makers to more effectively integrate departmental goals with institutional goals. The College has adopted the following three institutional goals to guide its strategic planning process.

1. East Georgia State College will implement a comprehensive college success program that enables all its students to achieve their academic goals with minimum delay and expense.
2. East Georgia State College will foster a culture of service through opportunities that allow its students to develop life skills that compliment and reinforce their academic skills.
3. East Georgia State College will be a catalyst for the economic development of its service area.

EGSC's first and most important goal is the college completion goal. The College's other two institutional goals are related to the completion goal. Developing an effective service culture will provide an opportunity for students to mature in a variety of ways. Achievement of the first two institutional goals will serve as a catalyst for the third goal, economic growth of a service area that has been restrained by low rates of post-secondary attainment.

The campus completion institutional goal and implementation strategies described in this plan will determine departmental goals necessary to support campus completion efforts. Success at reaching targets by student cohorts will be tracked as part of the strategic planning process and new targets will be added when appropriate. All of the College's current campus completion targets are presented in tabular form in the following Appendix (A1 and A2), organized by implementation steps.

Table A8 lists graduation targets for the number of associate degrees awarded. These targets represent an increase in excess of 2,000 awards resulting from the strategic initiatives described in this campus completion plan. Through collaborations with its sister institutions in the University System of Georgia and the Technical College System of Georgia, East Georgia State College will work to compound this growth number dramatically.

Notes on Annual Campus Completion Targets

1. For each table, the relevant measure is expressed as a rolling three-year average consistent with the recommendations of the USG Metrics Working Group.

2. The left most column of each table serves as the historical starting point for the projections presented throughout the other columns of the table.

3. The targets for Table A1 through Table A7 are set for first-time, full-time freshmen.

4. Tables A1 through A7 list starting and ending fall semesters in their header rows. For example, the left most column header, 2007-2009, refers to a three year average for the 2007, 2008, and 2009 fall semesters.

5. For Table A8, a three-year rolling average of associate of arts degrees conferred is used as the measure, starting with the average number of degrees actually conferred within the three year period from Fall Semester 2007 and ending with Summer Semester 2010 for the listed cohorts.

6. The projected graduation rates and number of degrees to be awarded as listed in tables A7 and A8 are contingent upon receiving USG approval to award associate of arts degrees to the College's students in Statesboro. These projections would be reduced substantially without this approval.

Table A1: Step 1 – Percent Completion of First Math/English Gateway Courses in One Academic Year

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
21.5	Black Female	21.7	22.0	25.0	28.0	31.0	34.0	37.0	40.0	43.0	46.0
14.0	Black Male	14.1	14.5	17.5	20.5	23.5	26.5	29.5	32.5	35.5	38.5
41.9	White Female	48.6	49.0	52.0	55.0	58.0	61.0	64.0	67.0	70.0	73.0
32.0	White Male	34.7	35.0	38.5	41.5	44.5	47.5	50.5	53.5	56.5	59.5

Table A2: Step 2 – Percent Reach Course Completion 15 hour Benchmark

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
57.6	Black Female	55.7	58.0	61.0	64.0	67.0	70.0	73.0	76.0	79.0	82.0
48.4	Black Male	45.2	48.0	52.0	56.0	60.0	64.0	68.0	72.0	76.0	80.0
76.0	White Female	75.6	76.0	77.5	79.0	80.5	82.0	83.5	85.0	86.5	88.0
68.7	White Male	64.2	66.0	68.0	70.0	72.0	74.0	76.0	78.0	80.0	82.0

Table A3: Step 2 – Percent Reach Course Completion 30 hour Benchmark

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
39.7	Black Female	34.7	38.0	40.0	44.0	48.0	52.0	56.0	60.0	64.0	68.0
32.9	Black Male	29.4	31.0	33.0	37.0	41.0	45.0	49.0	52.0	56.0	60.0
59.3	White Female	59.7	60.0	62.0	64.0	66.0	68.0	70.0	72.0	74.0	76.0
48.4	White Male	44.3	46.0	49.0	52.0	55.0	58.0	61.0	64.0	67.0	70.0

Table A4: Step 2 – One-Year Retention Rate (percent)

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
54.1	Black Female	55.3	51.3	54.0	55.0	58.0	60.0	62.0	64.0	66.0	68.0
49.4	Black Male	49.9	43.4	47.0	50.0	52.0	54.0	56.0	58.0	60.0	62.0
52.7	White Female	52.2	53.0	54.0	56.0	58.0	60.0	62.0	64.0	66.0	68.0
52.1	White Male	50.3	46.7	50.0	52.0	54.0	56.0	58.0	60.0	62.0	64.0

Table A5: Step 3 – Average Total Hours Earned Upon Graduation (AA degree)

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
70.8	Black Female	72.3	72.8	72.0	71.0	70.0	69.0	68.0	67.0	66.0	65.0
70.3	Black Male	69.0	66.5	66.0	65.5	65.0	65.0	65.0	65.0	65.0	65.0
69.0	White Female	68.3	68.6	68.0	67.5	67.0	66.5	66.0	65.5	65.0	65.0
68.1	White Male	67.1	65.8	65.5	65.0	65.0	65.0	65.0	65.0	65.0	65.0

Table A6: Step 3 – Ratio of Hours Successfully Completed to Hours Attempted

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
0.55	Black Female	0.53	0.51	.53	.56	.59	.62	.65	.68	.71	.74
0.49	Black Male	0.45	0.42	.45	.50	.54	.58	.62	.66	.69	.72
0.72	White Female	0.74	0.76	.77	.78	.79	.80	.81	.82	.83	.84
0.65	White Male	0.63	0.62	.63	.65	.67	.69	.71	.73	.75	.77

Table A7: Step 3 – Three-Year Graduation Rate (percent)

2007 2009	Student Cohort	2008 2010	2009 2011	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
2.2	Black Female	2.5	3.0	3.5	4.5	6.0	8.0	10.0	12.0	14.0	16.0
2.0	Black Male	2.5	3.0	3.5	4.5	6.0	8.0	10.0	12.0	14.0	16.0
10.1	White Female	11.0	11.5	12.5	14.0	16.0	17.0	19.0	21.0	23.0	25.0
5.0	White Male	5.5	6.0	7.0	10.0	12.0	14.0	16.0	18.0	20.0	22.0

Table A8: Step 3 – Number of Associate of Arts Degree Awarded

2007 2010	Student Cohort	2008 2011	2009 2012	2010 2013	2011 2014	2012 2015	2013 2016	2014 2017	2015 2018	2016 2019	2017 2020
17	Black Female	19	21	33	41	52	65	81	101	126	158
6	Black Male	6	7	11	15	22	30	42	59	83	116
59	White Female	64	73	105	121	139	160	184	212	244	280
30	White Male	36	38	52	62	75	90	107	129	155	186