

MIDDLE GEORGIA STATE COLLEGE COMPLETE COLLEGE GEORGIA PLAN

History and Characteristics

Effective January 8, 2013, Middle Georgia State College (MGSC) will be formed from the consolidation of two Level II COC-accredited colleges in the University System of Georgia, Macon State College (MSC) and Middle Georgia College (MGC). The mission of MGSC is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region. MGSC will be a Level II public 4-year college in the University System of Georgia with its main campus in Macon and satellite campuses in Cochran, Warner Robins, Dublin, and Eastman along with the Robins Residence Center at Robins Air Force Base in Warner Robins. The consolidated educational programs of MGSC will include a broad array of bachelor's and associate's degrees as well as certificate programs. The primary service area for the new institution will be the combined territories in the Central/Middle Georgia region that were previously served by MSC in Macon and MGC in Cochran which is about 50 miles southeast of the main campus. MGSC's student body of approximately 10,000 students will be comprised of military personnel, early enrollment students, and traditional and non-traditional residential and commuter undergraduates from urban and rural environments. Admission to MGSC will follow the minimum standards established by the University System of Georgia and policies of the institution. Regular admission is based on students possessing a 2.0 academic core GPA and zero college preparatory deficiencies or a 2.2 GPA with college preparatory deficiencies, or passing GED scores.

| Fall 2011 Student Profile | | |
|--------------------------------|--------------|-------------|
| Gender | # | % |
| Female | 5,585 | 61.2% |
| Male | 3,541 | 38.8% |
| | | |
| Ethnicity | # | % |
| White | 5,212 | 57.1% |
| Black | 3,128 | 34.3% |
| Hispanic | 289 | 3.2% |
| Asian/Pacific Islander | 203 | 2.2% |
| American Indian/Alaskan Native | 24 | 0.3% |
| 2 or more | 201 | 2.2% |
| Unknown | 69 | 0.8% |
| | | |
| Enrollment Status | # | % |
| Full-Time | 5,596 | 61.3% |
| Part-Time | 3,530 | 38.7% |
| | | |
| Residency | # | % |
| Georgia | 8,426 | 92.3% |
| Out of State | 545 | 6.0% |
| Out of Country | 155 | 1.7% |
| Total Enrollment | 9,126 | 100% |

Source: MSC/MGC Offices of Institutional Research

The early work at both colleges laid the foundation for the retention, progression, and graduation initiatives of the new institution. As part of this plan, we have included promising programs from both institutions that were started as early as 2010. In addition, we expanded and prioritized our efforts and strategically aligned personnel and financial resources with the mission of the new institution. In its first year of operation, the new institution will be engaged in building a strategic plan based on input from faculty, staff, students, and the surrounding communities. The MGSC Complete College Georgia Plan will be a critical component of this endeavor. As we go forward, we will monitor similar programs initiated at each institution and follow best practices as MGSC evolves.

Regional Economic Outlook

MGSC serves 17 counties in central Georgia. The following major employers by counties were identified using the Georgia Department of Labor (2011) and area Chambers of Commerce.

| County | Major Employers | | | | |
|---------------|------------------------------|----------------------------------|---------------------------------|--|--------------------------|
| Bibb | Medical Center of Central GA | GEICO | Bibb County School District | City of Macon | Coliseum Health Systems |
| Houston | Robins Air Force Base | Houston County Schools and Govt. | Perdue Farms | Frito-Lay | Houston Medical Center |
| Bleckley | Acuity Brands/ Lighting | Middle GA College | Bleckley County School District | | |
| Dodge | Boys and Girls Club | Dodge County Hospital | GA Dept. of Corrections | Heart of GA Dynamics | Graphic Packaging Int.'l |
| Laurens | Laurens County Schools, Gov. | VA Medical Center | Fairview Park Hospital | City of Dublin School District | YKK AP America |
| Monroe | GA Dept. of Corrections | GA Power Company | Monroe County School System | Monroe County Hospital | Local Govt. |
| Jones | Tri-County Electric | Reeves Construction | Ethica Health & Retirement | Jones County School System | Local Govt. |
| Crawford | Dickey Farms | Crawford County School District | Hammock-Wicks Timber | TT&E Enterprises (electricians) | Local Govt. |
| Peach | Peach County School System | Blue Bird | Fort Valley State University | Peach Medical Center | Local Govt. |
| Twiggs | Twiggs County School System | Kamin Holding Co. | Epps Bros. (construction) | W&S Enterprises (Huddle House) | Local Govt. |
| Pulaski | GA Dept. of Corrections | Pulaski County School System | Taylor Regional Hospital | Hollingsworth and Vose (engineered papers) | Local Govt. |
| Wilcox | Wilcox County School System | GA Department of Corrections | Doster Warehouse | Upton Service Center | Local Govt. |
| Telfair | Telfair County School System | GA Department of Corrections | Coca-Cola Bottling | North GA Detention Center | Local Govt. |
| Wheeler | Wheeler County School System | Lower Oconee Community Hospital | North GA Detention Center | BP Timber Co | Local Govt. |

| County | Major Employers | | | | |
|----------|-------------------------------|------------------------------|----------------------------|---------------------------|-------------|
| Treutlen | Treutlen County School System | GA Department of Corrections | Dennard Inc. (drug co.) | General Fibers and Fabric | Local Govt. |
| Johnson | Johnson County School System | Bryan County Health & Rehab | Community Health Care Sys. | Electro-Mech Scoreboards | Local Govt. |

The top five employment industries in the new MGSC service area include: health care and social assistance, local government, retail trade, federal government, and accommodation and food services. One of the strengths of the new college is our active involvement with our local businesses and local governments. One particularly noteworthy example of industrial partnerships is the Aviation Industry Advisory Committee which composed of representatives from the Federal Aviation Administration, Delta Airlines/ExpressJet Airlines, Gulfstream Aerospace, Robins Air Force Base, Lockheed Martin Aerospace Company, and other local aerospace partners. The representatives from these organizations review our various curricula for relevance to industry, and provide guidance on certain academics such as course knowledge content. Over time they have provided scholarship funds, internships, “bridge” programs for employment of graduates, and/or other forms of financial or in-kind support. We are currently working with one of our partners, to raise funds for a \$1.5 million flight simulator/training device.

Part I: Goals and Data Analysis

Whenever possible, historical data from MSC and MGC have been combined for analysis. When not possible, separate analyses from the two institutions will be utilized.

Goal 1: Increase certificate, associate, and bachelor degree completion.

Degrees and Awards Conferred, FY 2007-FY2012

| Award Level | FY2007 | FY2008 | FY2009 | FY2010 | FY2011 | FY2012 |
|---------------------|--------|--------|--------|--------|--------|--------|
| Bachelor’s | 330 | 346 | 442 | 453 | 547 | 625 |
| Associate’s | 686 | 687 | 607 | 693 | 702 | 755 |
| Certificates | 75 | 168 | 119 | 96 | 102 | 137 |

Source: USG Degrees Conferred Report, except for FY2012, which is preliminary data from MSC/MGC Offices of Institutional Research

Using linear regression on the historical data above, the projected number of bachelor’s degrees for FY2015 is 708 ($r^2=.9741$), this would represent a 13.3% increase over FY2012. The growth in associate and certificate degrees is projected to increase, but not as significantly as the rate in bachelor’s degrees. This is due to the sharp decline in the number of associate degrees and certificates awarded by MSC as more students enrolled in the increased number of baccalaureate programs.

Goal 2: Develop an institutional infrastructure to support retention, progression, and graduation.

MGSC will continue to recognize the importance of improving retention, progression, and graduation rates. Key combined baseline metrics are depicted below.

One-Year System-Wide Retention Rates

| Cohort Year | Fall 2008 | | Fall 2009 | | Fall 2010 | | 3-Year Average |
|-------------------------------|-----------|------|-----------|------|-----------|------|----------------|
| Cohort Group | # | % | # | % | # | % | |
| FTFTF All Degree Types | 1,220 | 62.9 | 1,162 | 58.0 | 1,089 | 61.4 | 60.7% |

Source: USG Retention Rate Reports

Three-Year Associate Degree System-Wide Graduation Rates

| Cohort Group | Cohort Year | | Fall 2006 | | Fall 2007 | | Fall 2008 | | 3-Year Average |
|--------------|-------------|-----|-----------|-----|-----------|-----|-----------|---|----------------|
| | # | % | # | % | # | % | # | % | |
| FTFTF | 133 | 8.1 | 119 | 7.1 | 143 | 8.4 | | | 7.9% |

Source: USG Graduation Rate Reports

Six-Year Bachelor's Degree System-Wide Graduation Rates

| Cohort Group | Cohort Year | | Fall 2003 | | Fall 2004 | | Fall 2005 | | 3-Year Average |
|--------------|-------------|------|-----------|------|-----------|------|-----------|---|----------------|
| | # | % | # | % | # | % | # | % | |
| FTFTF | 16 | 22.5 | 16 | 23.5 | 23 | 30.7 | | | 25.7% |

Source: USG Graduation Rate Reports

Combined course completion ratios can be found under Goal 4 and historical data regarding retention rates, graduation rates and course completion ratios are located in Appendices B and C (*USG Metrics Working Group Recommended Metrics*).

Goal 3: Increase student success, especially for diverse learners and underrepresented groups (i.e., minorities, military, adult learners, low income, first generation, students with disabilities).

Number and Percent of Enrollment for Underrepresented Groups

| Student Population | Fall 2007 | | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | |
|--------------------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | # | % | # | % | # | % | # | % | # | % |
| Minorities | 4,397 | 44.4 | 4,279 | 43.4 | 4,494 | 43.9 | 4,196 | 43.1 | 3,856 | 42.3 |
| Adult Learners | 4,513 | 45.5 | 4,314 | 43.7 | 4,472 | 43.7 | 4,314 | 44.3 | 4,171 | 45.7 |
| Pell Eligible | 4,447 | 44.9 | 4,423 | 44.8 | 5,091 | 49.8 | 5,218 | 53.6 | 4,989 | 54.7 |
| Students w/Disabilities* | 335 | 3.4 | 293 | 3.0 | 371 | 3.6 | 399 | 4.1 | 417 | 4.6 |

*Disability data is for the academic year.

Source: MSC/MGC Offices of Institutional Research

Enrollment trends, course completion ratios, retention rates, and graduation rates will be collected for underrepresented groups as Blackboard Analytics is implemented across the new Banner system ("Banner C") in March 2013 after the consolidation has been completed. Data on first generation and military students have not been available in the past but steps are being taken to identify these students in the future.

Goal 4: Implement specific strategies that support student success throughout a college career.

