GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

Campus Completion Plan for the University System of Georgia Complete College Georgia Initiative

Submitted by: Interim President Paul Jones

August 20, 2012

This report presents Georgia College & State University's (Georgia College) Campus Completion Plan as part of the USG's Complete College Georgia initiative and is organized into the following sections:

I. Process, Goals & Data Analysis

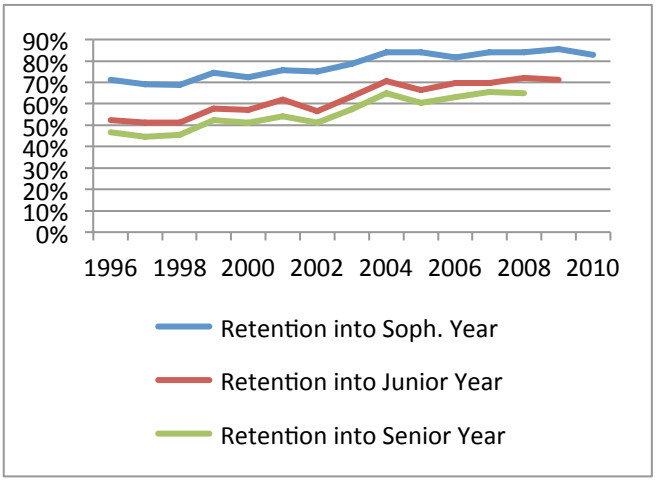
II./III. Strategies & Objectives/Planning & Implementation

IV. Ongoing Feedback/Evaluation

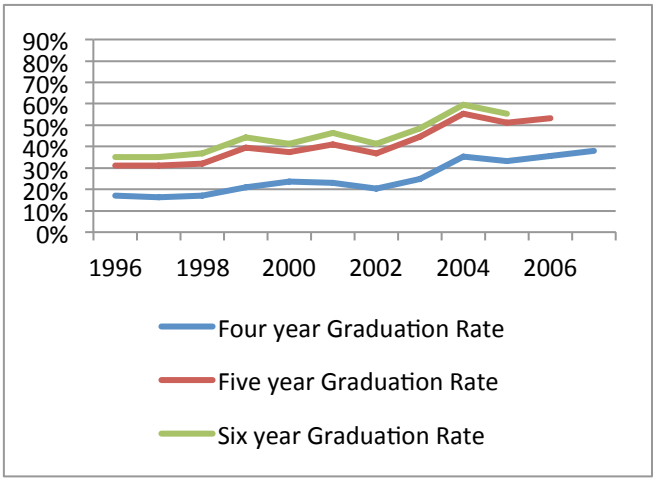
Part I: Process, Goals & Data Analysis

Georgia College is committed to being an integral part of the University System of Georgia's Complete College Georgia (CCG) initiative for creating a more educated state. The CCG Campus Completion Plan at Georgia College was built around its mission as Georgia's designated public liberal arts university in which excellence, engagement, and innovation are essential components of an educational experience that "supports the needs of the region and creates pathways to individual success and personal fulfillment." Since receiving the statewide liberal arts mission in 1996, Georgia College has worked to fulfill its niche by offering a distinctive residential learning environment with innovative teaching that emphasizes "high impact" pedagogies and opportunities for students to engage in learning beyond the classroom. These opportunities, e.g. service learning, study abroad, undergraduate research, internships, and civic engagement, reinforce the learning experience and create the types of engagement that research has shown[1] lead to higher rates of retention and graduation. A member of the Council of Public Liberal Arts Colleges (COPLAC), Georgia College is known for combining the educational experiences typical of esteemed private liberal arts colleges with the affordability and resources of a public university. The results are positive and self-evident: Graphs 1 and 2 below show trends in retention and graduation rates that are all strong, positive, and consistent.

Graph 1: Retention Rates at GC



Graph 2: Graduation Rates at GC



Georgia College's admission policies involve a selective, holistic approach in which such aspects as a student's history at high school, rigor of their curriculum, test scores, and leadership and civic engagement while in high school are considered. Average SAT scores of entering freshmen (combined average score of 1155 for Fall 2011) and the most recent 6-year graduation rate (55.3%, 2005 cohort) rank third among Georgia's public universities. There is a robust first year experience and freshmen are required to live on campus. This focus on mission-centered recruiting and admissions strategies has been a factor in the historically low numbers of part-time students and adult learners at GC (see Appendix 1). Similarly, GC does not offer learning support and/or remedial classes. However, the CCG principles are certainly espoused in the GC plan: addressing curriculum "pinch-points" where students may be stuck and unable to progress toward the degree; removing stigmas associated with support mechanisms facilitating progression; and an institutional commitment to faculty support and quality introductory

[1] Kuh, George D., *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,* 2008, Washington, DC: Association of American Colleges & Universities Press.

courses. As with all institutional endeavors, GC's campus plan keeps the preservation of the integrity of the mission as a top priority.

