

Complete College Georgia



University of North Georgia

Executive Summary

Gainesville State College (GCS) and North Georgia College & State University (NGCSU) are currently engaged in the consolidation of two vibrant institutions with distinctly different missions and cultures into the new University of North Georgia. The mission of the University of North Georgia, grounded in the historic missions of GCS and NGCSU, emphasizes academic excellence, a student-focused environment, and broad access, while it continues NGCSU's role as The Military College of Georgia. With four campuses located across the northern region of the state, and through partnerships with local educational agencies, government, and industry, the new university is strategically situated to address the critical need for an educated workforce for economic growth in the region. The Complete College Georgia (CCG) plan submitted for the University of North Georgia (UNG) builds on a history of previous initiatives at each institution aimed at improving student success and our retention, progression, and graduation. This plan comprises the combined effort of a team drawn from key stakeholders at both institutions and has been fully integrated with the process of consolidation.

The University System of Georgia (USG) has proposed five strategies to fulfill Governor Deal's Complete College Georgia plan. These strategies are:

- **Strategy 1:** Enhance Partnerships with K-12
- **Strategy 2:** Improve Access and Completion for Students Traditionally Underserved
- **Strategy 3:** Improve Time to Degree Completion
- **Strategy 4:** Restructure Instructional Delivery
- **Strategy 5:** Transform Remediation

In analyzing our various data sources, the CCG team has identified four themes which influence how we have approached setting goals to meet the five strategies identified by the USG.

- A. Too many students are coming out of K-12 not academically prepared for college and requiring academic support.
- B. At-risk populations need better preparation for connecting to, engaging in, and navigating college.
- C. A high number of students, especially Hispanic and non-traditional, accrue substantially more hours at the time of degree completion than required.
- D. Financial reasons are a significant contributor to student drop-out/stop-out.

The themes we have identified align perfectly with the five strategies proposed by the USG. Thus, themes A and B shaped the goals we have set for Strategy 1. Themes B and D shaped the goals we have set for Strategy 2. Themes B and C have influenced our goals for Strategy 3. Data themes A, B, and C guided the setting of goals for Strategy 4. And finally, themes A, B and C have informed the setting of goals for Strategy 5. Overall, we have set twelve goals. We have detailed the tactics we will use to achieve them. Furthermore, we have identified methods of assessing the impact of each of these tactics so that we can monitor our progress toward these goals on a yearly basis.

Grounded in the successes and strengths of the past and inspired by the potential of the new University of North Georgia, the UNG Complete College Georgia plan seeks to transform educational attainment in the northern part of the state, making the regions of Northeast Georgia and Georgia Mountains one of the most vibrant and dynamic areas in Georgia and the Southeast.

Our Context

The University of North Georgia (UNG) is uniquely positioned as a regional state university with a substantial access mission to make significant strides in supporting the Complete College Georgia Initiative. Located in the northeast Georgia economic development region spanning Georgia Department of Community Affairs Regions 2 (Georgia Mountains) and 5 (Northeast Georgia), the University maximizes the complementary capabilities of Gainesville State College (GSC) and North Georgia College & State University (NGCSU) to address the critical need for degree attainment necessary to create an educated workforce, the development of which will spur crucial economic growth in the region. UNG's Complete College Georgia (CCG) plan focuses on broadening access to higher education and raising the level of degree completion, while our regional scope and strategic planning process will provide a new level of responsiveness to the workforce development needs of the region.

Drawing on the historic missions of NGCSU and GSC, the mission for the new University of North Georgia states:

The University of North Georgia, a regional multi-campus institution and premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. The University of North Georgia is a University System of Georgia leadership institution and is The Military College of Georgia.

This mission, with its focus on academic excellence, a student-focused environment, broad access, multiple campuses, and continuing the long military tradition of NGCSU, has guided this plan's creation.



The CCG plan submitted for UNG is the collaborative effort of a team of individuals at NGCSU and GSC who represent the broad spectrum of stakeholders in this initiative and who are intimately involved in the work of consolidating these two institutions. The plan proposed by this group builds on initiatives that pre-existed at each institution respectively, as well as on the strengths and opportunities evident from our analysis of various data sources. Since November 2010, Gainesville State College has been a member of the Adult Learning Consortium, and GSC received a Soldiers 2 Scholars grant in spring of 2011. In the process of writing and implementing these grants, both of which address the needs of

adult learners and the military, extensive involvement across the campus was attained through the following: consultation with student life, the counseling center, admissions, financial aid, the registrar's office, disability affairs, testing services, Deans' Council, and the President's Executive Council.

The faculty of GSC also formally approved offering credit through portfolio assessment of prior learning. A task force was convened by the VPAA, Dr. Al Panu, in the fall of 2011 to study the needs of evening and weekend students, a group primarily composed of adult learners and part-time students. The task force surveyed students, inventoried current student services and academic programs, and examined model programs at other institutions in order to justifiably recommend the NOW (Nights, Online and Weekends) program, complete with advertising and recruiting plan. Similarly, for Soldiers 2 Scholars, a military advisory group was formed. It includes student representatives who are veterans and representation from all offices serving veterans to make recommendations for improving service to veterans and removing barriers to their academic success. In the areas of partnership with K-12 and transforming remediation, we have also built on such past successful grant-funded programs and pilots as the Roadmap Grant focusing on high-impact practices, the Near Peer program, and the Quantway grant.

North Georgia College & State University has invested significant resources in developing delivery structures that support the growth of high impact practices such as undergraduate research, study abroad programs, and service learning. The Center for Global Engagement (CGE), the Cadet Undergraduate Language Program (CULP), and the Center for Undergraduate Research and Creative Activities (CURCA) model this vision and commitment. The campus internationalization plan for NGCSU, a recently completed five year plan, received recognition for its excellence with a University System of Georgia award for best practices. The office of Regional Engagement, with its emphasis on engaging the university with agencies, communities, and industry in the region, has an extensive network of contacts from which to identify partners for undergraduate research and service learning. Additionally, through its teacher preparation program offering both undergraduate and graduate degrees, and its work with the Georgia Appalachian Center for Higher Education (GACHE) and other local education agencies, NGCSU brings significant experience and strengths to the strategy of enhancing partnerships with K-12 for the new University of North Georgia. As the Military College of Georgia, NGCSU has played a key role in developing military friendly guidelines and best practices for the University System of Georgia.



Although the number of complete degree programs available online at NGCSU is limited, the institution has a history of active participation in the development and delivery of several USG collaborative degree initiatives. The Center for Teaching and Learning Excellence provides faculty support for the development of online courses as well as ensuring their quality through the Quality Matters evaluation system. The experience and knowledge gained through these programs and initiatives at both institutions have shaped the strategies adopted for the CCG

plan in the areas of distance education, shortening time to degree, restructuring instructional delivery, and improving access and completion for traditionally underserved students.

Since the announcement of consolidation in January 2012, in addition to sending a joint team to the Complete College Georgia summit, NGCSU and GSC sent a joint team of twenty-four participants to the Summer Institute for the Adult Learning Consortium in June, and we have sent joint representation to the USG Military Education Workgroup. The representation at these meetings includes members of the team drafting the CCG plan. These activities, along with the work of our consolidation work groups and the Executive Planning Team, has resulted in broad collaboration on all levels and has informed the work of the CCG team.

The successful implementation of the University of North Georgia Complete College Georgia plan will require active participation and coordination of efforts of many units across UNG. The institutions base this plan's implementation on three critical assumptions. First, adequate resources will be available to support implementation. Second, the consolidation between Gainesville State College and North Georgia College & State University will be complete in January 2013. Finally, the new university will be successful in building significant networks and relationships with regional partners.

Key Data Themes

In approaching the goal of raising the level of degree completion, the two institutions start from positions of academic strength and excellence. North Georgia College & State University maintains the second highest system wide graduation and retention rate in the comprehensive



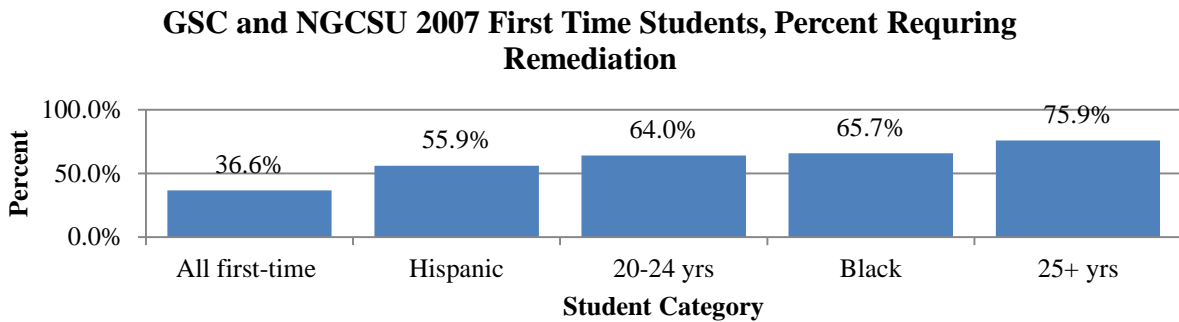
university sector of the University System of Georgia. Gainesville State College ranks slightly above average in associates degree completion or matriculation to a baccalaureate program and is second in its sector for system wide retention performance. It also holds one of the system's most successful transfer rates to comprehensive, regional, and research universities in the state college sector. However, the university can clearly improve on these strengths. In reviewing the consolidated data for NGCSU and GSC and other institutional data sources, four key themes emerged.