Student success will be supported by new strategies, such as the use of professional advisors in the Mathematics Academic Resource Center (MARC), and will be measured by retention, course completion, progression, and graduation. Combined course completion ratios for all students and all courses are as follows:

Course Completion Ratio (Credit Hours Earned vs. Credit Hours Attempted), Fall 2009 – Fall 2011

| Term | Earned Hours | Attempted Hours | Ratio | 3-year average |
|-----------|--------------|-----------------|-------|----------------|
| Fall 2011 | 73,270 | 97,402 | 75.2% | 73.8% |
| Fall 2010 | 77,041 | 103,011 | 74.8% | |
| Fall 2009 | 76,620 | 107,033 | 71.6% | |

Source: MSC/MGC Offices of Institutional Research

Campus Strengths, Areas for Improvement, and Key Gaps

1. Campus strengths:

- 17 professional baccalaureate degrees strategically aligned to the Middle Georgia region
- Aviation, Business, Education, GAMES, IT, and Nursing programs
- Student Success Center and programs for at-risk students like the Early Alert system and African-American Male Initiative (AAMI)
- Strong administrative and faculty commitment to retention, progression, and graduation
- An effective, stable, sustainable, and robust data system (i.e., Blackboard Analytics)

2. Areas for improvement:

- Ensuring that all units work together for student success and that more students succeed in completing a certificate or degree program
- Developing community partners to maintain connections to the region
- Creating faculty and staff development opportunities and providing resources to assist faculty in understanding and using data analytics to improve programs, implementing new classroom pedagogies, implementing early assessments and early warning systems, and making referrals to professional advisors and career counseling

3. Key gaps:

- Accuracy of data in Banner
- Tracking changes in majors
- Use of metrics across all units of the college for decision making and planning new strategies for improving recruitment, admissions, testing, financial aid, orientation, advising, and retention

Information Needs

- Graduate employment data
- Military and first generation student data
- Transfer rates within and outside the USG, broken down by age, race, ethnicity, gender, socio-economic status, and veteran status

It is difficult at this time to anticipate all of the future information needs of Middle Georgia State College. The resources at Macon State College (SLPM and Blackboard Analytics) will support the new institution at no additional costs. However, integration of data collection will not happen until the new Banner C is implemented in March 2013. Some funding for personnel is needed to produce data reports.

Part II: Strategies and Objectives

Strategy 1: Partnerships with K-12

| Objective 1: Increase Dual Enrollment Student Population | | | | | | | | | | | |
|--|--|-------------|-------------|-------------|-------------|-------------|-----|-----|-----|-----|-----|
| <p>Description of Initiative: Dual enrollment/dual credit programs in Georgia are available for eligible 11th and 12th grade students on a part-time or full-time basis.</p> <p>Target Group: High School Students</p> | | | | | | | | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increase numbers and access Increase efficiencies | | | | | | | | | | |
| Initiatives | <p>1.1 Reallocate personnel in Enrollment Management to lead dual enrollment efforts</p> <p>1.2 Develop and implement academic planning for all dual enrollment students</p> <p>1.3 Develop a detailed plan of action to increase the enrollment and retention of dual enrollment students</p> | | | | | | | | | | |
| Key Performance Indicators/Metrics (KPIs) | <ul style="list-style-type: none"> Number of dual enrollment students in the general education core Course success rates of dual enrolled students Number of dual enrolled students who obtain any certificate or degree from any institution Successful transition of economically disadvantaged dual enrolled students into full-time degree-seeking students | | | | | | | | | | |
| Baseline Data & Projection | <p style="text-align: center;"><u>Fall Enrollment of Dual Enrolled Students</u></p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>2007</u></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>2010</u></th> <th><u>2011</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">179</td> <td style="text-align: center;">165</td> <td style="text-align: center;">154</td> <td style="text-align: center;">220</td> <td style="text-align: center;">209</td> </tr> </tbody> </table> <p>Using linear regression based on this historical data, the projected number of dual enrolled students is 254 ($r^2=.4136$) for Fall 2015. This represents a 21.5% increase over Fall 2011.</p> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | 179 | 165 | 154 | 220 | 209 |
| <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | | | | | | | |
| 179 | 165 | 154 | 220 | 209 | | | | | | | |
| Planning and Implementation | We have a variety of outreach initiatives involving K-12 and these will increase as the new institution evolves. The Coordinator of Enrollment Support and Retention will be housed at the Warner Robins campus and will serve all campuses of Middle Georgia State College. | | | | | | | | | | |
| Ongoing Feedback/Evaluation | This set of strategies and accountability metrics will be the responsibility of the Vice President of Enrollment Management and the Dean of Admissions. They will create a strategic plan and present it to the President's Cabinet for review and approval. An end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and the President's Cabinet. | | | | | | | | | | |
| Objective 2: Expand high quality GAMES program | | | | | | | | | | | |
| <p>Description of Initiative: Georgia Academy of Aviation, Mathematics, Engineering, and Sciences (GAMES) is a dual enrollment, residential program for high school students. Students in this program complete the requirements of their high school diploma and an Associate's degree program at the college simultaneously.</p> <p>Target Group: High achieving high school students who</p> <ul style="list-style-type: none"> have a minimum cumulative GPA of 3.5 on a 4.0 scale in academic core courses and are on an accelerated College Preparatory Curriculum have a SAT math/critical reading aggregate score of 1100 with a minimum math score of 560 and minimum critical reading score of 530 or have an ACT score of 24 including a minimum math score of 24 and a minimum English score of 23 | | | | | | | | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increase numbers and access Increase efficiencies | | | | | | | | | | |
| Initiatives | 2.1 Strengthen GAMES recruitment strategies | | | | | | | | | | |

| | <p>2.2 Improve social support structure for GAMES students</p> <p>2.3 Provide additional academic opportunities like undergraduate research projects, seminars, field trips, science club activities, etc.</p> <p>2.4 Expand community project involvement to include service learning, volunteerism, community-based learning for GAMES students</p> <p>2.5 Increase need-based funding</p> <p>2.6 Increase participation of under-represented populations</p> | | | | | | | | | | | | |
|---|--|-------------|-------------|-------------|-------------|-------------|-------------|----|----|----|----|----|----|
| KPIs | <ul style="list-style-type: none"> • Number of students enrolled in the GAMES program • Number of GAMES students who earn associate degrees • Number of GAMES students retained in USG and in other institutions of higher education • Number of GAMES students who graduate with an associate’s degree in 2 or 3 years and a bachelor’s degree in 4, 5 and 6 years | | | | | | | | | | | | |
| Baseline Data | <p style="text-align: center;"><u>Fall Enrollment of GAMES Students</u></p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>2007</u></th> <th><u>2008</u></th> <th><u>2009</u></th> <th><u>2010</u></th> <th><u>2011</u></th> <th><u>2012</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">90</td> <td style="text-align: center;">68</td> <td style="text-align: center;">75</td> <td style="text-align: center;">69</td> <td style="text-align: center;">62</td> <td style="text-align: center;">77</td> </tr> </tbody> </table> <p>Institution-specific retention rates for GAMES students can be found in Appendix A.</p> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> | 90 | 68 | 75 | 69 | 62 | 77 |
| <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> | <u>2011</u> | <u>2012</u> | | | | | | | | |
| 90 | 68 | 75 | 69 | 62 | 77 | | | | | | | | |
| Planning and Implementation | Enhance recruitment efforts at the high schools by participating in college fairs, providing information on the college through brochures and flyers, sending emails and links to the website to potential students. Expand the number of high schools visited by the recruiters. Strengthen the GAMES program by adding additional experiences and opportunities for students. | | | | | | | | | | | | |
| Ongoing Feedback/Evaluation | The GAMES Director, GAMES Advisor, Dean of Science and Math, Dean of Admissions, the VPSA and the VPAA will study data drawn from Blackboard Analytics to define and evaluate the initiatives planned for the program in the future. | | | | | | | | | | | | |
| Objective 3: Increase access to high school students | | | | | | | | | | | | | |
| Description of Initiative: Encourage high school students to apply to the college through increased recruitment efforts. | | | | | | | | | | | | | |
| Target Group: High school students | | | | | | | | | | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase numbers • Increase quality | | | | | | | | | | | | |
| Initiatives | <p>3.1 Offer the COMPASS exam in high schools</p> <p>3.2 Participate in Apply to College Month</p> <p>3.3 Host summer camps for elementary, middle, and high school students</p> <p>3.4 Participate in “Partners in Excellence” program in elementary schools</p> | | | | | | | | | | | | |
| KPIs | <ul style="list-style-type: none"> • Offer the COMPASS exam in two additional high schools every year • Participate in Apply to College Month every year • Plan and develop summer programs for Elementary and Middle school students by 2014 • Expand the Reading, Awards, and Mentoring program to primary/elementary schools in nearby counties | | | | | | | | | | | | |
| Baseline Data | <ul style="list-style-type: none"> • COMPASS exam was offered in 2 High Schools in the service area in Spring 2012. • MGC participated in “Apply to College Month” in Fall 2009, 2010 and 2011. MGSC plans to continue to do so every November. • During summer 2012, MGC hosted a Science camp for Elementary School students and had 40 students participate. MGC also hosted an Aviation camp for Middle School students and had 43 students participate. • In 2010-11, 8 faculty members participated and 1 served as substitute reader in a Reading, Awards, and Mentoring program with a Primary School while in | | | | | | | | | | | | |

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| | 2011-12, 8 faculty members participated. Faculty read for 30 minutes to students in Kindergarten or Grade I. |
| Planning and Implementation | <ul style="list-style-type: none"> • Student Affairs will expand the COMPASS offering in High Schools in collaboration with the HS counselors. The College will continue to participate in the “Apply to College Month”. • An outreach committee will be formed to plan and organize summer programs at different campuses. • The Reading, Awards, and Mentoring program will be expanded to include additional primary and elementary schools in the service area. |
| Ongoing Feedback/Evaluation | <ul style="list-style-type: none"> • Student Affairs will maintain records of the number of students taking the COMPASS exam in high schools. This data will help design strategies for future inclusion of high schools in this program. • The number of students applying to MGSC through the “Apply to College Month” initiative will be recorded. This data will be analyzed to determine how it impacts enrollment. • Records of the number of summer programs offered at different campuses and the number of students participating in each program will be maintained. • Schools participating in the “Partners in Excellence” program will be surveyed on an annual basis for improvement and satisfaction. |

Strategy 2: Improving Access and Completion for Traditionally Underserved Students

| | |
|--|---|
| Objective 1: Increase access and success (progression) of underprepared and underserved students | |
| Method 1 | |
| Description of initiative: An intense immersion intervention educational experience for underprepared students. | |
| Target Group: Students who have been placed in Learning Support or on academic suspension and students who do not meet entrance requirements. | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase access • Increase efficiencies |
| Initiatives | <p>1.1 Prep Academy - A six week long Prep Academy was organized for Summer 2012 as remediation for students who have not been able to exit LS English, Reading, or Math in previous semesters; students who have tested into all three LS courses; or students who are on one- or three-year academic suspension. Such students would be ineligible to gain admission into MGSC without participating in the Academy. The Prep Academy will provide a learning experience for students by using new, innovative, and creative methods of instruction to motivate students to perform better.</p> <p>1.2 Redesign courses with low success rates (e.g., LS Math and Math curriculum review).</p> <p>1.3 Emphasize retention, progression, and graduation as a campus-wide initiative by including it in the promotion and tenure review.</p> <p>1.4 Increase need-based scholarships.</p> <p>1.5 Align degrees so students can transition smoothly from a certificate to an associate to a baccalaureate degree program at this institution or to another institution.</p> <p>1.6 Developmental advising.</p> |
| KPIs | <ul style="list-style-type: none"> • Exit learning support (COMPASS Test) • Success in entry-level college courses • Alternate educational pathways with the TCSG or other career fields for students with extended academic challenges. |