Other key institutional data for the Fall 2011 term are contained in Appendix 1. Recent accolades include:

- GC ranked 1st in *U.S. News & World Report* among public regional universities in Georgia.
- *U.S. News & World Report* ranked GC with a "Strong Commitment to Teaching."
- *The Princeton Review* named Georgia College "A Best in the Southeast."
- GC has been a "College of Distinction" since 2004.

Inclusive Planning Process

The process of developing the GC campus plan and the selection of goals, strategies and objectives have grown naturally out of a larger discussion among Georgia College faculty, staff, and administrators from across the institution were assisted by Noel-Levitz over a 10-month period to collect data, evaluate trends, and plan intentionally for the future. This work culminated in May 2011 with a data-informed, comprehensive and strategic enrollment plan for the university. The plan (available upon request) focuses on several main themes, with the priorities of increasing retention and graduation rates. The plan included immediate, short-term, and long-term strategies (encompassing Georgia College's 3-year RPG plan from September 2010) and, with implementation beginning in Fall 2011, led seamlessly into the campus discussions regarding the CCG initiative.

Thus, with additional clarity and purpose, stakeholders from across the university gathered to craft an institutional CCG plan by selecting metrics, mechanisms for data analysis, and processes to ensure ongoing measurement, reflection, and feedback. A Strategic Enrollment Management Council was created to guide and oversee implementation of the various components of the plan (see Appendix 2). Participation from key stakeholders was crucial to the development of the plan; areas providing analysis and feedback included executive cabinet, enrollment management division, deans and faculty from all four academic colleges, office of strategic initiatives, institutional research, and the budget office. Members of this Council met weekly in Spring 2012 to develop the strategies and objectives in the GC campus plan, and several will have primary responsibility for the oversight of the various implementation and action steps. During Fall 2012 the President of GC's Student Government Association and the Principal of the Georgia College Early College Program will join the Strategic Management Enrollment Council. The SGA president will represent the viewpoints of the GC student body, and the Principal will provide a perspective from schoolchildren and families in our local community. In addition, the University Senate reviewed the document at its summer 2012 retreat and provided helpful feedback, which will be incorporated into future activities.

Goals and Data Analysis

Through the group's analysis of institutional data, the Georgia College campus plan for the CCG initiative used the following overarching goals to guide the creation of strategies and objectives that align with the statewide liberal arts mission of the university:

Georgia College Campus Completion Plan Goals:

1. **Increase graduation rates** – in particular, by FY15 Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data.
2. **Increase retention of first year students** – in particular, by FY15 Georgia College seeks to attain an 86% rate of retention of students from the first year into the second year, representing a 3-percentage point increase over current benchmark data.
3. **Increase enrollment of students from traditionally underserved populations** – in particular, by FY 15 Georgia College seeks to increase enrollment of students from traditionally underserved populations by 3% over current benchmark data.

Note that the GC campus plan Goals were obtained through extensive analysis of data and were calculated using the IPEDS definition of full time, first time freshmen. Changes in the definitions of USG metrics employed for assessment of the CCG initiative would necessitate revisions to the targets set here.

Campus strengths were revealed through the analysis of institutional data, e.g. positive trends in retention and graduation rates shown above. Other strengths include the following: a decrease in percentage of classes dropped as a result of an academic policy change in which students are not permitted to exceed five classes dropped over their collegiate career (decrease of 8% withdrawal rate in 2004 to 5% in 2010); decrease in rate of DWF's in Introductory STEM courses as a result of GC's participation in the statewide USG STEM Initiative; and data showing a redesigned learner-centered courses (Mathematics Emporium) produced lower withdrawal rates from 17% in Fall 2009 to 11% in 2011.

Even with demonstrated increases in graduation rates, GC recognizes the need for continued improvement in such rates to meet institutional and statewide goals. Furthermore, in comparison to aspirational peer institutions (see Appendix 3), some gaps exist in matching peer institutional graduation rates. This was a key factor in developing the graduation incentive plan found in Parts II & III. In a similar fashion, although DWF rates in introductory STEM courses have trended lower in recent years, improvements to such rates are still sought at GC. Hence, the strategies of the Mathematics Emporium model course redesign and the enhanced peer-tutoring program are part of the GC campus plan. Retention rates are also key to student success and the ultimate goal of persistence to graduation. Analysis of institutional retention data from recent years revealed a key gap in retaining students from year 2 to year 3. GC will institute strategies such as fully implementing the Early Alert MapWorks instrument for freshmen and targeted sophomore populations as well as expanding the successes of our model for First Year Academic Seminars taught by professional academic advisors. From our review of existing data, areas in need of improvement include increasing numbers of diverse populations and other traditionally underserved populations. Hence, the campus plan includes strategies to address issues of access for such populations. At the core of the CCG campus-planning effort was the selection of metrics that would track both increased efficiencies (graduation rates, time to degree, rate of DWF's etc.) and increased numbers (faculty participation in professional development activities, number of students registered in specific courses, online course activity, number of classes utilizing supplemental instruction etc.).