Theme 1: Too many students coming out of K-12 not academically prepared for college and requiring academic support

Locally, as well as regionally, students continue to graduate from high school without sufficient academic preparation for college. The average SAT scores for almost half of the high schools in the UNG service area fell below the state average (Appendix C).

This lack of preparation requires varying degrees of academic support; however, remediation has met with mixed success. In the 2007 consolidated data provided by USG, 36.6% of all first-time students required remediation. The percentages were higher for Hispanic students (55.9%), Black students (65.7%), and students who are 25+ years (75.9%) and 20-24 years (64%) (Table 1).

Table 1. Percent of 2007 GSC and NGCSU Students Requiring Remediation, USG CCG data



Just over half (56%) of the students requiring Math remediation actually completed it. Pell students (47%) and males (48%) had lower than average rates of completion, while Hispanic students (60%) had a higher rate of completion. Students with multiple learning support requirements also had substantially lower course completion rates.

Theme 2: At-risk populations needed better preparation for connecting to, engaging in, and navigating college

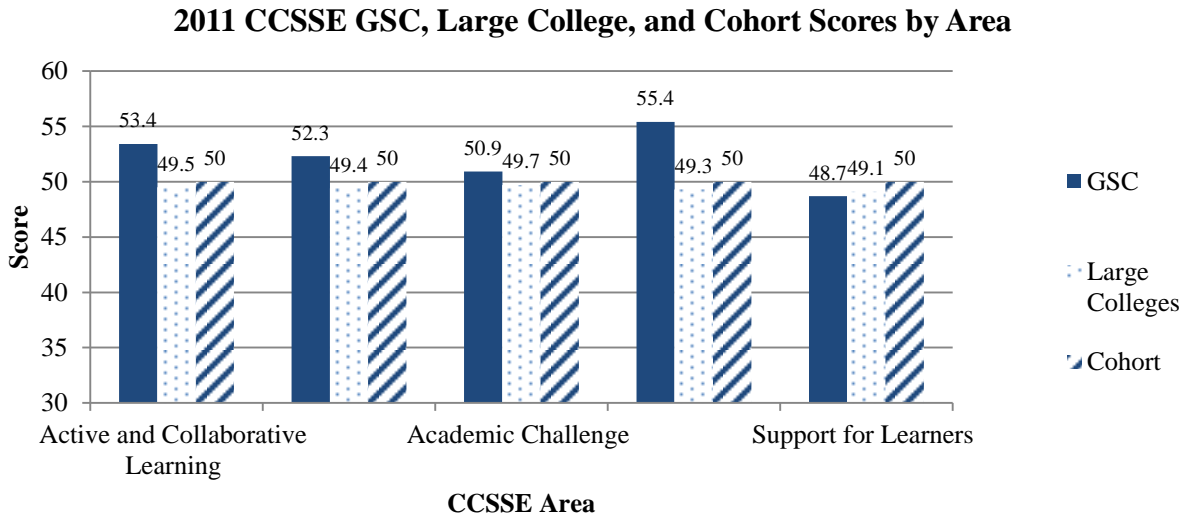
These academically underprepared students become at-risk populations once enrolled. They require better preparation for connecting to, engaging in, and navigating college in order to remain enrolled and reach their academic goals. In general, one semester retention rates were high for the 2003 full-time cohort, with the greatest loss occurring after the first year (77% retained) (Table 2). The populations falling below this rate were Black students (67% retained), students 25+ years (51% retained), students 20-25 years (52% retained), and students with LS requirements (64%). By the end of two years, retention had stabilized. Attrition occurred more dramatically for part-time students but also stabilized at the end of two years. Consequently, students requiring remediation and non-traditional students were among those with substantially lower graduation rates. The lower retention rate for 20-25 year old students was unexpected and more information is needed to determine the factors affecting retention in this age group.

Table 2. 2003 GSC and NGCSU Cohort, One Semester Retention Rates

Full-time cohort	Black	25+ years	20-25 years	LS requirements
77%	67%	51%	52%	64%

2011 CCSSE data for GSC continued to support the need for these types of programs and services with a slightly lower institutional score on “Support for Learners” than the large college and overall cohort groups (Table 3).

Table 3. 2011 CCSSE GSC, Large College, and Cohort Scores by Area



Theme 3: A high number of students, especially Hispanic and non-traditional, accrued substantially more hours at time of degree completion than required

One of the more disturbing trends identified in the data was the accrual of excess curricular hours at the time of degree completion. The average credits to degree for a FT associate degree seeking student was 78.86 credits. Already a high average, both Hispanic students (85.89) and adult learners (86.11) exceeded these hours. Unsurprisingly, this trend continues into the baccalaureate levels as well, with FT baccalaureate degree seeking students averaging 136.42 hours. Again, both Hispanic students (140.67) and adult learners (141.77) exceeded this average. These trends with Hispanic students were especially significant given that Hispanic full-time enrollment has increased 212% from FY2004 to FY2009 compared to an overall full-time enrollment increase of 64%.

Theme 4: Financial reasons were a significant contributor to student drop-out/stop-out

A 2010 phone survey conducted by the GSC Advising Center identified financial restrictions as one of the primary reasons students did not return. Students relying on Pell have increased 95%, and in fall 2011, 78% of GSC first-term freshmen were offered financial aid of some amount. In 2009, GSC’s student loan default data indicated that 96% of the defaulters had withdrawn. In addition, 72% of defaulters had been freshmen and 56% had been enrolled in at least one learning support program. 2011 CCSSE data also indicated a large population who felt the college was unable to offer them sufficient financial support.

Strategies, Goals, and Tactics

The University of North Georgia's Complete College Georgia proposal addresses the five major strategies identified by the University System of Georgia: improve college readiness through K-12 partnerships; expand access and completion, especially for underserved populations; shorten time to degree, restructure instructional delivery; and transform remediation. The goals and tactics presented below for each strategy are derived from University System metrics and the key themes identified in the consolidated data. This five year plan devotes the initial year primarily to implementation of restructuring based upon consolidation of the two institutions. This restructuring and the Complete College Georgia plan will feed into the new strategic planning process, which will commence in September 2012. Measures for each strategy, goal, and tactic can be found in the Strategy Metrics Section of this report.

Strategy One: Enhance Partnerships with K-12

A significant element of success in the University of North Georgia's College Completion plan is the increase in the high school to college pipeline, particularly for underserved populations. Both North Georgia College & State University and Gainesville State College have numerous and mutually valuable partnerships with regional K-12, but two of our key themes point to a significant gap in college readiness. Too many students come to us, particularly through GSC's access mission, requiring academic support in the form of remediation in English, Reading, and/or Math. In the 2007 consolidated data, 36.6% of all first-time students required remediation; for GSC's population, 49.4% of all first-time students did so. GSC's data on students directly from high school indicates that 46% arrive in need of remediation. While work must be done to improve the poor success rates of the student population requiring remediation, better preparation is also necessary for all students entering college. Regional data indicates a general lack of college preparedness for students in the region, as indicated by the SAT scores and graduation rates for regional schools. Additionally, 11 of the 21 districts in our Regional Education Service Areas (RESA) did not meet Adequate Yearly Progress (AYP) standards for graduation (85%). Graduation rates for those 11 districts ranged from very near AYP (>83%) in 3 cases to well below (<75%) in 4 cases, with one as low as 69.6%. (Appendix C)



Clearly, much work needs to be done in support of raising educational attainment and opportunity in the region. Rates for historically disadvantaged groups are even more distressing, falling as low as 55.6% for Black students and 46.2% for Hispanic students. In order to see a greater degree of attainment in the region, partnerships with K-12 to increase the pipeline of

students who are college ready is essential, particularly so for minority populations. Each of the programs will target student populations from at risk environments seeking to raise their college aspirations.