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| Baseline Data | Summer 2012 - 43 students participating in the Prep Academy 24 out of 32 (75%) students passed LS Math 7 out of 17 (44%) students passed LS Reading 12 out of 15 (80%) students passed LS English 2 students in all 3 LS classes exited |
| Planning and Implementation | The Prep Academy committee will be expanded to include different stakeholders to work out the implementation of the program. There will be a frequent review of the curriculum based on student performance. The scholarship committee will be expanded. |
| Ongoing Feedback/Evaluation | Each student's performance at the end of the Academy will be evaluated and placement into collegiate courses in the Fall semester will be tracked. Student success in collegiate courses will be monitored and retention and graduation rates for this group will be analyzed. |
| Method 2 | |
| Description of Initiative: Decentralized advising with professional advisors in each academic school. Replace semester to semester student planning with long-term academic planning, with a view towards graduation. Target Group: Part-time and full-time freshman and sophomore students | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increased efficiencies Increased quality |
| Initiatives | 1.1 Improve the advising process using Degree Works 1.2 Track student success with Blackboard Analytics |
| KPIs | <ul style="list-style-type: none"> Retention Hours to degree for Bachelor's Hours to degree for Associate's Hours to degree for Certificates Award/degree attainment at Certificate, Associate and Bachelor levels |
| Baseline Data | Baseline data for the intentional advising intervention will be the exit profile of first time full time students and transfers for academic years 2010-2011 and 2011-2012. This intervention will be evaluated using the same data fields and a follow-up survey of students who leave MGSC. |
| Planning and Implementation | In 2011-2012, Academic Deans were given the autonomy to design an advising model that was in the best interest of their students. Professional Advisors previously assigned to a centralized academic advising center were reassigned to each school. There are five distinct academic advising models presently in operation. Concurrent with this change in administrative structure is a shift in advising practices. Academic advising will no longer function as a registration service but will instead serve as a teaching and learning experience that spans the student's academic career. Implementation of the advising software program Degree Works is planned for 2013. To ensure consistency in following Board of Regents and MGSC policies and procedures across the advising models, Professional Advisors meet regularly to discuss common concerns and to create common documents (e.g., an advising syllabi). A shared web portal is being created for archiving and sharing their individual work. To date, this has been through email listserv. Professional development activities have been scheduled by the Vice President for Student Success, Office of the Provost, on recurring themes for the 2012-2013 AY. |
| Ongoing Feedback/Evaluation | The Assistant VP of Student Success (Office of the Provost), the Academic Deans, and the Office of IR work in concert to review and evaluate the professional advising model using data analytics, feedback from the professional advisors, and evaluations by students to make needed changes. An end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, will be presented at a bi-annual |

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| | meeting of the CCGA planning team and the President's Cabinet. |
| Method 3 | |
| Description of Initiative: Implement student success initiatives to promote retention and graduation Target Group: Minorities, first generation students, students with disabilities, low income students, adult and military students | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increased efficiencies Increased numbers Improve quality |
| Initiatives | 1.1 Cohort approach 1.2 Early Alert Warning System 1.3 Supplemental Instruction 1.4 African-American Male Initiative (AAMI) 1.5 Developmental Advising 1.6 Learning Communities 1.7 Mentoring 1.8 Tutoring 1.9 Career Planning |
| KPIs | <ul style="list-style-type: none"> Retention rates Certificate and degree attainment Exit rates for LS students Core course success rates |
| Baseline Data | <p>The AAMI organized 33 events/meetings with a total attendance of over 530 students during AY12. These included sessions on such topics as study skills, Georgia Career Information Systems, stress management, race and healthy relationships, financial seminars, and dining etiquette.</p> <p>Refer to Appendix A for baseline data and Appendix B for historical data.</p> |
| Planning and Implementation | Student success initiatives will be strengthened by involving representatives from all disciplines and other non-academic areas. A director will be hired to supervise Supplemental Instruction. More funds will be acquired for AAMI, and the program will be modified to include female minority students. Student use of tutoring facilities will be monitored via "Tutor Track." A peer mentoring system will be established. |
| Ongoing Feedback/Evaluation | The VPAA, the VPSA, the Academic Deans, and the Office of IR work in concert to review and evaluate the student success data using data analytics, feedback from the professional advisors, and evaluations by students to make needed changes. An end of semester report, including metrics, targets (utilizing Blackboard Analytics and qualitative analysis), and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and the President's Cabinet. |
| Objective 2: Increase access and success (progression) of adult learners | |
| Description of Initiative: Expand the Center for Adult Learners (CAL) - The mission of CAL is to support degree completion and career advancement of adults. The center's goals are to promote more successful transitions to college and to increase graduation rates. CAL will centralize resources adult students need to make a seamless transition to a postsecondary degree. Adult learners will be assisted through E.A.S.E. (Enhanced Advising in a Supportive Environment), making educational opportunities more easily accessible. Target Group: Part-time adult learners in the education program (pilot) | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increase access/numbers Increase efficiencies |
| Initiative | 2.1 Seek System funding 2.2 Create infrastructure |
| KPIs | <ul style="list-style-type: none"> % of PT adult learners retained one year |

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|-----------------------------|---|
| | <ul style="list-style-type: none"> • % of PT Pell adult learners retained one year • % of part time students achieving bachelor degrees in 4,5,6, and 8 years |
| Baseline Data | TBD – will establish baseline in Fall 2012 |
| Planning and Implementation | This proposal was presented to and approved by the Provost’s Office in June 2012. The pilot program will be implemented with the new part-time working adult cohort seeking a bachelor degree in ECE/SPED. This cohort will begin Fall, 2012. |
| Ongoing Feedback/Evaluation | The School of Education will develop an ongoing feedback/evaluation process with the support of the Office of Institutional Research. An end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and the President’s Cabinet. |

Strategy 3: Shorten Time to Degree

| | |
|---|---|
| Objective 1: Increase opportunities for USG and TCSG students to transfer seamlessly into MGSC. | |
| Description of Initiative: Articulation agreements between MGSC and TCSG, for example, the School of Information Technology has partnered with 6 Technical Colleges, 3 USG state colleges, and an international program in Serbia are in effect. | |
| Target Group: Working adults, military students, technical college graduates, international students | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase efficiencies • Increase quality |
| Initiatives | 1.1 Dedicate a recruiter to establish a bridge to MGSC for TCSG students 1.2 Develop a marketing strategy 1.3 Increase opportunities for seamless transfer of students into other MGSC degree programs |
| KPIs | <ul style="list-style-type: none"> • Number of transfer students from target articulation institutions • Number of hours to degree • Bachelor degree attainment |
| Baseline Data | Transfer students enrolled since articulations n= 19 Current transfer students eligible to take advantage of this n=50 |
| Planning and Implementation | The Vice President for Enrollment Management and Student Affairs is reallocating one of the full time recruiters to focus on our technical school partners in Fall 2012. A faculty advisor works closely with technical school students who articulate to MGSC in order to facilitate their acclimation to the campus and progression through the curriculum. |
| Ongoing Feedback/Evaluation | Each School is responsible for annual program evaluation which includes the use of data analytics, course evaluations, and feedback from the professional community advisory board. An end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and the President’s Cabinet. |
| Objective 2: Increase opportunities for students to use Prior Learning Assessments (PLA) and alternative course examinations (AP, CLEP, DANTES) | |
| Method 1 | |
| Description of Initiative: To use nationally recognized assessments to support students who come to college with extensive work experience/knowledge. | |
| Target Group: Working Adults, Military Students, Underrepresented, low income students | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase access and numbers • Increase efficiencies |
| Initiatives | 2.1 Establish baseline data 2.2 Maintain membership in the Adult Learning Consortium (ALC) |

| | |
|---|--|
| | 2.3 Develop an awareness campaign to market PLA, AP, CLEP, and DANTEs |
| KPIs | <ul style="list-style-type: none"> College certificate and degree attainment of the target group Hours to completion |
| Baseline Data | None – initial stage of development |
| Planning and Implementation | Macon State College was awarded the Georgia’s College Access Challenge Grant (CACG) in January 2012. The School of Information Technology (SOIT) is spearheading this initiative. The faculty in the SOIT and the faculty senate approved the PLA course in Spring 2012. Faculty will be trained to assess PLA portfolios in 2012-2013. In addition, our testing center is recognized as an approved DANTEs testing site. |
| Ongoing Feedback/Evaluation | The School of Information Technology, Enrollment Services, and the Office of the Provost will establish a work plan for the 2012-13 year and concentrate efforts on outreach and enrollment of students who can take advantage of PLA as well as other alternatives (CLEP, DANTEs, AP credit). An end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and the President’s Cabinet. |
| Method 2 | |
| Description of Initiative: <ol style="list-style-type: none"> 1. Implement Student Success initiatives. 2. Increase the online offerings. 3. Continue to offer credit for AP/IB/CLEP courses. 4. PLA credit Target Group: Working adults, military students, underrepresented, low income students, first generation students | |
| Alignment to CCGA | <ul style="list-style-type: none"> Increase efficiencies Increase numbers Increase quality |
| Initiatives | 3.1 Developmental advising, tutoring, mentoring and workshops 3.2 Use of Degree works 3.3 Additional online courses and degree programs |
| KPIs | <ul style="list-style-type: none"> Number of students using services provided by the Student Success Center Number of courses and degrees offered online and via IP teleconferencing Use of GA TRACS and Degree Works Retention rates of target group Credit hours to degree completion for target group Graduation rates for target group |
| Baseline Data | Baseline retention rate, graduation rate, and credit hours to completion data can be found in Appendices B and C. Other baseline data to be determined. |
| Planning and Implementation | Establish a Student Progress Committee to study data derived from these initiatives. Use Tutor Tracks to record student use of tutoring facilities. Put procedures and metrics in place to grant credit by using PLA. Strengthen the online degree and course development initiative. Migrate to Desire to Learn by 2012-13 academic year. Provide frequent faculty professional development workshops for these initiatives. |
| Ongoing Feedback/Evaluation | Data will be collected each semester and evaluated by the Student Progress Committee to make modifications in the programs as needed. Blackboard Analytics and Degree Works will be used to collect data. We will continue credit granting opportunities, which will continue to be assessed. |