As seen in Parts II & III, considerable effort was made to tailor metrics with strategies and objectives. The GC campus plan objectives are grouped according to the following strategies:

1. Enhance GC partnerships with K-12 for college readiness.
2. Improve access and completion for students traditionally underserved.
3. Shorten time to degree or number of credits to degree.
4. Restructure instructional delivery to improve student success.

Information needed – the following information items were identified in need of USG assistance:

1. While departments and colleges diligently attempt to track students' post-graduation employment, this remains an area of extreme need, for CCG purposes and other institutional needs, e.g. accreditations. Help in developing resources to accomplish this task statewide would be appreciated and beneficial to all USG institutions.
2. GC would appreciate USG's help in locating home addresses for Military Veterans so that GC registration and recruitment materials can be sent to them.

Parts II & III: Strategies & Objectives/Planning & Implementation

Strategy 1: Enhance GC partnerships with K-12 for college readiness

Objective 1.1: Increase high school completion in GC's Early College program by 5% annually and earning of college credit by the time of high school graduation by 5% over the next two years.

Georgia College Early College (GCEC) is a 7th grade through 12th grade public educational institution that is located on GC's campus. GCEC partners Baldwin County and Putnam County Schools, Oconee RESA (Regional Educational Service Agency), and GC's John H. Lounsbury College of Education as an alternative to the traditional middle and high school. GCEC helps student's complete high school, gives them an opportunity to earn college credit, and assists them in becoming eligible for the HOPE Scholarship. Seed money for the GCEC came from the Bill and Melinda Gates Foundation.

Action: GCEC will provide increasing numbers of high school students with the skills necessary and the head start needed to complete a high school diploma and be prepared for success at a college or university. Benchmark data for the 2011-2012 school year include the following: 199 students enrolled at GCEC in Fall 2011; 10 students from the Legacy class (the first class ever to complete the program through their senior year of high school) earned high school diplomas this year – originally 55 students began 7th grade in the Legacy class; at the time of high school graduation, these 10 students had earned between 15 and 29 college credits each; all 10 will matriculate to post-secondary institutions in Fall 2012.
Metric/s
Number of students enrolled in GCEC.
Number of students successfully attaining a high school diploma.
Number of college credits attained at time of high school graduation.
Number of students matriculating to an institution of post-secondary education.

Objective 1.2: Promote academic success and persistence for at-risk K-12 students through the Youth Enrichment Services (YES) Program by increasing the numbers served by 5% with a 100% success rate in students' receiving their high school diploma.

YES, a program coordinated out of the GC Extended University Division, seeks to promote postsecondary education by involving students in a high quality afterschool program that helps fulfill the needs of the whole child and ensures that adult family members have access to programming. The

program provides Baldwin County students in grades 3-12 with academic support that complements day school efforts.

Action: YES seeks to increase high school graduation rates, nurture and inspire curiosity, and realize deeper levels of literacy. Benchmark data for the 2011-2012 school include 650 students served in four Baldwin County schools, and all 9 out of 9 seniors participating in the YES program earned high school diplomas this year.

Metric/s

Number of students served in YES program.
Number of students successfully attaining a high school diploma.
Number of students matriculating to an institution of post-secondary education.

> **Objective 1.3:** Prepare more African-American men as elementary school teachers by enrolling five students into the Call Me Mister Program at GC in 2013.

The College of Education recently was approved to be a site for Clemson University's Call Me Mister program. The mission of the Call Me Mister Initiative is to increase the pool of available teachers from a more diverse background particularly among the state's lowest performing elementary schools. The program serves to increase the gender and racial diversity in education courses as well as helps increase the diversity of the teaching force in elementary schools in our area.

Action

The program will increase the number of minority students attending GC and likewise the number of minority teachers in public schools once students graduate. Benchmark data: since GC's approval to participate is new in AY2012, so no students have yet participated at GC. GC's first participants are expected in the AY2013 cohort.

Metric/s

Number of GC students served by Call Me Mister program.
Number of students matriculating to an institution of post-secondary education to pursue a degree program in preparation for a teaching career.

> **Objective 1.4:** Increase the number of K-12 teachers is STEM-related disciplines who participate in GC-sponsored STEM Learning Communities (LCs) by 10% annually.

STEM Learning Communities (LCs) are groups of K-12 teachers and GC STEM and STEM-Education faculty who meet on a regular basis to share ideas and teaching strategies and discuss common challenges and ways to overcome them. Some key characteristics of such LCs are that they must involve both K-12 teachers and university faculty and that collaborative inquiry conducted in the LCs addresses the primary goal of improving teaching and learning (and hence student success) in mathematics and science *in K-12 classes*. Increased K-12 student success will lead to improved college readiness.

STEM Learning Communities typically consist of 6-12 members, i.e. K-12 teachers and university faculty, organized around a specific discipline or a single grade level, and typically meet on a monthly or semi-monthly basis. At GC, LC proposals are solicited on an annual basis through a competitive mini-grant funding process and are reviewed by a team of GC faculty from across STEM disciplines.