Goal 1.1: Expand Efforts to Increase the Regional College Participation for Underserved Populations

Consolidated institutional data clearly demonstrated key indicators of the need to work with K-12 in the increase of these pipelines. Despite an increase of 212% in the Hispanic population of students, data showed Hispanic students to be only 5% of the total population for the consolidated institution, though the Hispanic population in Georgia is about 9%. Similarly, the consolidated institution in 2008-2009 served a black population of less than 5%, though the black population in Georgia is 31%. Further, though the consolidated institution has seen a substantial increase of Pell-eligible students at 95%, GSC alone saw a 126% increase in Pell-eligibility between 2003-2004 and 2008-2009. Census data from 2010 shows UNG's service area to have had a rate of bachelor's degree holders in the population that was slightly above the average for Georgia in the same period, but still below 30% of all residents. The poverty rate for the counties, per the 2010 Census, is around 14%, which is almost identical with the state, but individual counties range from 6% to 33.5%.

Tactic 1.1.1: Develop Targeted Intervention Outreach Service Learning Program

Both NGCSU and GSC have highly successful education degree programs with excellent teacher candidates. Students from NGCSU graduate with certification in special education, and both part-time and full-time GSC students complete with ESOL and Reading certifications that are embedded in their education coursework. Each of these programs contributes to a comprehensive regional strategy in support of transforming the relationship between higher education and K-12, particularly as the students actually enter the K-12 classrooms during their education. With the combined strengths of our consolidated education programs in partnership with the Georgia Appalachian Center for Higher Education (GACHE), we will target groups we know to have a high degree of remediation need, groups including Hispanic, black, and low-income K-12 students. In particular, we will develop a targeted early intervention outreach program for high school students not meeting readiness standards through 'Near Peer' service-learning mentorships and Pre-Education student summer tutoring programs.

Tactic 1.1.2: Institute Collaborative K-12/Higher Education Regional Summit

The need for better prepared students coming to higher education from K-12 requires that each group have a clear understanding of each other's context. The focus of these regional summits will be collaborative education. In order to assure that the teacher candidates sent out into the school reflect the needs of the region, including the need for minority recruitment, these summits will also function as focus groups for the College of Education (CoE). The university, through the CoE, will collaborate with RESA in an annual Summit between high school and UNG teachers focused on improving communication and student college preparation.

Tactic 1.1.3: Develop Roadmaps for Student Success from New DOE Career Concentrations into and Through Higher Education

As a part of the Summit, UNG will work with Local Education Agencies to develop degree roadmaps to respond to and clarify the relationships between new DOE career concentrations and higher education. The University will use these roadmaps as outreach to parents and students, including those students who initially require remediation, regarding the pathways available to students in the various career concentrations.

Tactic 1.1.4: Develop Comprehensive Summer Strategy in Partnership with K-12

UNG will develop a comprehensive summer program strategy in support of creating student pipelines, targeting a variety of student groups: high-performing, those from at-risk environments, and English Language Learners (ELL). The University will combine GSC's successful Summer Scholars and Steps to College programs, which support students from at-risk environments and ELL students from seventh through twelfth grades, allowing them to earn Carnegie credits toward high school completion in the case of the latter, and NGCSU's successful Summer Language Academies and Summer Honors Program. UNG will use the synergy of these academic transition and transformation summer programs for high school students to form a pipeline to higher education. The summer programs also serve to mitigate the loss of learning that can occur during the summer months, particularly in the cases of language learners. This plan will include the Tactic outlined for a Summer Bridge program in Tactic 5.2.1.

Strategy Two: Improve Access and Completion for Students Traditionally Underserved

Underserved populations in the region represent human potential that requires opportunity in order to be fully realized. This population includes underrepresented minorities and the economically disadvantaged, as well as adult learners. Review of our consolidated institutional data indicates that, while the average FT enrollment has increased 64% from FY 2004 to FY 2009, students relying on Pell have increased 95% and the percent enrolled in remediation has increased 77%. Further review of the consolidated data shows that populations with substantially lower graduation rates included males,



students requiring remediation, and adult learners. Despite the dramatic increase in the number of Hispanic students, very few have reached degree completion. Creating access involves mitigating financial constraints and ensuring that students have the information needed to enter college and be successful in their pursuit of a degree.

Thus, in order to address access and completion for traditionally underserved students, we must actively recruit these populations, mitigate the financial and bureaucratic barriers to their admission, and provide them with support once they are matriculated.

Goal 2.1: Improve Access for the Economically Disadvantaged By Increasing the Number of Pell Eligible Students Who Apply To College

The North Georgia region is part of the Appalachian Regional Commission service area. The regional unemployment and poverty rates are above the national and state average. Economically disadvantaged populations have significantly lower college attendance and completion rates due to a host of factors, including lack of means and such “cultural capital” issues as awareness of opportunities and access to information. Conversely, this lack of access perpetuates the cycle of unemployment and poverty. One of the key themes that emerged from the analysis of our consolidated data was the importance of financial aid in students’ ability to go to, and stay in, college. We are committed to maintaining our access mission with affordable tuition as part of the consolidated University of North Georgia. And, we are committed to GACHE's role in educating and encouraging students in the region's local school systems, as well as their communities, as to the access paths to higher education. We must also help students take full advantage of the financial resources available to them.

Tactic 2.1.1: Adopt a Tuition and Fees Model for the New Consolidated Institution That Preserves Accessibility

One key element of the Complete College Georgia plan for the consolidated institution’s moving forward is to adopt a tuition model that preserves the accessibility of education. We will do so by having admission to an associates degree at the state college tuition rate on three of the four campuses, along with direct admission to the Baccalaureate degree programs at the state university tuition rate. Complementary to the two tier tuition model is the requirement to carefully manage tuition and fees so as to preclude developing an unintended economic filter to access. The cost of attendance must be kept to levels that do not exceed Pell limits and that do not result in a significant debt burden upon students’ graduation. This requirement is essential for maintaining and increasing the number of students from traditionally underserved populations that matriculate to UNG.

Tactic 2.1.2: Implement Financial Aid Workshops

Eliminating financial barriers for these students is a priority that requires informing them and their parents of funding strategies and opportunities and, in some cases, educating them in financial management. Continuing Education will lead this effort externally.

Tactic 2.1.3: Expand Alternative Needs-Based Funding for Students

UNG will create additional funding opportunities for students through both an aggressive scholarship fundraising strategy and the development of student employment opportunities with the university or with local government and business.

Goal 2.2: Increase the Number of Students in Each Underserved Population (African American, Hispanic, Asian, Veteran and Military Personnel, and Adult Learners) Through Targeted Recruiting

The university student population does not currently represent the national or state ethnic makeup. Approximately 19% of the North Georgia region's population over the age of 23 has some college but no degree. Additionally, the region is home to over 65,000 veterans. This number represents a significant group that can be engaged to meet CCG goals.

Tactic 2.2.1: Actively Recruit Minority Students

GSC has been relatively successful at increasing the number of Hispanic students enrolled. Although regional demographics are certainly a factor, we believe this success is due also to the type of services and support that we provide. We will use existing scholarship and leadership programs on both campuses, such as the Goizueta scholars and the African American Male initiative. We will also use information about such student associations as the Latino Student Association, Asian Student Association, Black Student Association and information about the academic and student support programs we provide to produce recruitment materials and create outreach opportunities in the area high schools in order to target these populations. This tactic will serve as a starting point while the comprehensive diversity plan is being developed (see Tactic 2.2.4).

Tactic 2.2.2: Streamlining Admissions for Military and Adult Learners

The new institution will not only reaffirm its membership in the University System of Georgia Adult Learning Consortium and in Service members Opportunity Colleges but also continue to adhere to the policies and best practices promulgated by these consortiums. Structural changes associated with consolidation will expand the Center for Adult Learners & Military (CALM), piloted in spring 2012 at GSC. The Center will function as an important component in the push to reach this underserved population. Outreach will be extended to regional business and industry groups with the intent to provide targeted service delivery to meet their workforce needs as well as deliver these services on site or proximate to the workplace where possible.

Tactic 2.2.3: Actively Recruit Adult and Veteran Students

Reaching out to this important constituency requires a marketing strategy that provides awareness and creates interest and that focuses both on the prospective student and on regional employers. We will align this plan with the College Access Challenge Grant and include the following: A night, online, and weekend (NOW) program website targeted at working adults; linkage to the Complete College Georgia website; and information about flexible programming options, financing strategies, and student success support

structures, especially for those students requiring remediation. We will promote our programs and resources through the USG GOAL website. A similar outreach strategy through Regional Engagement will focus on engaging employers in adult education initiatives as a means to greater productivity.

Tactic 2.2.4: Develop a Comprehensive UNG Diversity Plan

Improving access and completion for underrepresented minorities will require a significant effort. Planning for this component is beyond the scope of this document except in general terms. The university goal will be to achieve, at a minimum, an ethnically diverse student body reflective of national demographics: 13% Black, 16% Hispanic, and 3% Asian. This goal will require us to develop a separate minority recruiting campaign and a comprehensive university diversity plan that also includes minority representation in the faculty and staff. These major efforts will follow completion of consolidation in January and serve as a concurrent effort with strategic planning for the new university.