Strategy 4: Restructuring Instructional Delivery

| Objective 1: To increase and improve quality of alternative delivery modes of instruction | | | | | | | | | | | | | | | | |
|---|---|--------|--------|--------|--------|--------|-----------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|
| <p>Description of Initiative: Provide opportunities to employed adults in the fields of education and nursing to further their education attainment.</p> <p>Target Group: Employed adults in the fields of education and nursing</p> | | | | | | | | | | | | | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase access and numbers • Increase efficiencies | | | | | | | | | | | | | | | |
| Initiatives | 1.1 Establish baseline data 1.2 Implement R.N. to B.S.N. Online Program 1.3 Implement hybrid, part-time education program (flipped classrooms) 1.4 Recruit students | | | | | | | | | | | | | | | |
| KPIs | <ul style="list-style-type: none"> • Number of enrolled students • Retention • Graduation | | | | | | | | | | | | | | | |
| Baseline Data | None – initial stage of development | | | | | | | | | | | | | | | |
| Planning and Implementation | Currently in the planning phase with each program starting in Fall 2012. Both programs will provide an avenue for working adults to complete a Bachelor’s degree. Macon State College received special initiative funding to grow the nursing faculty in order to develop and expand the nursing cohorts. | | | | | | | | | | | | | | | |
| Ongoing Feedback/Evaluation | The Schools of Education and Nursing will completing an end of semester report, including metrics, targets (utilizing Blackboard Analytics and other data analytics), and additional resource needs/budget implications, to be presented at a bi-annual meeting of the CCGA planning team and the President’s Cabinet. | | | | | | | | | | | | | | | |
| Objective 2: Improve core curriculum pedagogy | | | | | | | | | | | | | | | | |
| Method 1 | | | | | | | | | | | | | | | | |
| <p>Description of Initiative: Prior to consolidation, MSC has been engaged in core redesign in Math 1101 and Math 1111 due to the high D, W, F rates. This year, MSC received approximately \$400,000 in special initiative funding for new faculty lines in order to develop a “Core Teaching Faculty Fellows” program.</p> <p>Target Group: Freshmen and Sophomore students (all subgroups)</p> | | | | | | | | | | | | | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase efficiencies | | | | | | | | | | | | | | | |
| Initiatives | 2.1 Core instructional redesign 2.2 Implement “Core Teaching Faculty Fellows” program | | | | | | | | | | | | | | | |
| KPIs | <ul style="list-style-type: none"> • Success rates in Math 1101* (A, B, C) • Success rates in Math 1111* (A, B, C) • Withdrawal rates and success rates by subgroups. | | | | | | | | | | | | | | | |
| Baseline Data | Prior to Implementation - success rates <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>FY2009</th> <th>FY2010</th> <th>FY2011</th> <th>FY2012</th> </tr> </thead> <tbody> <tr> <td>MATH 1101</td> <td>55.0%</td> <td>61.2%</td> <td>68.0%</td> <td>69.2%</td> </tr> <tr> <td>MATH 1111</td> <td>57.6%</td> <td>56.4%</td> <td>59.0%</td> <td>58.2%</td> </tr> </tbody> </table> <p>After- implementation success rates are currently unavailable. Revised LS courses (now MATH 0098 and MATH 0105) were only fully implemented in AY 2012. Data will be available going forward. See additional report in Appendix A.</p> | | FY2009 | FY2010 | FY2011 | FY2012 | MATH 1101 | 55.0% | 61.2% | 68.0% | 69.2% | MATH 1111 | 57.6% | 56.4% | 59.0% | 58.2% |
| | FY2009 | FY2010 | FY2011 | FY2012 | | | | | | | | | | | | |
| MATH 1101 | 55.0% | 61.2% | 68.0% | 69.2% | | | | | | | | | | | | |
| MATH 1111 | 57.6% | 56.4% | 59.0% | 58.2% | | | | | | | | | | | | |
| Planning and Implementation | A team of mathematics professors submitted a proposal to the Office of the Provost for special funding monies to redesign Math 1101. The team was awarded \$8,000 dollars for the redesign work. The program was first piloted in Fall 2010 and fully implemented in Fall 2012. They are continuing to refine the redesign. | | | | | | | | | | | | | | | |
| Ongoing Feedback/Evaluation | The Department of Mathematics meets at the end of the semester with the faculty to review the data and continuously make adjustments to the courses. The redesign started in Fall 2010 with selected sections. Now all sections are utilizing the redesigned model. (See Appendix A) | | | | | | | | | | | | | | | |

| Method 2 | |
|---|---|
| <p>Description of Initiative: Prior to consolidation, Middle Georgia College implemented new techniques to provide instruction in courses with lower success rates by redesigning, offering online courses, courses linked through learning communities (LC), and supplemental instruction (SI).</p> <p>Target Group: Minority students, adult learners, military students, underrepresented students, low income students, and first generation students</p> | |
| Alignment to CCGA: | <ul style="list-style-type: none"> • Increase efficiencies • Increase numbers • Increase quality |
| Initiatives | <p>2.1 Modularization of content in Math courses.</p> <p>2.2 Introduction of a lab component in Math gateway courses like Algebra.</p> <p>2.3 Increase the number of courses and degrees offered online and via IP teleconferencing by 10% through 2014.</p> <p>2.4 Offer courses linked through learning communities in each discipline by 2014.</p> <p>2.5 Offer Supplemental Instruction for students earning D, W, F, and I grades starting in Fall 2012.</p> |
| KPIs | <ul style="list-style-type: none"> • Success rates in LS Math and in Math gateway courses • Number of courses and degrees offered online and via IP teleconferences • Number of courses linked through learning communities in each discipline • Amount of SI offered to students earning D, W, F, and I grades |
| Baseline Data | <p>Number of online courses offered at MGC are as follows: Spring 2012- 94; Summer 2012-92; Fall 2012-93 14 Degrees and 2 Certificates are offered completely online See additional report in Appendix A. Success rates in all courses can be found in Appendix B.</p> |
| Planning and Implementation | <p>A Math redesign committee will be established. The online degree and course development initiative will be strengthened and the program will migrate to Desire to Learn by 2012-13 academic year. An LC committee will be established to redesign LC courses. An SI committee will be established to support SI use and expansion.</p> |
| Ongoing Feedback/Evaluation | <p>Data will be collected and evaluated on an annual basis using Blackboard Analytics and Degree Works. Student success in LC courses and in courses that include SI will be measured via Blackboard Analytics.</p> |

Strategy 5: Transforming Remediation

| Objective 1: Increase student success rates in Learning Support courses. | |
|---|--|
| Method 1 | |
| <p>Description of Initiative: Prior to consolidation, Middle Georgia College decentralized Learning Support (LS), implemented new techniques to provide instruction in LS courses, launched the Prep Academy to improve preparation of underprepared students, began providing Supplemental Instruction, and expanded student success initiatives.</p> <p>Target Group: Students in remedial courses.</p> | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase efficiencies • Increase numbers • Increase quality |
| Initiatives | <p>1.1 Redesign math, English and reading learning support (LS) courses by 2014</p> <p>1.2 Offer Prep Academy every summer</p> <p>1.3 Expand student success initiatives at each campus to include advising, mentoring, workshops, and tutoring</p> <p>1.4 Offer Supplemental Instruction for students earning D, W, F, and I grades</p> |

| | | | | |
|---|---|----------------|----------------|----------------------------------|
| | starting in Fall 2012. | | | |
| KPIs | <ul style="list-style-type: none"> • Student success rates in passing LS courses/COMPASS exam • Enrollment in student success programs • Amount of SI offered for students earning D, W, F, and I grades • Prep Academy data | | | |
| Baseline Data | <p>Summer 2012 - 43 students participating in the Prep Academy</p> <p>24 out of 32 (75%) students passed LS Math</p> <p>7 out of 17 (44%) students passed LS Reading</p> <p>12 out of 15 (80%) students passed LS English</p> <p>2 students in all 3 LS classes exited</p> <p>Initial LS Math redesign data and LS cohort retention rates can be found in Appendix A. Additional baseline data will be established as programs are implemented.</p> | | | |
| Planning and Implementation | An LS committee will be set up to redesign courses. The campus-wide Prep Academy committee will be expanded to include representatives from different academic areas and campuses. A Student Success Center will be established at each campus. SI use and expansion will be supported. | | | |
| Ongoing Feedback/Evaluation | Data will be evaluated on an annual basis using Blackboard Analytics. Academic success patterns for Prep Academy students in collegiate courses will be studied. Student success in courses that include SI will be analyzed. Data will be evaluated on an annual basis using Blackboard Analytics. | | | |
| Method 2 | | | | |
| <p>Description of Initiative: Redesign of learning support (see Appendix A). In the two years prior to consolidation, Macon State College has undergone an extensive redesign of Learning Support, moving from a centralized division of learning support to a decentralized model for learning support. We continue to evaluate and improve the program.</p> <p>Target Group: Underprepared students with 1 or 2 learning support requirements</p> | | | | |
| Alignment to CCGA | <ul style="list-style-type: none"> • Increase efficiencies | | | |
| Initiatives | <p>2.1 LS Faculty realigned with the academic units (English, Math)</p> <p>2.2 Co-teams (LS faculty and content faculty) redesigned the courses to strengthen the content and to align with the academic core content class immediately following exit of learning support.</p> <p>2.3 New LS courses in English, Math, Reading</p> | | | |
| KPIs | <ul style="list-style-type: none"> • Success rates in LS courses by subgroups • Compass pass rates (exit) • Success rates in core content course (English 1101, Math 1101 or Math 1111) | | | |
| Baseline Data | LS Course Success Rates Before and After Redesign | | | |
| | COURSE | Fall 2009 | Fall 2010 | Fall 2011 |
| | ENGL 99 | 47.2% | 48.2% | ENGL 99A 79.8% ENGL 99B 75.6% |
| | READ 99 | 45.1% | 51.2% | READ 99A 79.8% READ 99B 75.6% |
| | MATH 97 MATH 99 | 59.6% 51.4% | 57.0% 60.1% | MATH 98 42.0% MATH 105 59.4% |
| Planning and Implementation | Planning took place in 2010-2011 and changes were implemented for the first time in Fall 2011. | | | |
| Ongoing Feedback/Evaluation | The Department of Mathematics and the Department of English review success rates, withdrawal rates and unsuccessful rates at the end of each semester. Each department makes adjustments as needed. | | | |

Part III: Planning and Implementation

The process for planning and implementation is included in the above section for each strategy. Where MSC and MGC have the same objectives with different methods (such as redesign of Learning Support programs), best practices will be followed as we go forward as Middle Georgia State College.