Action: Through STEM Learning Communities, GC will positively impact K-12 student engagement, learning, interest, and success in mathematics and sciences. Benchmark data for 2011-2012 year includes the following: five STEM Learning Communities funded in AY2012 at elementary through high school levels; 16 K-12 teachers and 12 GC faculty participated, more than 60 GC college students helped or collaborated in LCs, and more than 1,200 K-12 students were impacted by STEM LC projects.

Metric/s
Number of K-12 teachers participating in STEM Learning Communities.
Number of students matriculating to an institution of post-secondary education to pursue a degree program in a STEM discipline.

> **Objective 1.5:** In 2013 the number of Dual Enrolled students taking GC classes and earning college credit prior to high school graduation will increase by 9% (48 students total).

Dual Enrollment students are high school students taking college courses in order to satisfy high school diploma requirements, as well as earning college credit applicable toward a college degree. Dual Enrollment students are potentially eligible for funding through the ACCEL program to cover most of their tuition for approved courses for fall and spring semester.

Action: Students with the necessary prerequisite skills are encouraged to complete dual enrollment courses to decrease time to degree and to familiarize themselves with university life prior to commencing their programs of study. Benchmark data include: 45 students enrolled with Dual Enrollment in Fall 2011; seven participating high schools represented, including GC Early College.
Metric/s
Number of students participating in Dual Enrollment at GC.
Number of college credits earned by participants at time of high school graduation.

Strategy 2: Improve access & completion for students traditionally underserved

> **Objective 2.1:** Increase the number of online programs by 10% between 2011-12 and 2012-13.

Provide a viable alternative for adult learners to complete degree programs while attending to work and family needs. This will have the net effect of increasing the number of students GC serves.

Action: Online activity from Fall 2009 through Spring 2012 increased from 989 to 1345 course sections. To help meet the above objective GC's Academic Affairs will provide financial incentives for faculty, departments, and colleges, to increase the number of online courses that lead to programs in which 90% of the courses are online.
Metric/s
Data collected by Academic Affairs that identifies online activity across semesters and academic years within the following categories: active users, active course sections, and total actions.

> **Objective 2.2:** Enhance articulation agreements to increase access for students currently attending institutions with high transfer rates into GC.

Provide students from transfer institutions with a seamless transition to GC. Students will be provided with clearly stated pathways into programs of study and information concerning housing, registration, financing, and student support.

Action: Implement articulation agreements with Georgia Military College and Georgia Perimeter College.
Metric/s
Number of qualified students applying and transferring to GC from Georgia Military College.
Number of qualified students applying and transferring to GC from Georgia Perimeter College.

Objective 2.3: Develop a minimum of two undergraduate courses tailored to the needs of military personnel and deliver 120 credit hours of course work.

GC's intent is to expand access to military personnel by using our existing relationship with Robins Air force Base to expand services offered. In the past, GC has primarily served graduate needs of base personnel, but effort will be exerted to expand coverage into other levels of academic programming.

Action: Create opportunities for military personnel from all armed forces service branches to take classes from GC by working with faculty to design and list two undergraduate courses.
Metric/s
Number of credit hours taken by active duty military personnel.

Strategy 3: Shorten time to degree or number of credits to degree

Objective 3.1: In order to shorten time to degree increase the number of students who attempt CLEP by 5% annually and decrease time to degree by 10% in five years.

Gaining college credit through CLEP exams will allow students to complete degree requirements sooner as well as experience the benefit of financial savings through tuition reduction.

Action: Students will be identified through the Office of the Registrar using data obtained through AP score reports. Outreach to students enrolling in high school AP courses at Orientation and through academic advising to encourage college credit attempts through CLEP.
Metric/s
Number of students who receive college credit through CLEP.
Time to degree for students utilizing CLEP as compared to those without CLEP credit.

Objective 3.2: Increase graduation rates across undergraduate degree programs by 1.5% in 2013 utilizing a department-level graduation incentive plan.

An incentive plan with funds dedicated from the Provost's Office was developed to empower academic departments to increase graduation rates. To be considered for incentives departments must meet or exceed predetermined graduation targets. Funds received through the incentive plan can be used at the discretion of departments.

Action: To create greater departmental ownership of retention and graduation rates, an incentive plan for increasing academic departments' graduation rates was developed in the 2011-12 academic year. Departments demonstrating increased graduation rates based on set targets will receive financial incentive awards. Incentive plan details were developed with extensive input from deans and department chairs.
Metric/s
Institutional Research graduation rate metrics.

Objective 3.3: Increase retention rates by 0.5% for Y1:Y2 and 1% for Y2:Y3 annually for five years by implementing a centralized advising system utilizing professional advisors for first-year and second-year students.

Centralized Advising aids retention by providing seamless support for students who either elect to change majors or otherwise need to select an alternative degree path. Students will benefit from increased access to their advisor, information and support.