Goal 2.3: Provide Support for Completion to Underserved Populations

One of the key trends in our data analysis was that traditionally underserved students need more support in connecting to and navigating college, as well as preparing to do collegiate-level work. We plan to provide this support through a combination of curricular programs such as First-Year Experience, as discussed in Strategy 4, and co-curricular initiatives.

Tactic 2.3.1: Provide Financial Management Workshops to Matriculated Students

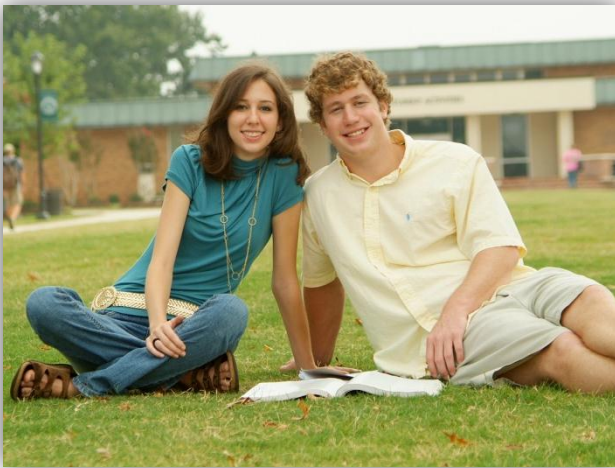
Financial difficulties are the single most frequent reason cited by students for dropping out, stopping out, or moving to part-time status. Financial difficulties create added pressure for students, often forcing them to work longer hours, which has a profound impact on their studies. Through the newly-established Student Money Management Center, UNG will empower students to make smarter financial choices; additionally, we will emphasize the connection between academic success and maintaining financial aid.

Tactic 2.3.2: Support for Military and Adult Learners

GSC piloted CALM, the Center for Adult Learners and Military, as a “one-stop shop” for veteran and adult learners. The Center serves as an advocate for the student, providing assistance with navigating VA benefits, initial evaluation of prior learning, and various support services that coordinates with financial aid, counseling services, tutoring services, academic advising, and student life. As part of our CCG plan, we will promote these services to students via print and websites, and expand not only the range of services available but also the campuses served.

Strategy Three: Improve Time to Degree Completion

Review of our consolidated institutional data indicates a 25% increase in baccalaureate degree awards over the past 5 years. It further reveals that four groups see substantially lower than average degree completion rates: males, students requiring remediation, Hispanic students—even in a period with a significant increase in population—and non-traditional students. Of these groups, both Hispanic students and non-traditional students also significantly exceed the average credits-to-degree for the associates (78.86 for all populations) at 85.89 and 86.11 credits respectively, thus suggesting that the time and credits-to-degree may be part of what impedes completion for these two groups. As noted above, the high credits-to-degree trend continues into the baccalaureate levels as well, with FT baccalaureate degree seeking students averaging 136.42 hours. While some of this data can be attributed to the high number of education graduates from both institutions, a discipline which typically requires more than 120 credits, education majors cannot alone account for these numbers. Again, both Hispanic students (140.67) and adult learners (141.77) exceeded this average. Clarification regarding whether or not the institutional data provided by USG counts Learning Support and/or English as a Second Language courses in the credits-to-degree is necessary, as both Hispanic and Adult Learners have high placement rates into Learning Support and/or ESL, and including either would increase credit hours substantially, given the access mission of the University of North Georgia.



Additional completion nuances are the rates at which students complete their Math and English requirements. In 2007, before the USG Core Curriculum was revised, instituting new rules regarding progress through Area A's Essential Skills courses in Math and English, 61.9 % of all students in the consolidated data completed one math and one English course within the first two years. Several populations fell below this mark, including black students (47%), adult learners (37%), and students 20-24 years (38%). This last group is

particularly troubling, in no small measure because it came as a surprise to both institutions, and the group clearly needs assistance. The percentage of students 20-24 years requiring remediation (64%) is somewhat better than the same measure for adult learners (75.9%), and their one-year retention rate is virtually identical to adult learners at 52%; nevertheless, their remediation completion rates (42.6%) are substantially lower than the average student and lower than adult learners (44.3%). While the reasons for this group's struggles are presently unclear, it appears that students in this age group either do not sufficiently identify with traditional and adult learner groups—that is, the typical target groups to be assisted by the programming encompassing their age group— or they simply aren't being reached by these programs. The Office of Academic Enrichment will engage focus groups during 2012-13 to examine this population and better target resources to encourage retention and completion.

Goal 3.1: Identify and Eliminate Barriers to Completion

A key theme that emerged from the analysis of the consolidated data was the excess of credits to degree across all populations at the associates and baccalaureate levels and for part-time and adult learners, in particular. Our shared commitment to both access and excellence demands we ensure that our own policies and procedures do not present needless barriers for students in their paths toward degree completion. In addition to the work outlined below, further efforts in support of this goal are present in Goal 4.1 in the expansion of online courses and programs.

Tactic 3.1.1: Identify and Update Policies that are Barriers to Completion

UNG will review policies at the institution to ensure that they are appropriate for our student and mission context and that they do not impede completion. For instance, examining the consolidated data regarding the IB, AP, CLEP, and DSST scores for which credit is granted reveals that GSC and NGCSU have significant differences that we will need to address in the process of consolidation; however, neither institution currently follows ACE guidelines for all areas. In order to reduce the time to completion, particularly for adult learners, the University will review ACE guidelines and adopt them through the appropriate channels. The National Institute for the Study of Transfer Students will be responsible for reviewing the Transfer Credit Policies. Policies slated for review include:

- Credit Award Cut Scores for IB, CLEP, AP, and DSST
- Transfer Credit Policies, including required courses in Area F
- Credit Award Limits for all Prior Learning Assessment
- SAT Score Requirement for Dual Enrollment

Tactic 3.1.2: Expand Prior Learning Assessment

Since 2010, GSC has been a part of the Adult Learning Consortium and Soldiers 2 Scholars, both of which are deeply invested in Prior Learning Assessment (PLA) options for students. PLA offers numerous benefits to students, including reduced time to degree. Through the Center for Adult Learners and Military (CALM), UNG seeks to ensure that students who might benefit from PLA options ranging from departmental and national standardized testing to portfolio assessment are provided with those options at the earliest point in the admissions process possible. Such measures target the adult learner population in particular, which is one of the populations most at risk for failure to complete.

Tactic 3.1.3: Publish Guaranteed Three-Year Evening Course Schedule

In 2006, a survey to identify reasons for delayed graduation was administered to students at GSC who were enrolled more than three years. The majority (70%) attributed the delay to their part-time student status, while half (51%) indicated that they had skipped one or more semesters. Additional reasons included the following: work schedule (41%), Learning Support requirements (39%), changing majors (20%), taking classes outside of major without changing major (13%), and academic difficulty resulting in not making progress (13%). When asked which factor contributed most to

delay, students identified part-time status, insufficient time, and course selection. As the majority of GSC students work, institutional data reflects the difficulties they face in creating appropriate schedules, particularly in the evening, on their preferred campus that will ensure timely progress toward degree completion. GSC's highly successful evening, part-time Early Childhood Education degree (which shows a 98.2% retention rate) will serve as a model for structuring the evening programming. Further, instead of receiving a schedule designed to engage and support transition of new freshmen from high school to college, students must accept a schedule based solely on course availability. This necessity affects students' ability to progress in a timely manner. To rectify this gap, the consolidated institution proposes to publish a three-year schedule for evening classes as a part of the Night, Online, and Weekend (NOW) Program in order to allow students to plan their schedules according to availability and so avoid taking unnecessary courses out of their major.

Goal 3.2: Decrease Excess Credits Earned at Degree Completion through Enhanced Early Intervention Protocols

An additional key theme that emerged in the consolidated data regarded the excess credits that students had at the point of the associates degree. Because excess credits reflect both time and money that may not be leading students to their goal, the institution is prepared to create a support system based on the success of the Advising Center; this system will ensure students who are not progressing toward degree or who are unlikely to be able to complete the degree currently sought are identified, counseled, and provided with appropriate alternatives at the earliest possible point. GSC's Advising Center has already seen dramatic improvements for students in targeted advising populations, particularly those not in good academic standing. This intentional support for students who are on probation, that is, the Academic Success Plan (ASP), has been exceptionally successful for participating students. The one semester retention for the fall 2010 cohort of probation students yielded 61% retention for ASP students versus 39% for the students who did not participate. The one-year persistence rate for the same cohort was 47% for ASP students and 36% for on-ASP students; also, the average GPA for the ASP students increased approximately .25 points.