Part IV: Ongoing Feedback/Evaluation

The MGSC Complete College Georgia Team is tasked with monitoring the effectiveness of CCG initiatives, sharing program information with the college community, and providing leadership in continuous quality improvement. Members of the MGSC CCGA Team are as follows:

| Team Member | Title | Institution |
|----------------------|--|--------------------|
| Dr. John Black | Interim President | MSC |
| Dr. Michael Stoy | President | MGC |
| Dr. Martha Venn | Provost and VPAA | MSC |
| Dr. Mary Lou Frank | Interim VPAA | MGC |
| Dr. Deepa Arora | Interim AVPAA | MGC |
| Dr. Mary Wearn | Provost's Leadership Fellow | MSC |
| Dr. Alex Koohang | Dean, School of Information Technology | MSC |
| Dr. Stephen Svonavec | Director, Dublin Campus | MGC |
| Dr. Jeff Stewart | Interim VP SA and EM | MSC |
| Ms. Jennifer Brannon | Interim VP of Student and Public Affairs | MGC |
| Dr. John Trimboli | Institutional Research Fellow and Associate Professor of Mathematics | MSC |
| Ms. Michele Swafford | Director of Institutional Research | MGC |

Working closely with the Office of Institutional Research, the Complete College Georgia Team will collect and evaluate program data and provide a yearly assessment report to all key constituents across the college. After careful review of internal program data, data from peer institutions, and key constituency feedback, the CCG team will recommend appropriate program modifications, establishing new measures of success as needed.

In order to assure timely and transparent dissemination of program data across the college and to promote the Complete College Georgia mission, the CCG Team will partner with the MGSC Office of Communication. The Office of Communication will advertise CCG initiatives and provide updates through media channels such as campus email, websites, and newsletters, and community sources.

More specific feedback and evaluation processes are articulated for each strategy in the "Strategies and Objectives" section of this report.

APPENDIX A

Supporting Documentation from Strategies and Objectives

Strategy 1: Partnerships with K-12
Objective 2: Expand high quality GAMES program

MGC Institution-Specific Retention Rates: GAMES Students vs. FTTF All Degree Types

| Semester | FTTF Fall to Spring Retention | GAMES Fall to Spring Retention | FTTF Fall to Fall Retention | GAMES Fall to Fall Retention |
|-----------|-------------------------------|--------------------------------|-----------------------------|------------------------------|
| Fall 2006 | 88.86% | 95.83% | 60.31% | 79.17% |
| Fall 2007 | 86.22% | 78.85% | 56.96% | 53.85% |
| Fall 2008 | 83.09% | 90.24% | 53.45% | 78.05% |
| Fall 2009 | 85.20% | 95.45% | 53.14% | 84.09% |
| Fall 2010 | 87.63% | 92.75% | 60.02% | 75.36% |

Sources: USG Office of Research and Policy Analysis Retention Rate Report/MGC Office of Institutional Research Banner Reports

Strategy 2: Improving Access and Completion for Traditionally Underserved Students
Objective 1: Increase Access and Success (progression) of Underprepared and Underserved Students
Method 3

Student Success Initiatives:

- a) Mentoring: During Fall 2011, 18 mentors from the Student Success Center (SSC) were assigned a total of 85 students who were Learning Support cohort and GPA presidential exception students. Mentors were able to successfully contact and mentor 32 of these students with each student receiving from one to seven mentoring sessions for a total of 97 mentoring sessions for the term. Mentees also participated in two campus events. In Spring 2012, neither Learning Support cohort students nor GPA presidential exception students were required to meet with mentors. An invitation was sent via email to get students interested in selecting a mentor. This resulted in 11 mentors meeting with 19 students for a total of 42 mentoring sessions for the term. Mentees participated in four community service events and two campus events.

Assigning mentors to at-risk students and having the mentor initiate contact results in more students getting the help they need to succeed. We plan to continue this model in Fall 2013.

- b) Student Success Advising: 92 students across all at-risk categories (LS or Presidential Exception Cohorts, Early Alert, Academic Appeal) were seen by the SSC in Fall 2011 for a total of 446 advising sessions.
- c) Career Planning: In Spring 2012, the SSC emailed all freshmen to invite them to mandatory career planning sessions. 241 students responded for a total of 645 career planning sessions being held.
- d) Tutoring: The SSC provided almost 456 hours of tutoring to students in Spring 2012.

Strategy 4: Restructuring Instructional Delivery

Objective 2: Improve Core Curriculum Pedagogy

Method 1

*Submitted by Dr. John Trimboli, Associate Professor of Mathematics and Institutional Research
Fellow in the Office of the Provost*

Note: success ratio is usually defined as

$$\frac{\text{the number of students receiving A, B, C, P, or S grades}}{\text{the number of students receiving A, B, C, P, S, D, F, U, W, or WF grades}}$$

MATH 0098 (Algebraic Concepts & Applications) Only data currently available is AY2012

Fall 2011 success ratio: $\frac{139}{331} = 42.0\%$

Spring 2012 success ratio: $\frac{105}{251} = 41.8\%$ AY2012 success ratio: $\frac{279}{660} = 42.3\%$

Summer 2012 success ratio: $\frac{35}{78} = 44.9\%$

Note: We consider an IP grade in MATH 0098 as a success. This is because the student has made successful progress in completing a previous two semester sequence in a single semester.

MATH 0105 (Bridge to College Mathematics) Only data currently available is AY2012

Fall 2011 success ratio: $\frac{19}{32} = 59.4\%$

Spring 2012 success ratio: $\frac{60}{99} = 60.6\%$ AY2012 success ratio: $\frac{97}{161} = 60.2\%$

Summer 2012 success ratio: $\frac{18}{30} = 60.0\%$

Note: Of particular interest, for both fall 2011 and spring 2012 semesters, no statistical association existed between one's grade in MATH 0098 and their Compass Entrance Exam Score, at the .05 level of significance.

MATH 1101 (Introduction to Mathematical Modeling)

FY2009 success ratio: $\frac{842}{1530} = 55.0\%$

FY2010 success ratio: $\frac{962}{1573} = 61.2\%$

FY2011 success ratio: $\frac{979}{1440} = 68.0\%$

FY2012 success ratio: $\frac{817}{1180} = 69.2\%$

MATH 1101 Three-Year Average = $\frac{2758}{4193} = 65.8\%$

Notes:

MATH 1101 Grades and Gender are statistically independent variables ($\chi^2 = 1.019$, P-value = .907). That is, no statistical association exists between one's 1101 Grade and one's gender.

MATH 1101 Grades and Race are statistically dependent variables ($\chi^2 = 71.330$, P-value = .000). That is, a statistical association exists between one's 1101 Grade and one's Race. In general, Caucasians tend to be over-represented in the higher grades, as well as under-represented in the lower grades, when compared to African Americans.

There is no statistical difference between the average MATH 1101 grade for white males and white females, nor between black males and black females. However, on average, both white males and white females tend to outperform both black males and black females (Tukey HSD Test, P-value = .000).

Lastly, the average MATH 1101 grade for students under age 25 is statistically higher than the average grade for students at least age 25 ($t = 3.355$, P-value = .000).

MATH 1111 (College Algebra)

FY2009 success ratio: $\frac{348}{604} = 57.6\%$

FY2010 success ratio: $\frac{326}{578} = 56.4\%$

FY2011 success ratio: $\frac{314}{532} = 59.0\%$

FY2012 success ratio: $\frac{336}{577} = 58.2\%$

MATH 1111 Three-Year Average = $\frac{976}{1687} = 57.9\%$

Notes:

MATH 1111 Grades and Gender are statistically independent variables ($\chi^2 = 1.027$, P-value = .906). That is, no statistical association exists between one's 1111 Grade and one's gender.

MATH 1111 Grades and Race are statistically dependent variables ($\chi^2 = 47.374$, P-value = .000). That is, a statistical association exists between one's 1111 Grade and one's Race. In general, Caucasians tend to be over-represented in the higher grades, as well as under-represented in the lower grades, when compared to African Americans.

There is no statistical difference between the average MATH 1111 grade for white males and white females, nor between black males and black females. However, on average, both white males and white females tend to outperform both black males and black females (Tukey HSD Test, P-value = .000).

Lastly, the average MATH 1111 grade for students under age 25 is statistically higher than the average grade for students at least age 25 ($t = 2.046$, P-value = .021).

Conclusions:

Starting with the fall semester of 2011, the Learning Support mathematics curriculum has undergone some major changes. Two 4-hour courses, MATH 0097 (Introductory Algebra) and MATH 0099 (Intermediate Algebra), were changed into a single 4-hour course, MATH 0098. Under the old model, all students who would have entered into MATH 0097 would have had to have taken at least 2 semesters

to complete MATH 0097 and MATH 0099. That is, those students who would have been placed in MATH 0097 under the old model were expected to take 2 semesters to complete MATH 0098. We therefore expect, to some degree, an initial low success rate in MATH 0098.

As a result of these and other changes, like the addition of our new MATH 0105 course, the percent withdrawal rate has gone down in MATH 1101 from 19.3% in 2010 to 14.9% in 2012. Also, the average grade in MATH 1101 has increased in each of the last three years, from 2.1 in 2009 to 2.4 in 2012. We have gone from a traditional lecture mode format in MATH 1111 to a computer aided instruction mode of learning using the software ALEKS. As a result, we have seen a statistically significant drop off in student withdrawal counts. In the fall semester of 2010, 35 females and 20 males withdrew from MATH 1111. These numbers fell to 22 females and 14 males in fall semester of 2011. From analyzing this data, we understand a need for improving the success of our African American students, as well as our adult learners, if we are to move the needle forward in the overall mathematical performances of our students.

Our newly developed MATH 0098 course still has a very low success ratio. The Mathematics Department is currently looking into these statistics, in an attempt to make further improvements that will significantly increase our success ratio.

Proposal for an Alternative Statistical Track in Learning Support and Core Level Mathematics (as a response to the immediately aforementioned empirical statistical analyses)

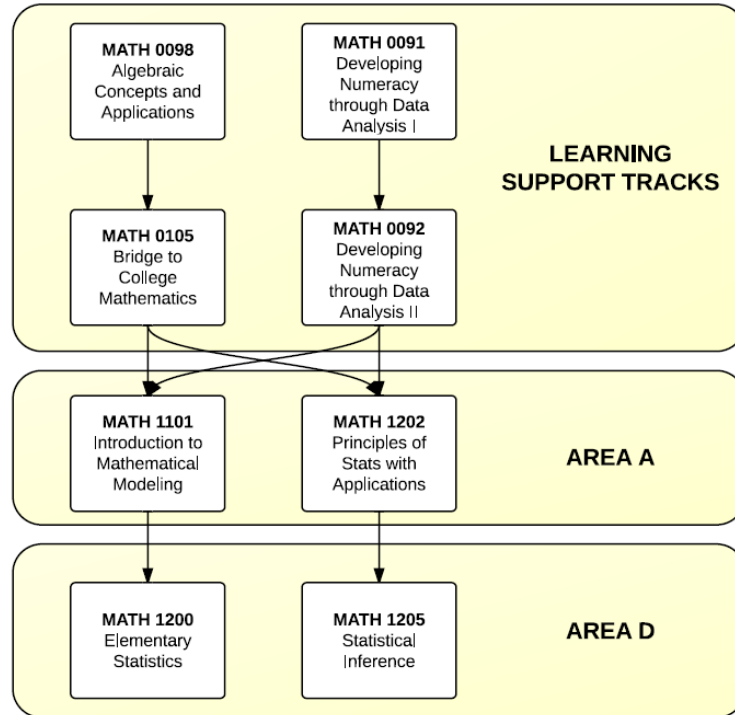
Submitted by Barry J. Monk, Ph.D., Chair of MSC Mathematics Department and Associate Professor of Mathematics

Background

Unfortunately, many students see Mathematics Learning Support as a barrier – one that potentially may end their college aspirations. This is a problem not only in Georgia, but across the nation (Bailey, 2009). Part of the problem is that many students do not see mathematics as an essential part of their lives. The current algebra-based curriculum does little to engage students and show them how mathematics is relevant. The current curriculum is appropriate for students who intend to major in STEM disciplines because the path for those students is fairly evident: Algebra to Precalculus to Calculus, and beyond. However, the skills necessary in the non-STEM professions are more closely aligned to quantitative and statistical reasoning (Byrk & Treisman, 2010).