Action: Beginning in 2012, professional advisors from across campus will be consolidated in an advising center, which is a component of the Center for Student Success (CSS). With the exception of three majors, which utilize a vertical core curriculum, all first-year and second-year students will be assigned to CSS advisors. As mentioned above, the CSS professional advisors will also teach most of the First-Year Academic Seminars for their advisees.

Metric/s

Y1:Y2 and Y2:Y3 retention rates.

> **Objective 3.4**: Increase students' Y1:Y2 retention rate by 0.5% annually for five-years by expanding GC's Undeclared Advising Model whereby academic advisors serve as students' First Year Academic Seminar instructors.

With advisors responsible for teaching more sections, increased consistency is achieved across the First Year Academic Seminar (FYAS) sections, with curriculum based on best practices for first-year experiences and information on challenges students face as they transition to college. This in turn aids in students' academic success and achievement.

Action: In conjunction with a move to a Centralized Advising Center, increase the number of freshmen First Year Academic Seminar sections taught by professional academic advisors. For academic departments wishing to have their FYAS led by faculty, professional advisors will assist and/or support those seminars to provide "essential elements" success topics.

Metric/s

Student retention rates into the second semester and sophomore year.

> **Objective 3.5:** By the end of the third semester in residence, 95% of students will have an Academic Planner tool within the DegreeWorks. In so doing, students will reduce their time to degree by 5% within five years.

DegreeWorks provides a comprehensive set of web-based academic-advising, degree audit, and transfer articulation tools, to help students and their advisors negotiate curriculum requirements. The "Academic Planner" tool allows students to plot courses in a sequence from freshmen through senior year. Utilizing the Planner helps student's progress in their degree program and graduate on time.

Action: The Center for Student Success professional advisors will assist each advisee in creating an academic plan within DegreeWorks. During each advisement period, the advisor will review the plan with the student for any necessary updates and adjustments. Academic departments will be encouraged to create and utilize a sample four-year Program of Study, which can aid students in crafting their DegreeWorks academic plan.

Metric/s

Number of students with a completed plan using the Academic Planner tool in DegreeWorks.
Reduction of time to degree.

Strategy 4: Restructure instructional delivery to improve student success

> **Objective 4.1:** Improve students' academic success by increasing the number of faculty participating in high impact pedagogy sessions by 10%.

Provide faculty with the necessary pedagogical skills to incorporate pedagogies such as service learning, problem based learning, undergraduate research, internships, and civic engagement in order to engage students in and beyond the classroom.

Action: Offer incentives for faculty who incorporate High Impact Pedagogies into their classes including student research, service-learning projects, peer mentoring, and problem-based learning. During the Spring 2011 semester, Academic Affairs sponsored a series of five intensive faculty development workshop series on integrating high-impact pedagogies into the curriculum. Topics included student research, service-learning projects, peer mentoring, and problem-based learning. Benchmark data includes: more than $125,000 invested and 74-faculty (more than 22% of the GC corps of instruction) participating in workshops to enrich their courses through high-impact pedagogies.
Metric/s
Number of faculty participating in high impact pedagogy workshops.
Reduced DWF rates in courses taught using high impact pedagogy

> **Objective 4.2:** Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.

Research has shown[2] integrated course delivery using appropriate technology and pedagogy can result in increased student learning. By employing a more learner-centered course structure with active learning techniques, such curricular approaches result in higher pass rates, lower withdrawal rates, longer retention of course content, and greater student satisfaction.

Action: GC invested over $100,000 to renovate space in the Library and Information Technology Center to create a 100-seat teaching laboratory designed to meet the needs of the course. In Fall 2011, four sections of the redesigned MATH 1111 were offered for the first time. Expansion of the emporium model to other courses, particularly those with high DWF rates in the core, will be explored.
Metric/s
DWF rates in Area A mathematics courses using model the Math Emporium model.

> **Objective 4.3**: Expand the highly successful Bridge Scholars Program by 25% (24 students).

The Bridge Scholars Program (BSP) is an intrusive transitional program for incoming freshmen in which students begin their GC enrollment with an intensive summer 5-week program and an opportunity to earn six credit hours of Core Curriculum credit. Students must earn grades of "C" or better in all summer coursework to continue enrollment into the regular academic year. BSP students are provided additional support, resources, and tutoring to aid in their success.

Action: Georgia College will add a fifth BSP cohort of 24 students, beginning Summer 2012.
Metric/s
Number of BSP students successfully completing the summer component of and continuing into Fall semester.
Number of BSP students retained for their second year at GC.

> **Objective 4.4**: Early Alert MapWorks Transition Survey results for all freshmen students will be used to identify students who have the greatest risk of leaving the institution and provide intervention strategies to help these students remain at the university and be academically successful.

[2] Twigg, Carol A., *Improving Learning and Reducing Costs: Redesigning Large-Enrollment Courses*, 1999, Troy, NY: Center for Academic Transformation, Rensselaer Polytechnic Institute.

The MapWorks Transition Survey is administered five weeks into the fall term to all new first-year students and the system instantaneously analyzes student responses for "red alerts" – warning signs that the students' behaviors, expectations and attitudes may not be conducive to success.