Tactic 3.2.1: Targeted Advising for Students in Highly-Competitive Majors

UNG will analyze the highly-competitive majors to identify key courses as well as freshman GPA targets for highly competitive majors at UNG, in order to target advisement and resources to those students in highly-competitive majors who are not meeting their predictive targets. It is essential to identify such students early in their college careers so that we may connect them to such academic support resources as Supplemental Instruction (SI) or so that they may change their majors to those the students are more likely to have the opportunity of completing. Students in the second group will also be connected to such student support services as career counseling.

Tactic 3.2.2: Targeted Advising for Students who are Not Progressing

Again using methods similar to the targeted advising for ASP students, UNG will identify key indicators for students who are likely to fail to persist and complete. Given the 2007 consolidated data regarding completion of one English and one Math in two years, UNG

will first examine the data regarding the progress toward completion of the Area A Essential Skills courses since the change in the USG Core Curriculum policies approved in 2009. Whether or not this baseline data shows improvement, we will seek to identify student populations who are not meeting the Area A 30-hour standard and deploy targeted advising and success plans to ensure that students meet this very important objective.

Strategy Four: Restructure Instructional Delivery

Analysis of data from pilot projects, student surveys and institutional data indicate three primary areas to address in restructuring instructional delivery for GSC and NGCSU as they consolidate.

The intent of restructuring instructional delivery is 1) to increase learning through the use of high impact practices; 2) to provide access to those who are unable to attend traditional instruction, particularly working adults; and 3) to use innovative pedagogies and support to target those courses with high DWF rates, particularly in the sciences and gateway courses.

Goal 4.1 Expand Online Courses and Programs

A survey of GSC evening and weekend students in 2011 indicated that the availability of courses and integrating them into the students' work schedules was one of the main barriers to completion of degree programs. The recommendations of the Adult Learning Consortium and the USG's military friendly initiatives similarly point to the importance of online courses and shortened semesters in degree completion for these populations. These, along with the tactics in Goal 3.1, are intended to facilitate a decrease in time to completion, as well as in credits to degree.



Tactic 4.1.1: Join eCore as Soon as Possible After Consolidation

If eCore courses were available to the students of the University of North Georgia, they would be able to fill in gaps in their program of study when a course was already full or only offered at times that conflicted with their personal commitments. This tactic also appropriately leverages University System of Georgia resources to support students.

Tactic 4.1.2: Develop Online Courses and Degree Programs that are High Demand for Adult Learners and Military Programs

Academic Affairs must conduct a comprehensive gap analysis to identify the following: course "bottlenecks" to credentialing; "cyclic" shortages in availability, that is, shortages occurring every other year; high need course offerings, those in coordination with regional employers; and high demand or niche capability online degree programs. Preliminary analysis of current online offerings, student demand, and feedback from the members of the Adult Learning Consortium seems to indicate these priorities for online

course development: upper level business courses, and area F for psychology, sociology, and criminal justice. Courses in area F for psychology, sociology, and criminal justice would feed into the proposed eMajor under development at the USG level, and also support GSC's bachelor's program in Human Services and Delivery Administration, a popular degree with our veteran students and returning adults.

Goal 4.2: Expand the Use of Supplemental Instruction, Particularly in STEM and Gateway Courses to Improve Completion

In 2007, GSC began offering Supplemental Instruction (SI) in select courses with D-F-W-WF rates of over 30%. The SI program has been especially effective with MATH 1450, BIOL 1107, BIOL 1108, HIST 2111, HIST 2112, and ACCT 2101. A lack of resources has slowed the growth of the program.

Tactic 4.2.1: Increase the Number of Sections in STEM Courses that Include SI

UNG plans to offer supplemental instruction on all campuses and expand both the number of sections available and the courses open to supplemental instruction. NGCSU is piloting its first course with supplemental instruction, BIOL 1107K, this fall. Although SI has been used with CHEM 1211 at GSC, the results from the most recent semester were inconsistent with other courses in the program. The SI director is reviewing that course to determine the causes for this discrepancy and make the necessary adjustments.

Tactic 4.2.2: Expand the Number of Gateway Courses for Which We Offer Supplemental Instruction

This fall, GSC is piloting the use of SI in ENGL 1101, MATH 0097, MATH 1111, and READ 0099. While these courses may not be considered traditional gateway courses, they do represent key areas for improvement. Our consolidated data indicated that, on average, 61.9% of fall 2007 students completed one math and one English within the first two years. For certain populations, the percentage was even lower. Evaluation of the pilot results will determine if SI is effective at improving completion rates in these courses.

Goal 4.3: Expand the Implementation of High Impact Practices

High impact practices include undergraduate research, service-learning, and study abroad. These programs already exist to one degree or another in both consolidating institutions. However, the level of student and faculty involvement varies. UNG will undertake major efforts to identify opportunities for expansion and to develop revised university wide plans to operationalize these initiatives. Precise goals in this area are to be determined based upon further analysis. Consolidated, as well as campus-specific, data to support determining goals is not yet available.

Tactic 4.3.1: Expand Current Undergraduate Research Opportunities

The institution will build on the existing Center for Undergraduate Research and Creative Activities at NGCSU, as well as the undergraduate Conference for Innovation, Research and the Creative Arts begun last year at GSC, in order to expand the opportunities for undergraduate research across the new university. The Center for

Teaching, Learning and Leadership will provide faculty development to support this initiative.

Tactic 4.3.2: Expand Current Service-Learning Opportunities

Prior to consolidation, NGCSU had developed strategic plans for a Center for Service-Learning, providing structure to support the growth of service-learning initiatives, and GSC had integrated service learning heavily into the School of Social Sciences programs. These programs provide a starting point for the development of an institution-wide program.

Tactic 4.3.3: Expand Student and Faculty Participation in Study Abroad

NGCSU has robust participation of students and faculty and a well-developed support system for study abroad. GSC has had limited participation and few institutionally sponsored programs. The combined resources of the institutions, and a future student body of approximately 15,000 students, create an opportunity for expanding these activities.

Tactic 4.3.4: Implement First Year Experience across UNG

The institution will review and adapt the first year experience to enhance learning outcomes and retention. This revision will include the following: examining new student orientation; reviewing UNIV 1000 (Freshman Experience) and UNIV 1001 (Career Planning); and taking into consideration the needs of traditionally underserved populations and the fact that three of the campuses in the new institution will be commuter campuses. UNG will conduct a similar review regarding freshman learning communities and programs designed to enhance advising.

Strategy Five: Transform Remediation

Based on 2007 consolidated data, 36.6% of all first-time students required remediation; at GSC this number was 49.4%. In either case, the percentage represents a considerable number of students who arrive to college in need of remediation. Unfortunately, both the one-year retention and degree completion rates for these students fall well below average. Of this population, 57.5% actually completes remediation. Comprising such a large percentage of our population within our access mission, any efforts to improve their completion must carefully examine the policies, processes, and habits of the Learning Support programming. Our consolidated data also indicates that students on Pell, Hispanic students, black students, adult learners, and students aged 20-24 have learning support requirements at far higher rates than average at 42.3% 55.9 %, 65.7 %, 75.9%, and 64% respectively. At GSC alone, where the majority of remediation has historically taken place,



those same populations required remediation at 54%, 63.1%, 73.6 %, 82.8%, and 68.5%, respectively. Asian and Hispanic students complete learning support requirements for the consolidated institution at a far higher rate than the average, but Pell, Black, adults, and 20-24 years students complete remediation at a far lower rate than their peers. Since students in remediation, and particularly Black students, adult learners, and students aged 20-24, are among those least likely to complete, it is imperative that programming and institutional support be attuned to the needs of these students. Institutional data also demonstrates that students with multiple learning support requirements are far less likely to persist and complete than their peers. While many of the remediation tactics focus on the population that was formerly Gainesville State College's alone, many tactics will also support the remediation efforts underway for students who were North Georgia College & State University's, particularly by transforming pedagogy, since national and institutional data suggests much need for such. We must do a better job.

Goal 5.1: Identify and Eliminate Barriers to Remediation Completion

GSC's institutional data reflect that the grade of a remediation course is a better predictor of success in subsequent courses than is the COMPASS score. Each semester, we are faced with students having to repeat courses they have already passed when it is only the COMPASS score that prevents "completion" of the learning support requirement. Again, our shared commitment to both access and excellence demands that we ensure that our own policies and procedures do not present needless barriers for students in their paths toward degree completion.