Proposal

Implement a Mathematics Learning Support track for non-STEM majors that focuses on quantitative and statistical reasoning while integrating developmental mathematics concepts as necessary. This track continues through Areas A & D with the inclusion of two new courses that are statistical in nature. The non-STEM statistical track includes two four-credit hour courses at the developmental level (MATH 0091: Developing Numeracy through Data Analysis I, MATH 0092: Developing Numeracy through Data Analysis II), followed by a three-credit hour course, MATH 1202: Principles of Statistics with Applications in Area A, and a three-credit hour course, MATH 1205: Statistical Inference, in Area D. Effectively, this creates two paths through Mathematics Learning Support, an algebra-based track (for STEM majors) and a quantitative and statistical reasoning track. There would also be two paths for continuation into Areas A and D that could equally apply for non-STEM majors.



All courses will adhere to guidelines for statistical instruction as stated by the American Statistical Association (<http://www.amstat.org/education/gaise/>). This track will be applicable to non-STEM degree programs whose mathematical requirements do not go beyond those stated in the core.

Courses

MATH 0091 – Developing Numeracy through Data Analysis I

Credit: 4 hours

Description: This course focuses on developing numeracy, linear relationships, and multiple representations of functions within a statistical context. Topics include statistical studies, sampling, graphical summaries of data, numerical summaries of data, comparing distributions, and reasoning about bivariate data.

Lab/Lecture Hours: Four lecture hours per week

MATH 0092 – Developing Numeracy through Data Analysis II

Credit: 4 hours

Description: This course focuses on developing numeracy, linear and nonlinear relationships, representations of functions, and mathematical modeling within a statistical context. Topics include correlation, linear regression, nonlinear regression, modeling with data, and reasoning with probability.

Lab/Lecture Hours: Four lecture hours per week

MATH 1202 – Principles of Statistics with Applications

Description: This course focuses on using data in the real world. Topics include data organization, data description, probability, normal distributions, and sampling distributions.

Lecture/Lab Hours: Three lecture hours per week

MATH 1205 – Statistical Inference

Credit: 3 hours

Description: This is a continuation of the principles of statistics with applications. Topics may include confidence intervals, hypothesis testing, inference with two samples, tests with qualitative data, inference in linear models, multiple regression, and analysis of variance.

Lab/Lecture Hours: Three lecture hours per week

Implementation

Upon approval, MATH 0091 will begin in fall 2013. Following courses will be offered according to the schedule:

| Semester | MATH 0091 | MATH 0092 | MATH 1202 | MATH 1205 |
|-------------|-----------|-----------|-----------|-----------|
| Fall 2013 | X | | | |
| Spring 2014 | X | X | | |
| Summer 2014 | X | X | X | |
| Fall 2014 | X | X | X | X |
| Spring 2015 | X | X | X | X |
| Summer 2015 | X | X | X | X |

References

Bailey, Thomas (2009). Challenge and opportunity: Rethinking the role and function of developmental education in community college. *New Directions for Community Colleges*, Volume 2009, Issue 145,11-30.

Bryk, A. & Treisman, U. (2010, April 18) Make math a gateway, not a gatekeeper. *The Chronicle of Higher Education*.

Progress Metric 2: Success in Remedial Education (Fall 2010; Pre-redesign)

| Key Performance Indicators (KPI) | Total | | Math Only | | English Only | | Reading Only | | Math & English | | Math & Reading | | Engl & Reading | | Math, English, & Reading | |
|----------------------------------|-------|--------|-----------|-------|--------------|-------|--------------|-------|----------------|-------|----------------|-------|----------------|-------|--------------------------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Percent in Each Cohort | 895 | 100.0% | 388 | 43.4% | 75 | 8.4% | 41 | 4.6% | 95 | 10.6% | 74 | 8.3% | 51 | 5.7% | 171 | 19.1% |
| Success in Remediation | 777 | 53.3% | 252 | 64.9% | 54 | 72.0% | 25 | 70.0% | 109 | 57.4% | 81 | 54.7% | 47 | 46.1% | 209 | 40.7% |
| Male | 284 | 31.7% | 124 | 32.0% | 28 | 37.3% | 13 | 31.7% | 26 | 27.4% | 20 | 27.0% | 24 | 47.1% | 49 | 28.7% |
| Black | 481 | 53.7% | 173 | 44.6% | 31 | 41.3% | 22 | 53.7% | 51 | 53.7% | 50 | 67.6% | 31 | 60.8% | 123 | 71.9% |
| American Indian | 4 | 0.4% | 1 | 0.3% | 1 | 1.3% | 0 | 0.0% | 0 | 0.0% | 1 | 1.4% | 1 | 2.0% | 0 | 0.0% |
| Native Hawaiian | 1 | 0.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 0.6% |
| Asian | 22 | 2.5% | 2 | 0.5% | 9 | 12.0% | 2 | 4.9% | 1 | 1.1% | 0 | 0.0% | 5 | 9.8% | 3 | 1.8% |
| Hispanic | 26 | 2.9% | 8 | 2.1% | 1 | 1.3% | 2 | 4.9% | 3 | 3.2% | 3 | 4.1% | 3 | 5.9% | 6 | 3.5% |
| Multi-racial | 30 | 3.4% | 13 | 3.4% | 6 | 8.0% | 3 | 7.3% | 0 | 0.0% | 0 | 0.0% | 4 | 7.8% | 4 | 2.3% |
| Unknown | 5 | 0.6% | 3 | 0.8% | 1 | 1.3% | 0 | 0.0% | 1 | 1.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 20-24 | 175 | 19.6% | 83 | 21.4% | 13 | 17.3% | 7 | 17.1% | 17 | 17.9% | 14 | 18.9% | 13 | 25.5% | 28 | 16.4% |
| 25+ | 306 | 34.2% | 169 | 43.6% | 14 | 18.7% | 9 | 22.0% | 34 | 35.8% | 23 | 31.1% | 11 | 21.6% | 46 | 26.9% |

*Success rate defined as an individual passing with a grade of A-C.
 *Note: Please see below chart to reflect success rates for above cohorts.

| | # of Success | # of Grades |
|--------------------------|--------------|-------------|
| Total | 777 | 1457 |
| Math Only | 252 | 388 |
| English Only | 54 | 75 |
| Reading Only | 25 | 41 |
| Math & English | 109 | 190 |
| Math & Reading | 81 | 148 |
| English & Reading | 47 | 102 |
| Math, English, & Reading | 209 | 513 |

*LS Classes include: English 99, Math 97/99, Reading 99

| | Overall Success Rates for Learning Support | | | | | | | | | | | |
|-----------------------------|--|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|
| | Cohort | English # | Math % | Reading % | Cohort | English # | Math % | Reading % | Cohort | English # | Math % | Reading % |
| Total Number in Each Cohort | 392 | 188 | 48.0% | 728 | 418 | 57.4% | 337 | 171 | 50.7% | | | |
| Male | 127 | 58 | 45.7% | 219 | 112 | 51.1% | 106 | 53 | 50.0% | | | |
| Black | 236 | 80 | 33.9% | 397 | 190 | 47.9% | 226 | 89 | 39.4% | | | |
| American Indian/Alaska Na | 2 | 1 | 50.0% | 2 | 2 | 100.0% | 2 | 2 | 100.0% | | | |
| Native Hawaiian/Other Pa | 1 | 1 | 100.0% | 1 | 1 | 100.0% | 1 | 1 | 100.0% | | | |
| Asian | 18 | 14 | 77.8% | 6 | 5 | 83.3% | 10 | 8 | 80.0% | | | |
| Hispanic | 13 | 8 | 61.5% | 20 | 12 | 60.0% | 14 | 9 | 64.3% | | | |
| Multi-racial | 14 | 8 | 57.1% | 17 | 9 | 52.9% | 11 | 6 | 54.5% | | | |
| Unknown | 2 | 2 | 100.0% | 4 | 4 | 100.0% | 0 | 0 | 0.0% | | | |
| 20-24 | 71 | 32 | 45.1% | 142 | 77 | 54.2% | 62 | 28 | 45.2% | | | |
| 25+ | 105 | 43 | 41.0% | 272 | 139 | 51.1% | 89 | 36 | 40.4% | | | |

Strategy 4: Restructuring Instructional Delivery
Objective 2: Improve Core Curriculum Pedagogy
Method 2

Percentage of “Unsuccessful” Completion of Select Courses
Enrollment > 200 students AND Unsuccessful Rate > 40%

| Course | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ENGL 0099 | 58.89% | 63.37% | 68.52% | 72.80% | 60.67% | 61.54% |
| MATH 0097 | 26.98% | 40.93% | 53.33% | 45.25% | 60.56% | 58.56% |
| MATH 0099 | 48.85% | 63.05% | 68.23% | 62.96% | 59.29% | 64.03% |
| READ 0099 | 46.53% | 48.91% | 55.81% | 60.80% | 60.15% | 63.60% |

Source: MGC Institutional Research Department Banner Reports

Note: Successful completion is defined as earning a grade of A, B, C, or S.

“Select” Courses - with Enrollment > 200 and an Unsuccessful Rate > 40%

| Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|---|---|---|---|
| Learning Support English II | Learning Support English II | Learning Support English II | Learning Support English II |
| Learning Support Math (Foundations of Algebra II) | Learning Support Math (Foundations of Algebra II) | Learning Support Math (Foundations of Algebra II) | Learning Support Math (Foundations of Algebra II) |
| Learning Support Reading II | Learning Support Reading II | Learning Support Reading II | Learning Support Reading II |
| Learning Support Math (Foundations of Algebra I) | Learning Support Math (Foundations of Algebra I) | Learning Support Math (Foundations of Algebra I) | Learning Support Math (Foundations of Algebra I) |
| Anatomy & Physiology I | Anatomy & Physiology I | Anatomy & Physiology I | Anatomy & Physiology I |
| United States History I | United States History I | United States History II | American Government |
| | College Algebra | College Algebra | Introduction to Psychology |
| | Principles of Biology I | Principles of Biology I | |
| | | Introduction to Psychology | |
| | | Plane Trigonometry | |
| | | American Government | |

Source: MGC Institutional Research Department Banner Reports

Note: Successful completion is defined as earning a grade of A, B, C, or S.