Action: The Center for Student Success (CSS) staff will create a specific Red Alert protocol so that all CSS advisors are using the MapWorks results in the same way.

Metrics
MapWorks Data and IR/MapWorks reports – Number of "Red Alert" students retained for the subsequent year at Georgia College, as well as the percentage of students retained who initially indicated plans to transfer out.

Part IV: Ongoing Feedback/Evaluation

The Georgia College Complete College Georgia steering committee, reporting directly to the Georgia College President, will be in charge of overseeing the plan and is responsible for disseminating information to the campus. The steering committee is composed of the following core individuals: Associate Provost for Academic Affairs, Assistant Vice President for Enrollment Management, Director of Strategic Initiatives, Director of Institutional Research, and the Senior Director for Advising and Retention. The committee will meet monthly and is responsible for ensuring progression in achieving plan objectives and reporting results to the Strategic Enrollment Planning Council for feedback prior to informing the university community. The committee will provide the President with monthly updates. During Fall 2012 the President of GC's Student Government Association and the Principal of the Georgia College Early College Program will join the Strategic Management Enrollment Council. A six-month review cycle will be utilized to evaluate progress toward Complete College Georgia objectives. The Office of Institutional Research (OIR) will continue to be responsible for the collection and maintenance of retention, progression and graduation data, and for providing leadership for the analysis of this data. As possible, institutional data will be compared with comparator and aspirant peers to determine progress relative to the metrics. The OIR will also be responsible for maintaining a publicly available website to disseminate this information; the website will be based on the SAS Enterprise Intelligence System for Education currently being implemented.

Appendix 1 Undergraduate Student Profile

Undergraduate, Degree Seeking Student Profile (as of Fall 2011)

	Degree Seeking Undergraduate Population	Full-time First Time	Part-Time First-Time	Full-Time First-Time Transfer	Part-Time First Time Transfer	Full-Time Coninuing	Part-Time Continuing	Total Degree Seeking	Total Degree Seeking %
Total	Total Students	1094	3	352	7	3980	122	5558	100.00%
Race/Ethnicity	American Indian/Alaska Native	5	0	0	0	12	0	17	0.31%
	Asian	13	0	3	0	24	0	40	0.72%
	Black/African-American	48	1	31	0	229	6	315	5.67%
	Hispanic	52	0	13	0	176	5	246	4.43%
	Native Hawaiian/Pacific Islander	4	0	0	0	42	0	46	0.83%
	Two or More Races	28	0	5	1	96	2	132	2.37%
	Unknown	4	0	3	0	62	1	70	1.26%
	White	940	2	297	6	3339	108	4692	84.42%
Gender	Male	431	2	177	2	1591	44	2247	40.43%
	Female	663	1	175	5	2389	78	3311	59.57%
Age	19 and under	1089	3	84	2	952	8	2138	38.47%
	20-24	5	0	235	4	2848	105	3197	57.52%
	25 and over	0	0	33	1	180	9	223	4.01%
Class	Freshman (0-29 Hours)	1083	3	31	3	368	2	1490	26.81%
	Sophomore (30-59 Hours)	11	0	148	0	1145	22	1326	23.86%
	Junior (60-89 Hours)	0	0	148	4	1125	29	1306	23.50%
	Senior (90+ Hours)	0	0	25	0	1342	69	1436	25.84%
Academic Standing	Academic Dismissal	0	0	0	0	24	0	24	0.43%
	Academic Exclusion	0	0	0	0	2	0	2	0.04%
	Academic Probation	0	0	0	0	35	3	38	0.68%
	Academic Warning	49	1	51	1	61	2	165	2.97%
	Good Academic Standing	1045	2	301	6	3858	117	5329	95.88%
Other	Pell Recipient	219	1	140	1	932	27	1320	23.75%
	HOPE	942	2	202	3	2211	66	3426	61.64%

Appendix 2

Strategic Enrollment Management Council

Dr. Paul Jones, Interim President (Term ends August 31, 2012)

Dr. Steve Dorman, President (Term begins September 1, 2012)

Dr. Matthew Liao-Troth, Interim Provost

Ms. Suzanne Pittman, Assistant VP for Enrollment Management

Dr. Tom Ormond, Associate Provost

Dr. Jason Huffman, Director of Strategic Initiatives

Dr. Ed Hale, Director of Institutional Research

Mr. Mike Augustine, Director, Center for Student Success

Mr. Ken Procter, Dean, College of Arts and Sciences

Dr. Sandy Gangstead, Dean, College of Health Sciences

Dr. Jane Hinson, Dean, College of Education

Dr. Dale Young, Interim Dean, College of Business

Dr. Elaine Whitaker, Chairperson Department of English & Rhetoric

Dr. Ken McGill, Chairperson Department of Chemistry, Physics, and Astronomy

Dr. Ken Farr, Chairperson Department of Economics and Finance

Dr. Lee Gillis, Chairperson Department of Psychological Science

Dr. Joe Schwartz, Assistant Professor of Marketing

Dr. Judith Malachowski, Director of School of Nursing

Dr. Robert Blumenthal, Chairperson Department of Mathematics

Dr. Jude Hirsch, Chairperson Department of Kinesiology

Dr. Carol Bader, Assistant Dean College of Education

Dr. Holley Roberts, Assistant Professor, Department of Early Childhood Education

Dr. Paul Jones, VP of Administrative Services and Campus Operations

Dr. Bruce Harshbarger, VP of Student Affairs and Dean of Students

Ms. Amy Amason, Vice President for External Relations and University Advancement

Ms. Susan Allen, Chief Budget Officer

Appendix 3 Six Year Graduation and First Year Retention Rates:

Georgia College and Comparator and Aspirational Peers

Figure 1: 6 year graduation rate (2004 cohort)

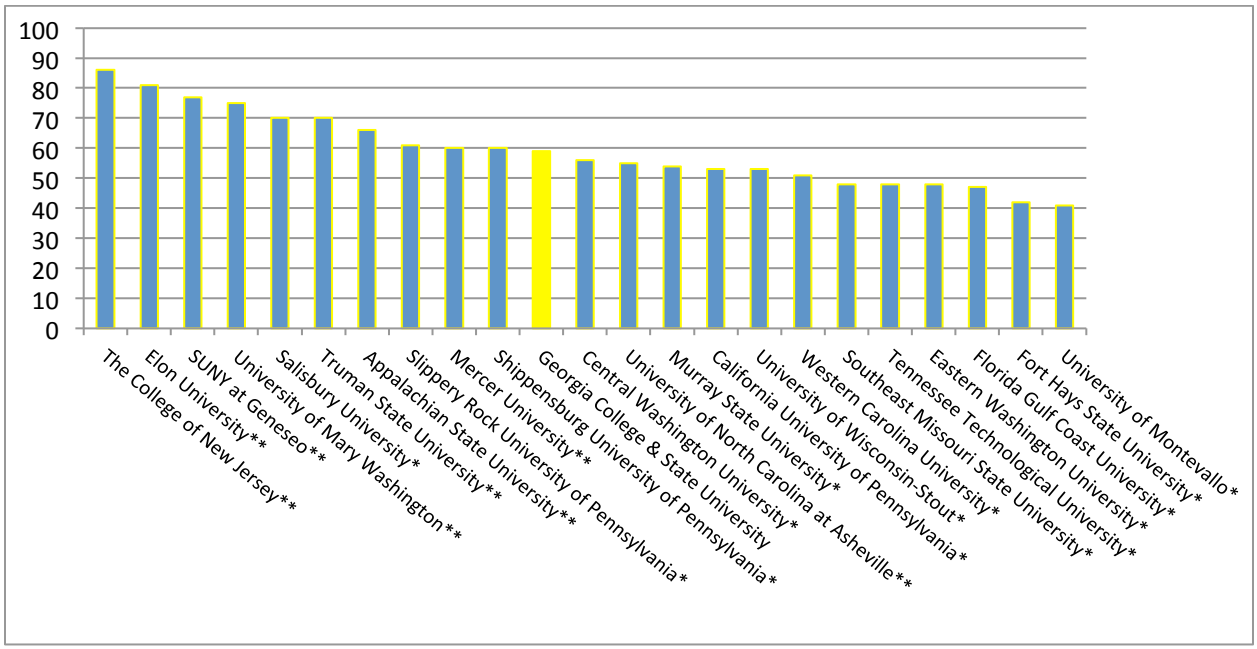
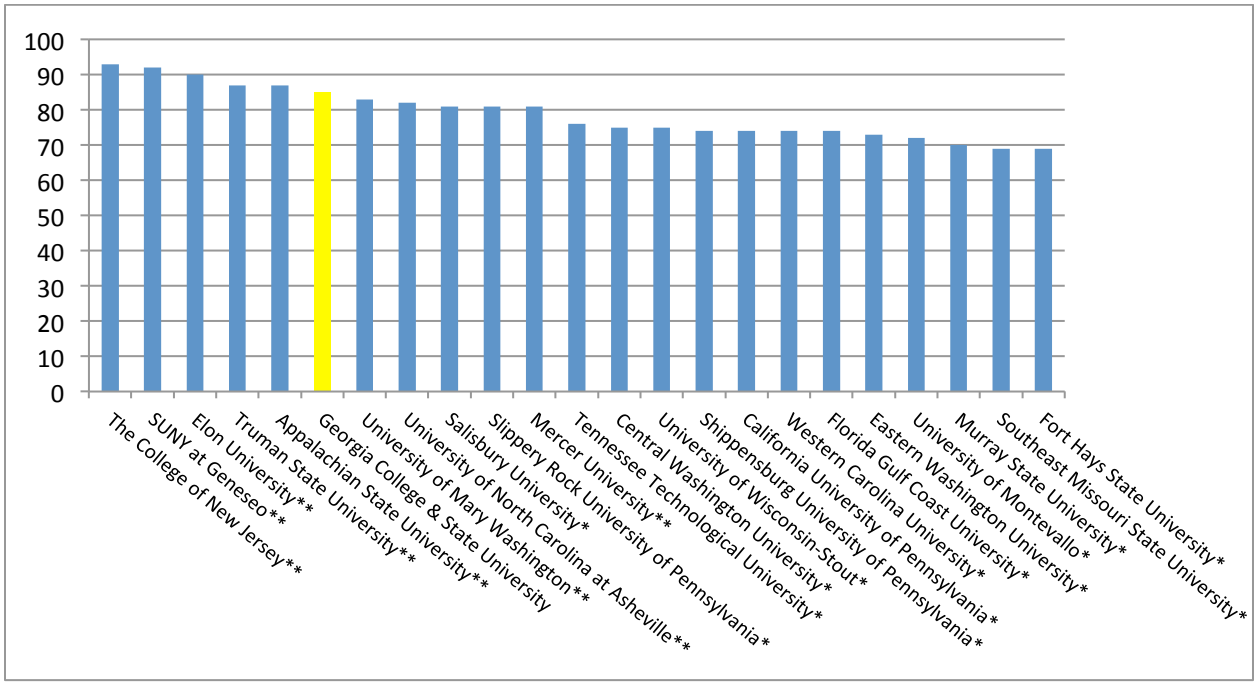