Tactic 5.1.1: Elimination of COMPASS Exit Exam

We will begin with the pilot courses outlined in Tactic 5.3.2 with the eventual goal of eliminating the COMPASS exit requirement for all students. In order to ensure continued student success, UNG will closely monitor the success data for all students who complete remediation without the COMPASS as compared to their peers in courses that still require COMPASS. Success for those students omitting COMPASS will be defined by their success in subsequent courses; the success of the tactic itself will be in the reduction of a population of students needlessly barred from completion due to the exit exam requirement.

Goal 5.2: Established Enhanced Non-Credit Remediation Programs

Through the proposed office of University Affairs, in partnership with Continuing Education, the University will create a series of short-term remediation and course refresher programs to augment the already extant COMPASS preparation online tools currently available through GSC's Office of Academic Enrichment. Since remediation requirements themselves appear to be a barrier to completion—however necessary these requirements may be—the University thus seeks to provide opportunities for students to engage in highly-supportive non-credit courses to better prepare them to take the COMPASS exam and/or to begin college.

Tactic 5.2.1: Create a Summer Bridge Program for Students who Place into Remediation

As a portion of the Summer Strategy outlined in Tactic 1.1.4, UNG will create a Summer Bridge Program to help reduce the need for remediation for at-risk populations and to better prepare students for transition to college. UNG's Bridge Program will target the most at-risk populations, beginning with Hispanic students, who place into learning support in high numbers, and who have a high LS completion rate, but a very low degree completion rate.

Tactic 5.2.2: Short-Term Refresher Courses

The majority of adult students, many of whom also work, would unlikely benefit from the summer intensive bridge program, even if we offer evening sessions (though that too is a possibility). In order to assist working students, UNG will offer refresher courses in key learning areas, such as Math, English, and Reading in order to target populations, including returning veterans. These courses will not attempt to replicate the learning support course work; rather, they will prepare students to enroll in the University, including COMPASS preparation. They will be short-term and offered year-round in order to allow flexibility to adult learners regarding when they begin on their path toward degree completion.

Goal 5.3: Provide Multiple and Flexible Pathways to Satisfy Remediation Requirements

In order to better support the multifaceted needs of our students, UNG seeks to create multiple pathways through remediation, including alternative, accelerated, and stretched courses. At the Complete College Georgia summit, as well as the AAC&U Student Success Conference and the Adult Learning Consortium's Summer Institute, speakers oftentimes presented data on the failure of remediation on college campuses. While the future UNG has seen great success in remediation, particularly at GSC, where the faculty who teach learning support courses also teach the subsequent courses, we have considerable room for improvement, especially with targeted populations. The wide variety of need within our student body, including the needs of both commuter and residential populations, insists that we develop pathways toward and out of remediation that are more responsive to the needs of students, particularly adult learners.

Tactic 5.3.1: Required Skills Course for Students in READ 0099 and/or MATH 0097

Institutional data suggests that students placing into READ 0099 and/or MATH 0097 are the student populations who struggle most visibly with remediation completion and are most likely to stop or drop out. Several semesters of data have been collected on the performance of students with learning support requirements who are also required to take a study skills course. This course, proposed as a one-credit-hour, would be available to all students with remediation requirements.

Tactic 5.3.2: Expansion of Quantway Math for Students not in STEM or Business majors

Despite the fact that not all students require College Algebra, the traditional MATH 0097/0099 pathway is designed to lead students to that course, which can be a barrier for students who struggle with algebraic concepts. In spring 2012, GSC launched a pilot course, MLCS 0099, through its participation in the Carnegie funded Quantway grant; this course sought to create pathways through remediation, in this case, a course for students placing into MATH 0097 or MATH 0099 and who do not intend to pursue a degree requiring College Algebra. As Math demonstrably has a higher placement percentage and a lower completion percentage than does English, in both the consolidated data and GSC's alone, intervention in this area clearly represents a significant need in order to assure degree completion. Initial indicators suggest a high degree of success in the course itself, and the first cohort is currently enrolled in the subsequent college-level math course.

Tactic 5.3.3: Pilot Accelerated Learning Support Courses

In reviewing the material presented at the Complete College Georgia Summit and elsewhere, faculty have proposed a number of innovative accelerated configurations for learning support courses, including combined ENGL/READ 0099 and a "laboratory" model ENGL 0099 to be taken concurrently with ENGL 1101. Each of these courses, and particularly the latter, would allow students the opportunity to progress more quickly. We anticipate beginning the courses with the population of students who are placed into ENGL 0099 by the institutional writing sample, but who otherwise passed the COMPASS exam.

Tactic 5.3.4: Pilot Stretched Courses for Students in Final LS Attempt

Though the MLCS pathway has constituted a considerable investment of time by the math faculty, the CCG, Accelerated Learning Program, and other conferences have presented a number of options for students requiring remediation in math that may be particularly profitable in terms of the likelihood of completion. One such model is a "stretched" math course for students who require more time in math remediation but who are otherwise progressing well; such a course would neither require students to use an attempt in order to continue on in the next semester, nor would it require students to repeat an entire course in order to gain understanding of a few concepts.

Tactic 5.3.5: Enhanced Intervention Protocols for Students in Final Learning Support Attempt

Using similar methods of targeted advising for Academic Success Plans referenced in Goal 3.2, UNG will create an intrusive and intensive support system for students in the final learning support attempt, particularly for those who find passing the courses to be the most significant challenge. Academic support may include required tutoring, student success modules, and career and transfer counseling, including information about the programs available at the TCSG schools.

Implementation Plan

The successful implementation of the University of North Georgia Complete College Georgia plan will require active participation and coordination of efforts of many units across the entire institution. As such, the office of University Affairs, led by Dr. Al Panu, will be responsible for leading and coordinating the overall CCG plan. As a first step, the Office of Executive Affairs, which is responsible for leading the development of the institution's strategic plan, will work closely with University Affairs to ensure that the proposed CCG plan is well integrated into UNG's strategic plan. We will thoroughly consider and embed the following: the timeframe for implementing the CCG plan; the resources needed; the training that must be provided; and the networking, communication, and accountability vital to the success of this endeavor.

As part of this plan, every major activity proposed for the purpose of achieving stated goals will be assigned to a specific unit of the institution. A designated leader within the unit will coordinate and be responsible for conducting the activity, collecting data where needed, and reporting periodically on the progress or results of the activity to the Office of University Affairs. The Office of University Affairs will be responsible for keeping the entire university community and community stakeholders informed on the status and progress of the institutional CCG plan.



The CCG Planning Team, headed by University Affairs, will meet quarterly; at least three times a year, it will report to the President and the Implementation Team on the status of the CCG plan's implementation. The Implementation Team will steer the process and interact with the Regional Education and Economic Development Task Force whose membership will reflect key stakeholders and regional partners in the success of the CCG plan. The Implementation Team will meet a minimum of once a semester (including summer) to review progress with the Planning Team. The Implementation Team will review reports from various units responsible for activities designed to accomplish the goals of the plan, assess the measure of progress achieved toward accomplishing the plan against carefully chosen benchmarks, and recommend to the unit necessary changes for improvement where warranted. This team will also review input from the "field" semiannually solicited from faculty, staff, and students and from the Education and Economic Development Task Force.

Collection of appropriate, accurate, and timely data throughout the many activities associated with the CCG plan is essential for thoughtful and insightful data analysis, its refinement, and its overall success. The Office of University Affairs will work closely with the offices of Institutional Research and Institutional Effectiveness to identify, for all major activities associated with the CCG plan, the key metrics for which data must be collected, the timing and the frequency of data collection, and the plan for imbedding such data collection into the activities. Special efforts will be made to connect the metrics selected to the overall goal of degree completions. Our goal is to be able to pinpoint where needed changes in programs, policies, processes, and procedures could lead to performance indicators for increasing access, retention, progression, and graduation.

Evaluating Our Progress

To ensure the success of the CCG initiatives and provide continued support for improvement, CCG has been incorporated into four layers of data collection, assessment, and strategic planning at the consolidated institution. This incorporation ensures that assessing these initiatives is embedded in the systematic and ongoing data collection and analysis processes, allocating appropriate resources, and maintaining a clear relationship with the strategic planning process. The metrics tables included in the appendix focus mainly on the programmatic and campus levels of assessment.

Programmatic Level

The first layer of data occurs at the level of the program and focuses on measuring access and effectiveness. It includes the implementation of a new card system that monitors participation in programs such as Supplemental Instruction and tutoring, along with demographic and academic performance data in Banner. This system enables the institution to monitor the relationship between degree of participation and student outcomes, based on demographics and levels of academic preparation and performance. Banner data also allow us to track participation in new, revised, and co-requisite courses included in the CCG initiatives and compare student academic outcomes between participation groups. Both process and outcomes measures can be tracked at this level. Academic Affairs, University Affairs, and the office of Institutional Effectiveness will collaborate on this layer.