Strategy 5: Transforming Remediation
Objective 1: Increase Student Success Rates in Learning Support Courses
Method 1

LS Math Redesign:

- a) Math 98 pilot: A Math 98 course was developed to include the content covered in both Math 97 and Math 99. The section was limited to students who had declared one of the STEM areas as their major, who had to exit only LS Math and tested into Math 97, and who had just graduated from high school. Students who did not perform well had the option of dropping down to the regular Math 97 course. Once the semester was over, students who did pass the course could be placed either into Math 97 or Math 99 based on their performance. The traditional teaching method was followed supplemented with MyMathLab (MML) for

assigning homework and for practice. Help sessions were offered outside of class time for one hour twice a week.

| Math 98 Pilot Results | # | % of Total |
|--|----------|-------------------|
| Fall 2011 Math 98 Pilot Cohort | 15 | 100% |
| Passed Department Math 99 Final Exam | 3 | 20% |
| Students recommended to take the COMPASS | 9 | 60% |
| Students who passed the COMPASS | 9 | 60% |

Note: 100% of students who were recommended to take the COMPASS exam passed the COMPASS exam.

Observation: Out of the 6 students who did not exit Learning Support, 2 passed the Math 97 portion and were placed into Math 99 the following semester; the remaining 4 were placed back into Math 97. Therefore, while 60% of the Math 98 cohort exited Learning Support, another 13.33% passed Math 97 bringing the overall success rate to 73.33%.

- b) Modularization of content: The Math 99 content was provided in the form of modules with built-in practice and assessment procedures. The course was not taught in the traditional way but was facilitated by an instructor in a computer lab. The grades for this course were compared to those from another section of Math 99 taught during the same term and using the traditional approach (lectures and MML).

Fall 2011 Math 99 Pilot Grades vs. Traditional Math 99 Grades

| Final Grade | Traditional Math 99 n=33 | | Redesigned Math 99 n=22 | |
|--------------------|-------------------------------------|----------|------------------------------------|----------|
| | # | % | # | % |
| A | 3 | 9.1% | 1 | 4.5% |
| B | 4 | 12.1% | 7 | 31.9% |
| C | 9 | 27.3% | 3 | 13.6% |
| IP | 3 | 9.1% | 11 | 50.0% |
| F | 14 | 42.4% | 0 | 0% |
| COMPASS Pass Rate | 48.5% | | 50.0% | |

Observation: The passing rates in both sections does not seem to be significantly different, however, the number of 'F' grades in the redesigned course is zero as compared to 14 (42.4%) in the traditional class.

One-Year Retention Rates for FTTF w/No Learning Support Requirements

| Semester | Cohort No LS Classes | Returned Following Spring | Fall to Spring Retention Rate | Returned Following Fall | Fall to Fall Retention Rate |
|-----------------|---------------------------------|--|--|------------------------------------|--|
| Fall 2006 | 377 | 346 | 91.78% | 239 | 63.40% |
| Fall 2007 | 414 | 361 | 87.20% | 252 | 60.87% |
| Fall 2008 | 495 | 431 | 87.07% | 303 | 61.21% |
| Fall 2009 | 540 | 482 | 89.26% | 343 | 63.52% |

Source: MGC Institutional Research Department Banner Reports

One-Year Retention Rates for FTFTF for the Learning Support Cohort

| Semester | LS Cohort | % of Overall FTFT Cohort | Returned Following Spring | Fall to Spring Retention Rate | Returned Following Fall | Fall to Fall Retention Rate |
|-----------|-----------|--------------------------|---------------------------|-------------------------------|-------------------------|-----------------------------|
| Fall 2006 | 539 | 58.84% | 468 | 86.83% | 315 | 58.44% |
| Fall 2007 | 544 | 56.78% | 465 | 85.48% | 286 | 52.57% |
| Fall 2008 | 540 | 52.17% | 429 | 79.44% | 246 | 45.56% |
| Fall 2009 | 576 | 51.61% | 472 | 81.94% | 253 | 43.92% |

Source: MGC Institutional Research Department Banner Reports

One-Year Retention Rates of Learning Support for FTFTF (Fall to Fall)

| Semester | All FTFTF | No LS Req. | One LS Req. | Two LS Req. | Three LS Req. | MATH 0097* or MATH 0099* | LS ENGL and/or LS READ only |
|-----------|-----------|------------|-------------|-------------|---------------|--------------------------|-----------------------------|
| Fall 2006 | 60.48% | 63.40% | 55.51% | 63.64% | 58.65% | 58.26% | 59.34% |
| Fall 2007 | 56.16% | 60.87% | 51.39% | 56.00% | 51.05% | 49.78% | 67.44% |
| Fall 2008 | 53.04% | 61.21% | 48.83% | 46.24% | 36.94% | 44.69% | 50.63% |

Source: MGC Institutional Research Department Banner Reports

*Rates for the students enrolled in Math 0097 and Math 0099 are regardless of other Learning Support requirements.

Appendix B

Middle Georgia College

USG Metrics Working Group Recommended Metrics

Middle Georgia College

I. Increased Efficiencies

A. Graduation Rates

Three-Year System-Wide Graduation Rates

| Student Type | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2006 | Fall 2007 | Fall 2008 | |
| Associate's Degree | | | | |
| All First-Time Freshmen | 12.14% | 9.26% | 12.23% | 11.21% |
| FTFT Freshmen | 12.35% | 9.78% | 12.56% | 11.56% |
| FTPT Freshmen | 10.28% | 3.49% | 8.33% | 7.37% |

Note: Students are counted if they graduated from MGC or any other System institution within the noted timeframe.
 Source: USG Office of Research and Policy Analysis Graduation Rate Reports

Two-Year System-Wide Graduation Rates

| Student Type | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2006 | Fall 2007 | Fall 2008 | |
| Associate's Degree | | | | |
| All First-Time Freshmen | 5.06% | 4.92% | 4.39% | 4.79% |
| FTFT Freshmen | 5.31% | 5.26% | 4.78% | 5.12% |
| FTPT Freshmen | 2.80% | 1.16% | 0.0% | 1.32% |

Note: Students are counted if they graduated from MGC or any other System institution within the noted timeframe.
 Source: USG Office of Research and Policy Analysis Graduation Rate Reports

Four-Year System-Wide Graduation Rates

| Student Type | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2005 | Fall 2006 | Fall 2007 | |
| Associate's Degree | | | | |
| All First-Time Freshmen | 16.14% | 15.36% | 12.15% | 14.55% |
| FTFT Freshmen | 16.71% | 15.71% | 12.51% | 14.98% |
| FTPT Freshmen | 10.39% | 12.15% | 8.14% | 10.23% |

Note: Students are counted if they graduated from MGC or any other System institution within the noted timeframe.
 Source: USG Office of Research and Policy Analysis Graduation Rate Reports

One-Year System-Wide* Retention Rates

| Degree Level/Student Type | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2008 | Fall 2009 | Fall 2010 | |
| All Degree Types | | | | |
| All First-Time Freshmen | 61.67% | 58.48% | 64.31% | 61.49% |
| FTFT Freshmen | 62.41% | 59.59% | 65.48% | 62.49% |
| FTPT Freshmen | 52.81% | 47.27% | 50.62% | 50.23% |
| LS* | 46.53% | 43.92% | 53.01% | 47.82% |
| Pell* | 51.30% | 50.14% | 59.04% | 53.49% |
| Bachelor's Degree | | | | |
| All First-Time Freshmen | 77.61% | 77.78% | 80.00% | 78.46% |
| FTFT Freshmen | 77.61% | 79.41% | 80.00% | 79.01% |
| FTPT Freshmen | N/A | NR** | N/A | N/A |
| LS* | 80.00% | NR** | NR** | N/A |
| Pell* | 70.83% | 73.33% | 71.43% | 71.86% |
| Associate's Degree | | | | |
| All First-Time Freshmen | 61.32% | 58.65% | 65.38% | 61.78% |
| FTFT Freshmen | 61.99% | 59.67% | 66.40% | 62.69% |
| FTPT Freshmen | 53.57% | 47.92% | 52.68% | 51.39% |
| LS* | 44.89% | 42.99% | 53.09% | 46.99% |
| Pell* | 50.28% | 50.00% | 59.19% | 53.16% |

Note: Students are counted as retained if they were retained or graduated by MGC or any other System institution prior to the following Fall term.

* Retention rates for LS and Pell include FTFT students retained at MGC, not students retained System-wide.

**NR means that the number of students in the total beginning cohort is less than or equal to 10 and is not reported.

Sources: USG Office of Research and Policy Analysis Retention Rate Report/MGC Office of Institutional Research Banner Reports

B. Credit Hours at Time of Completion

Credit Hours Earned at Time of Completion

| Degree Level | FY 2010 | FY 2011 | FY2012 | 3-Year Average |
|-------------------|---------|---------|--------|----------------|
| All Bachelor's | 153.82 | 148.74 | 142.75 | 148.44 |
| Native Freshmen | 184.47* | 147.74 | 140.63 | 157.61 |
| Transfer Students | 148.24 | 150.49 | 146.73 | 148.49 |
| All Associate's | 84.53 | 85.87 | 84.66 | 85.02 |
| Native Freshmen | 78.78 | 78.73 | 77.83 | 78.45 |
| Transfer Students | 95.94 | 99.75 | 98.52 | 98.07 |

Note: Students earning more than one degree within a FY have been removed from calculations.

*Only two students included in this average.