Figure 2: 1 year retention rate (2009 cohort)



*Comparator Peers; **Aspirational Peers

Appendix 4

Georgia College & State University - USG Metrics: 2000 to 2010

I Increased Efficiencies

A Graduation and Retention Rates

a FTPTFR (Entering First-time Freshman)*

	Entering Cohort Year										
Graduation Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
3Yr Avg of 4Yr Rate	NA	NA	22.3	22.7	26.7	31	34.6	35.6			
3Yr Avg of 6Yr Rate	NA	NA	43	45.4	49.8	54.8					
3Yr Avg of 8Yr Rate	NA	NA	45.9	47.4							
One Year Retention Rate											
3Yr Avg of 1Yr Rate	NA	NA	74.4	76.5	79.3	82.3	83.3	83.4	83.4	84.6	84.2

*** Does NOT include cohort members retained at or graduated from other USG institutions**

b FTPTFR (Entering Part-time Freshman)*

NB: Georgia College has a very restricted number of FTPTFR (a total of 10 admitted since fall of 2005). We believe it is of limited value to extensively explore retention or gradution rates of these students.

c FTPTFR (Entering on Learning Support)

NB: Georgia College admits no students with learning support requirements.

d **FTFTFR (Entering First-time Freshman) by Federal Financial Aid status**

	FTFTFR Students Receiving Federal Aid										
	Entering Cohort Year										
Graduation Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
3Yr Avg of 4Yr Rate	NA	NA	19.4	20.1	23.6	26.2	30.6	32.8			
3Yr Avg of 6Yr Rate	NA	NA	36.7	39.1	41.4	44.6					
3Yr Avg of 8Yr Rate	NA	NA	39.2	40.9							
3Yr Avg of 1Yr Retention Rate	NA	NA	73.5	74.7	78.7	81.3	83.4	82.7	83.5	84.3	84

	FTFTFR Students NOT Receiving Federal Aid										
	Entering Cohort Year										
Graduation Rate	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**
3Yr Avg of 4Yr Rate	NA	NA	23.9	24.4	28.7	34.2	37.4	37.5			
3Yr Avg of 6Yr Rate	NA	NA	47.1	49.9	55.3	61.6					
3Yr Avg of 8Yr Rate	NA	NA	50.2	52.1							
3Yr Avg of 1Yr Retention Rate	NA	NA	75	77.8	79.9	83.1	83.4	83.9	83.1	85.2	84.7

B **Credit hours at time of completion**

	Three Year Average								
	2004	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
New Freshman	122.5	123.1	123.6	124.1	124.5	125.3	125.8	126.1	126.1
Transfer	135.5	135.7	136.1	136.2	136.5	136.9	136.7	137.0	137.1
Total	130.0	129.2	129.2	129.2	129.2	129.5	129.5	129.6	129.6

C **Course completion Ratio**

Three Year Average - % Courses Completed with Grade of A,B,D,S,S% or V										
2001	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
77.1%	78.5%	79.3%	79.6%	80.4%	81.6%	83.1%	83.8%	84.7%	85.0%	85.8%

II Increased Numbers

A Degrees conferred annually

	Three Year Average									
2002	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
689.7	**679.0**	**705.3**	**744.3**	**781.7**	**801.0**	**848.7**	**914.3**	**963.7**	**1029.3**	**1095.3**

B Increased access

a First-generation

No Data to report at this time

b Pell eligible

Fall Term											
2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
1612	1193	1287	1285	1117	1045	1010	1042	1054	1378	1789	3801

c Adult learners

Fall Term											
2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
10	8	8	8	11	9	5	4	8	5	9	7