Campus Level

Within the institution, the multifaceted mission and varying population needs necessitate the delivery of different programs on different campuses. The second set of data comprises a subset of CCG metrics combined with other variables needed to monitor the indicators related to retention, progression, and graduation as well as the success of select programs at the campus level. These data are the baseline measures on which the CCG strategies expect to have an impact. This data collection will be conducted through Institutional Research within the office of Institutional Effectiveness. These metrics include, but are not limited to, the following:

UNIV ID	English Remedial Enroll
DOB	Math Remedial Complete
First Name	English Remedial Complete
Middle Name	Math Enroll (Post remedial enroll)
Last Name	English Enroll (Post remedial enroll)
Gender	Math Complete (Post remedial enroll)
Race	English Complete (Post remedial enroll)
Ethnicity	Year one Fall to Fall retained (1/0)
State Of Origin	Year two Fall to Fall retained (1/0)
Full-time/Part-time	Major Code
PellAward	Minor Code
Credit Hour Attempted	Graduation date
Credit Hour Earned	Degree Code
Math Remedial Enroll	Degree Type

Institutional Level

USG provides the third level that contains the CCG metrics for the institution as a whole. These data enable UNG to identify issues that are relevant across the institution and for the majority of subpopulations. These data also define the long-term measures of retention, progression, and graduation ultimately impacted by the collective efforts of the CCG strategies.

Regional Level

Finally, although they do not necessarily reflect the success of the UNG CCG initiatives, regional data identify trends, support programmatic decisions, and identify future opportunities. The following organizations and data areas represent a rich source of information to develop and guide the CCG initiatives.

- (1) Trends in Workforce Education Requirements.
 - (a) Department of Labor Forecasts.
 - (b) Employment Demand and Opportunities.
 - (c) Regional Workforce Requirements by Degree.

- (2) Higher Education Demographics and Performance.
 - (a) Regional Demographics.
 - (b) Access to Post-Secondary Education.
 - (c) Instructional Delivery.
 - (d) Remediation Efforts.

- (3) Regional K-12 Demographics and Performance.
 - (a) K-12 Academic Performance and College Preparation Indicators.
 - (b) Post-Secondary Attendance Rates and College Selection.

- (4) Other Regional Post-Secondary Institutions and Resources.
 - (a) Georgia Department of Education.
 - (b) Georgia Department of Community Affairs.
 - (c) Pioneer Regional Education Services Agency (RESA).
 - (d) Northeast Georgia Regional Services Agency.
 - (e) Appalachian Regional Commission.
 - (f) Georgia Appalachian Center for Higher Education.
 - (g) Georgia Department of Economic Development.
 - (h) Georgia Mountains Regional Commission.
 - (i) Northeast Georgia Regional Commission.

Concluding Remarks

The University of North Georgia represents a new and exciting educational asset for the region. Building on the existing strengths of North Georgia College & State University and Gainesville State College, the Complete College Georgia plan for the new institution harnesses the synergies created through consolidation and the resulting full range of higher education capabilities that provide a flexibility found in no other institution in the state. Its complementary partnership with other institutions and K-12 local education entities as well as with regional employers and government officials will energize workforce and economic development in North Georgia. At the end state, the Northeast Georgia region and the Georgia Mountains region together will become one of the most dynamic and vibrant areas in Georgia and the Southeast.



Appendix A: Planning and Implementation Team

Leadership

Leadership plays a key role in further development and implementation of the university's plan. Beyond the Planning Team, the Implementation Team will play a leading role in anticipating and adapting to regional requirements and opportunities. This team will meet a minimum of once each semester to review progress and to make adjustments to plans and priorities. The Planning Team will be responsible for preparing these meetings so that they are of maximum benefit and are supported with the critical information requirements necessary to make decisions. This team will also be responsible for providing connectivity with the strategic planning process scheduled to begin in September. In addition to the implementation team, the university will establish a Regional Education and Economic Development Task Force. This task force will support not only Complete College Georgia, but serve as a task force to help better serve the region through participation in the strategic planning process.

Communications

The Planning Team will establish a web site to support the regional Complete College Georgia effort. This site will serve as the project management tool for the institution and for the implementation committee and task force, providing information updates as they become available, maintaining "dashboard" data from university units charged with collection tasks and serving a scheduling function for necessary meetings and related events. Informal communications linkages will be established throughout the region with chambers of commerce, civic organizations and local governments through a leadership engagement plan developed by the Executive Director of Regional Engagement.

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DISTRICT	NAME	RELATED COMMITTEE MEMBERSHIPS	EMAIL	PHONE
H-8	Stephen Allison R-Blairsville	Appropriations; Economic Development & Tourism; Higher Education	stephen-allison@house-ga-gov	404-656-0188 706-781-3929
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H-10	Terry Rogers R-Clarkeville	Defense & Veterans Affairs; Economic Development & Tourism	terry.rogers@house.ga.gov	404-656-0325 706-754-0706
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H-24	Mike Dudgeon R-Suwanee	Education	mike-dudgeon@house-ga-gov	404-656-0298
H-26	Carl Rogers R-Gainesville	Appropriations; Higher Education (Chair)	carl-rogers@house-ga-gov	404-656-5146 770-535-0994
H-27	Doug Collins R-Gainesville	Appropriations; Defense & Veterans Affairs (Vice Chair)	doug-collins@house-ga-gov	404-651-7737
H-29	Alan Powell R-Hartwell	Appropriations; Special Committee on Small Business Development & Job Creation (Sectry)	alanpowell23@hotmail.com	404-656-0202 706-376-4422
H-31	Tommy Benton R-Jefferson	Education (Secretary)	tommy-benton@house-ga-gov	404-656-0213
H-108	Terry England R-Auburn	Appropriations (Chair); Education; Industrial Relations	englandhomeport2@windstream-net	404-463-2247
H-113	Chuck Williams R-Watkinsville	Children & Youth; Higher Education	chuck-williams@house-ga-gov	404-656-0254
H-115	Doug McKillip R-Athens	Appropriations; Industrial Relations	doug@dougkillip-com	404-656-0177 706-613-1900
S-17	Rick Jeffares (R)	Veterans, Military, and Homeland Security	rick-jeffares@senate-ga-gov	404-656-0503 678-432-7676
S-24	Bill Jackson (R)	Appropriations; Economic Development (Vice Chair); Education & Youth (Ex-Officio);	bill-jackson@senate-ga-gov	404-651-7738 706-863-5818
S-25	Johnny Grant (R)	Appropriations; Higher Education (Vice Chair)	johnny-grant@senate-ga-gov	404-656-0082

S-27	Jack Murphy (R)	Appropriations	jack-murphy@senate-ga.gov	404-656-7127
S-46	Bill Cowsert (R)	Appropriations; Higher Education	bill-cowsert@senate-ga.gov	404-463-1383 706-543-7700
S-49	Butch Miller (R)	Economic Development (Secretary)	butch.miller@senate.ga.gov	404-651-7738 678-989-5301
S-50	John Wilkinson (R)	Economic Development; Education & Youth	john-wilkinson@senate-ga.gov	404-463-5257 706- 886-1898
S-51	Steve Gooch (R) Deputy Whip	Economic Development	steve-gooch@senate-ga.gov	404-656-9221

Appendix B: Strategy Metrics

Complete College Georgia, Goals and Metrics

Strategy 1: Enhance partnerships with K-12

Goal 1.1: Expand efforts to increase the regional college participation for underserved populations

Tactics	Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes	
1.1.1	Develop targeted intervention outreach service learning program	# of HS students not meeting readiness standards participating in service learning program	Compare change in the number of HS students not meeting readiness standards participating in service learning program from fall 2013 baseline	Annual	AY2013-14	Baseline	College of Education	ICW University Affairs
					AY2014-15	6% increase		
					AY2015-16	8% increase		
1.1.2	Institute collaborative K-12/Higher Educational Regional Summit	# of institutions participating in summit	Compare change in the number of institutions participating in annual summit from fall 2013 baseline	Annual	AY2013-14	Baseline	University Affairs	ICW CoE and Academic Affairs
					AY2014-15	6% increase		
					AY2015-16	8% increase		
1.1.3	Develop roadmaps for student success from new DOE career concentrations in and through higher education	# of roadmaps developed	Completed development of all ten roadmaps based on DOE career concentrations	Monthly	AY2013-14	Y/N	Director of Academic Transitions	ICW AA
					AY2014-15	NA		
					AY2015-16	NA		
1.1.4	Develop Comprehensive Summer Strategy	Plan Developed	# increase of students enrolled in summer courses	Annual	AY2013-14	Baseline	University College ICW Center for Global Engagement & Honors/Graduate Studies	
					AY2014-15	6%		
					AY2015-16	8%		

Complete College Georgia, Goals and Metrics

Strategy 2: Improving access and completion for students traditionally underserved

Goal 2.1: Mitigate financial barriers to admission by increasing the number of Pell eligible students who apply to college

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
2.1.1	Adopt a tuition model for the new consolidated institution that preserves accessibility	# of Hispanic, Black, and non-traditional students	Compare change in the number of Hispanic, Black, and non-traditional students who apply, those accepted, and those enrolled from Fall2012 baseline	Annual	AY2013-14	4% increase	Financial Aid	metrics will be tracked through FA records
					AY2014-15	6% increase		
					AY2015-16	8% increase		
2.1.2	Implement FAFSA completion workshops	# of completed FAFSA forms	Compare change in the number of completed FAFSA forms by enrolled UNG students from Fall2012 baseline	Annual	AY2013-14	4% increase	FA ICW CE	FA will track metrics, CE will work with UA to deliver workshops
					AY2014-15	6% increase		
					AY2015-16	8% increase		

Goal 2.2: Increase the number of students in each underserved population (African American, Hispanic, Asian, veteran and military personnel, and adult learners) through targeted recruiting.