Source: MGC Office of Institutional Research Banner Reports

C. Course Completion Ratio

Ratio of Credit Hours Successfully Completed to Credit Hours Attempted*

| Course Type/Student Type** | Fall 2009 | Fall 2010 | Fall 2011 | 3-Year Average |
|-------------------------------------|-----------|-----------|-----------|----------------|
| All Courses | | | | |
| All Students | 69.05% | 71.75% | 70.41% | 70.40% |
| FTFT Freshmen | 65.87% | 65.58% | 68.93% | 66.79% |
| FTPT Freshmen | 60.00% | 55.35% | 48.21% | 54.52% |
| FTFT Transfers | 73.29% | 77.88% | 70.06% | 73.74% |
| FTPT Transfers | 74.52% | 70.03% | 64.65% | 69.73% |
| FT Other | 69.61% | 74.89% | 71.89% | 72.13% |
| PT Other | 74.34% | 74.31% | 71.04% | 73.23% |
| Non-Learning Support Courses | | | | |
| All Students | 69.54% | 72.78% | 71.63% | 71.32% |
| FTFT Freshmen | 65.73% | 66.73% | 69.90% | 67.45% |
| FTPT Freshmen | 64.45% | 56.75% | 53.95% | 58.38% |
| FTFT Transfers | 73.65% | 78.77% | 71.54% | 74.65% |
| FTPT Transfers | 74.11% | 70.12% | 67.28% | 70.50% |
| FT Other | 70.08% | 75.36% | 72.75% | 72.73% |
| PT Other | 74.75% | 74.86% | 72.10% | 73.90% |
| Learning Support Courses | | | | |
| All Students | 63.04% | 58.03% | 57.42% | 59.50% |
| FTFT Freshmen | 66.67% | 58.69% | 64.98% | 63.45% |
| FTPT Freshmen | 50.62% | 53.34% | 39.13% | 47.70% |
| FTFT Transfers | 64.52% | 54.17% | 55.10% | 57.93% |
| FTPT Transfers [†] | 81.82% | 68.75% | 47.62% | 66.06% |
| FT Other | 54.07% | 57.99% | 44.12% | 52.06% |
| PT Other | 59.57% | 56.14% | 63.33% | 59.68% |

* Grades of A, B, C, S were counted as successful; grades other than A, B, C, D, F, S, U, W, WF were removed from calculations.

**Student Type based on IPEDS definition.

[†]Includes only 11 students in Fall 2009, 16 students in Fall 2010, and 21 students in Fall 2011.

Source: MGC Office of Institutional Research Banner Reports

II. Increased Numbers

A. Degrees Conferred Annually

Degrees and Awards Conferred

| Degree Level | FY 2009 | FY 2010 | FY2011 | 3-Year Average |
|-------------------|---------|---------|--------|----------------|
| All Degree Levels | 337 | 435 | 502 | 425 |
| Bachelor's* | N/A | 11 | 29 | 20 |
| Associate's | 263 | 335 | 384 | 327 |
| Certificate | 74 | 89 | 89 | 84 |

* MGC did not have Bachelor's graduates prior to FY10; average is for two years.

Source: USG Office of Research and Policy Analysis Degrees and Awards Conferred Reports

B. Increased Access

Number of Students Enrolled

| Student Characteristic | Fall 2009 | | Fall 2010 | | Fall 2011 | | 3-Year Average | |
|--------------------------|-----------|--------|-----------|--------|-----------|--------|----------------|--------|
| Total Enrollment | 3,614 | | 3,496 | | 3,424 | | 3,511 | |
| | # | % | # | % | # | % | # | % |
| First Generation* | - | - | - | - | - | - | - | - |
| Pell Eligible | 1,944 | 53.79% | 2,028 | 58.01% | 2,104 | 61.45% | 2,025 | 57.75% |
| Adult Learners (age 25+) | 781 | 21.61% | 824 | 23.57% | 868 | 25.35% | 824 | 23.51% |

*Unable to determine 'First Generation' status at this time.

Source: MGC Office of Institutional Research Banner Reports

Appendix C

Macon State College

USG Metrics Working Group Recommended Metrics

I. Increased Efficiencies

Graduation Rates- Macon State College

| Student Type | Cohort Year | | | 3-Year Average |
|-------------------------------------|-------------|-----------|-----------|----------------|
| | Fall 2006 | Fall 2007 | Fall 2008 | |
| Associate's Degree (3 years) | | | | |
| All First-Time Freshmen | 2.51% | 3.07% | 2.87% | 2.82% |
| FTFT Freshmen | 2.59% | 3.64% | 2.97% | 3.07% |
| FTPT Freshmen | 2.27% | 1.01% | 2.54% | 1.94% |

Source: USG/ Academic Data Mart, rates reflect system-wide data

| Student Type | Cohort Year | | | 3-Year Average |
|-------------------------------------|-------------|-----------|-----------|----------------|
| | Fall 2006 | Fall 2007 | Fall 2008 | |
| Learning Support Students | | | | |
| Associate's Degree (3 years) | | | | |
| All First-Time Freshmen | 0.4% | 0.0% | 0.6% | 0.3% |

Source: MSC Office of Institutional Research & Planning, Banner & IPEDS files

| Student Type | Cohort Year | | | 3-Year Average |
|---|-------------|-----------|-----------|----------------|
| | Fall 2006 | Fall 2007 | Fall 2008 | |
| Federal Financial Aid Recipients | | | | |
| Associate's Degree | | | | |
| All First-Time Freshmen | 1.3% | 0.9% | 1.8% | 1.3% |

Source: MSC Office of Institutional Research & Planning, Banner & IPEDS files

| Student Type | Cohort Year | | | 6-Year Average |
|--------------------------------------|-------------|-----------|-----------|----------------|
| | Fall 2003 | Fall 2004 | Fall 2005 | |
| Bachelor's Degree (4-6 years) | | | | |
| All First-Time Freshmen | 19.77% | 19.28% | 24.73% | 21.26% |
| FTFT Freshmen | 22.54% | 23.53% | 30.67% | 25.58% |
| FTPT Freshmen | 6.67% | 0.00% | 0.00% | 2.22% |

Source: USG/ Academic Data Mart, rates reflect system-wide data

| Student Type | Cohort Year | | | 3-Year Average |
|--------------------------------------|-------------|-----------|-----------|----------------|
| | Fall 2003 | Fall 2004 | Fall 2005 | |
| Learning Support Students | | | | |
| Bachelor's Degree (4-6 years) | | | | |
| All First-Time Freshmen | 7.2% | 9.5% | 11.4% | 9.4% |

Source: MSC Office of Institutional Research & Planning, Banner & IPEDS files

| Federal Financial Aid Recipients | Cohort Year | | | 3-Year Average |
|--------------------------------------|-------------|-----------|-----------|----------------|
| | Fall 2003 | Fall 2004 | Fall 2005 | |
| Student Type | | | | |
| Bachelor's Degree (4-6 years) | | | | |
| All First-Time Freshmen | 9.4% | 10.7% | 12.2% | 10.8% |

Source: MSC Office of Institutional Research & Planning, Banner & IPEDS files

Retention Rates- Macon State College

One-Year System-Wide Retention Rates

| Degree Level/Student Type | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2008 | Fall 2009 | Fall 2010 | |
| Bachelor's Degree | | | | |
| FTFT Freshmen | 65.12% | 70.15% | 78.38% | 71.22% |
| FTPT Freshmen | 51.72% | 52.38% | 55.56% | 53.22% |
| Associate's Degree | | | | |
| FTFT Freshmen | 63.11% | 54.97% | 66.40% | 61.49% |
| FTPT Freshmen | 53.39% | 32.78% | 36.16% | 40.78% |

Source: USG/ Academic Data Mart, rates reflect system-wide data

| Learning Support Students | Cohort Year | | | 3-Year Average |
|---------------------------|-------------|-----------|-----------|----------------|
| | Fall 2008 | Fall 2009 | Fall 2010 | |
| Student Type | | | | |
| Bachelor's Degree | | | | |
| All First Time Freshmen | 77% | 74% | 70% | 74% |
| Associate's Degree | | | | |
| All First Time Freshmen | 45% | 35% | 33% | 38% |

Source: MSC Office of Institutional Research & Planning, Banner, SIRS, & IPEDS files

| Federal Financial Aid | Cohort Year | | | 3-Year Average |
|---------------------------|--------------|-----------|-----------|----------------|
| | Student Type | Fall 2008 | Fall 2009 | |
| Bachelor's Degree | | | | |
| All First Time Freshmen | 75% | 75% | 76% | 75% |
| Associate's Degree | | | | |
| All First Time Freshmen | 46% | 36% | 32% | 38% |

Source: MSC Office of Institutional Research & Planning, Banner, SIRS, & IPEDS files

Credit Hours at Time of Completion

Credit Hours Earned at Time of Completion (Unduplicated)

| Degree Level | FY 2010 | FY 2011 | FY2012 | 3-Year Average |
|------------------------|---------|---------|--------|----------------|
| All Bachelor's | | | | |
| Native Freshmen | 140.1 | 142.6 | 142.3 | 141.7 |
| Transfer Students | 151.6 | 160.5 | 156.8 | 156.3 |
| All Associate's | | | | |
| Native Freshmen | 104.8 | 103.6 | 97.8 | 102.1 |
| Transfer Students | 131.0 | 127.9 | 123.1 | 127.3 |

Source: MSC Office of Institutional Research & Planning, Banner

Originally there were 2,320 unduplicated graduates for FY10-12; however, 182 graduates were removed due to duplication (received more than one degree from MSC). These graduates account for 7.8% of the total graduating population.

Course Completion Ratio

| | Earned Hours | Attempted Hours | Ratio | 3-Year Average |
|-----------|--------------|-----------------|-------|----------------|
| Fall 2011 | 46,540 | 59,440 | 78% | 76% |
| Fall 2010 | 48,394 | 63,087 | 77% | |
| Fall 2009 | 48,755 | 66,676 | 73% | |

Source: MSC Office of Institutional Research & Planning, Banner

II. Increased Numbers

A. Degrees Conferred Annually

Degrees and Awards Conferred

| Degree Level | FY 2010 | FY 2011 | FY 2012 | 3-Year Average |
|-------------------|---------|---------|---------|----------------|
| All Degree Levels | 807 | 849 | 874 | 843 |
| Bachelor's | 442 | 518 | 559 | 506 |
| Associate's | 358 | 318 | 311 | 329 |
| Certificate | 7 | 13 | 4 | 8 |

Source: MSC Registrar's Office

Degree Production by Discipline (2011-2012)

| | Arts, Humanities, Social Sciences | | Business | | Education | | STEM | | Health (includes nursing) | | Total |
|-------------------|---|-----|----------|-----|-----------|-----|------|-----|---------------------------------|-----|-------|
| Associate Degrees | 86 | 28% | 60 | 19% | 20 | 6% | 35 | 11% | 110 | 35% | 311 |
| Bachelor Degrees | 122 | 22% | 150 | 27% | 88 | 16% | 84 | 15% | 115 | 21% | 559 |

Source: MSC Office of Institutional Research & Planning, Banner

B. Increased Access

Number of Students Enrolled

| Student Characteristic | Fall 2009 | | Fall 2010 | | Fall 2011 | | 3-Year Average | |
|--------------------------|-----------|-----|-----------|-----|-----------|-----|----------------|-----|
| Total Enrollment | 6615 | | 6232 | | 5702 | | | |
| | # | % | # | % | # | % | # | % |
| First Generation* | 3184 | 48% | 3010 | 48% | 2764 | 48% | 2986 | 48% |
| Pell Eligible | 3147 | 48% | 3190 | 51% | 2885 | 51% | 3074 | 50% |
| Adult Learners (age 25+) | 2910 | 44% | 2666 | 43% | 2435 | 43% | 2670 | 43% |

Source: MSC Office of Institutional Research & Planning, Admissions, and Financial Aid