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
2.2.1	Actively recruit minority students	# of Hispanic, Black, and Asian students	Compare change in the number of Hispanic, Black, and Asian students who apply, those accepted, and those enrolled from Fall2012 baseline	Annual	AY2013-14	4% increase	Student Affairs	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
2.2.2	Streamlining admissions for military and adult learners and supporting their matriculation	# of military and adults learners applying as well as number of accepts	Compare change in the number of military and adult learners applying and accepts from Fall2012 baseline	Annual	AY2013-14	4% increase	Student Affairs ICW CALM	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
2.2.3	Actively recruit adult and veteran students	# of military and adults learners applying as well as number of accepts	Compare change in the number of military and adult learners applying and accepts from Fall2012 baseline	Annual	AY2013-14	4% increase	Student Affairs ICW CALM	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
2.2.4	Develop a Comprehensive UNG Diversity Plan	Plan Created	% departments engaged in the plan	Annual	AY2013-14	50%	Director, Diversity Initiatives & Intercultural Relations	ICW Executive Affairs, Academic Affairs, University Affairs, and Student Affairs
					AY2014-15	75%		
					AY2015-16	100%		

Goal 2.3: Provide support for completion to underserved populations

Tactics	Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
2.3.1	Provide financial management workshops to matriculated students	% of students with FA reaching financial probation status during first year	Compare % of FA students reaching financial probation in first year for those who participated in workshops with those who did not	Annual	AY2013-14 6% decrease	Student Affairs	
					AY2014-15 8% decrease		
					AY2015-16 10% decrease		
2.3.2	Deliver CALM (support for military and adult learners)	% of military students/dependants utilizing services provided by CALM	Compare change in utilization of CALM services from fall 2012 baseline	Annual	AY2013-14 8% increase	CALM	
					AY2014-15 10% increase		
					AY2015-16 12% increase		

Complete College Georgia, Goals and Metrics

Strategy 3: Improve Time to Degree Completion

Goal 3.1: Identify and eliminate barriers to completion

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
3.1.1	Identify and update policies that are barriers to completion	% of identified policies updated	% of identified policies updated	Annual	AY2013-14	100%	Academic Affairs	
					AY2014-15	NA		
					AY2015-16	NA		
3.1.2	Expand Prior Learning Assessment options	# of adult learners earning credit through PLA	Compare change in the number of students earning credit through PLA from Fall2012 baseline	Annual	AY2013-14	4% increase	CALM	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
3.1.3	Publish guaranteed three-year evening course schedule	Published three-year evening schedule	Published three-year evening schedule	Each semester	AY2013-14	Y/N	Academic Affairs	ICW UA
					AY2014-15	NA		
					AY2015-16	NA		

Goal 3.2: Decrease accel credits earned by degree completion through enhanced early intervention protocols

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
3.2.1	Implement targeted advising for students in highly-competitive majors	% of students in competitive majors receiving developmental advising	Change in the percent of students in competitive majors receiving developmental advising from fall 2012 baseline	Each semester	AY2013-14	6% increase	Advising	
					AY2014-15	8% increase		
					AY2015-16	10% increase		
3.2.2	Implement targeted advising for students who are not progressing	% of students who have not completed at least one English and one Math upon reaching 30 credit hours	Compare change in the % of students who have not completed at least one English and one Math upon reaching 30 credit hours from Fall2012 baseline	Annual	AY2013-14	6% increase	Advising	
					AY2014-15	8% increase		
					AY2015-16	10% increase		

Complete College Georgia, Goals and Metrics
Strategy 4: Restructuring instructional delivery

Goal 4.1: Expand online courses and programs

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
4.1.1	Join eCore as soon as possible after consolidation	# of students participating in eCore	Change in number of students participating in eCore from fall 2013 baseline	Each semester	AY2013-14	Baseline	Academic Affairs	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
4.1.2	Develop online courses and degree programs for adult learners and military students	# of adult learners and military students participating in online courses/programs	Change in number of adult learners and military students participating in online courses/program from fall 2013 baseline	Annual	AY2013-14	4% increase	University Affairs	
					AY2014-15	6% increase		
					AY2015-16	8% increase		

Goal 4.2: Expand the use of supplemental instruction, particularly in STEM and gateway courses

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
4.2.1	Increase the number of sections in STEM courses that include SI	# of SI STEM sections	Change in number of SI STEM sections from fall 2012 baseline	Annual	AY2013-14	4% increase	Director of Supplemental Instruction	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
4.2.2	Expand the number of gateway courses for which we offer SI	# of SI sections in ENGL1101, MATH0097, MATH1111, READ0099	Change in number of SI gateway course sections from fall 2012 baseline	Annual	AY2013-14	4% increase	Director of Supplemental Instruction	
					AY2014-15	6% increase		
					AY2015-16	8% increase		

Goal 4.3: Expand implementation of high impact practices

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
4.3.1	Expand current undergraduate research opportunities	# of opportunities for undergraduate research	Change in number of opportunities in undergraduate research from 2012 baseline	Annual	AY2013-14	4% increase	Director, CURCA	Collect through CTLL
					AY2014-15	6% increase		
					AY2015-16	8% increase		
4.3.2	Expand current service learning opportunities	# of service learning opportunities	Change in number of service learning opportunities from fall 2012 baseline	Annual	AY2013-14	4% increase	Director, CTL	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
4.3.3	Expand student and faculty participation in study abroad	# of faculty and students participating in study abroad programs	Change in number of faculty and students participating in study abroad programs from fall 2012 baseline	Annual	AY2013-14	4% increase	Executive Director, Center for Global Engagement	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
4.3.4	Implement a FYE program across the new university	One semester and one year retention for students participating in FYE	Difference in retention of students participating in FYE from those not participating (esp for high-risk groups)	Annual	AY2013-14	4% increase	Dean, University College	
					AY2014-15	6% increase		
					AY2015-16	8% increase		

Complete College Georgia, Goals and Metrics

Strategy 5: Transforming remediation

Goal 5.1: Identify and eliminate barriers to remediation completion

Tactics	Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes	
5.1.1	Elimination of COMPASS exit exam	# of students repeating a LS course based solely on COMPASS exit exam score	Change in number of students repeating a LS course based solely on COMPASS exit exam score from fall 2013 baseline	Each semester	AY2013-14	Baseline	University College	
					AY2014-15	10% decrease		
					AY2015-16	20% decrease		

Goal 5.2: Establish enhanced non-credit remediation programs

Tactics	Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes	
5.2.1	Create a Summer Bridge Program for student who place into remediation	# of students who place into remediation and participate in a summer bridge program	Change in number of remediation students participating in summer bridge program from fall 2013 baseline	Annual	AY2013-14	Baseline	University College	
					AY2014-15	6% increase		
					AY2015-16	8% increase		
5.2.2	Create year-round refresher courses in Math, English, Reading, and COMPASS preparation	# of students who participate in an English, Math, Reading, or COMPASS prep refresher course	Change in number of students participating in refresher course from fall 2013 baseline	Annual	AY2013-14	Baseline	University College	ICW CE
					AY2014-15	6% increase		
					AY2015-16	8% increase		

Goal 5.3: Provide multiple and flexible pathways with support to satisfy remediation requirements

Tactics		Measure	Assessment Method	Reporting Frequency	Year	Target	Responsible Party	Notes
5.3.1	Implement a required skills course for students in READ0097 and/or MATH0097	Completion and retention rates for students enrolled in READ0097 and/or MATH0097 who participated in skills course with those who did not	Compare completion and retention rates for students participating in skills class (beginning fall 2013) with those who did not in fall 2012	Each semester	AY2013-14	6% increase	Coordinator of University and General Studies	
					AY2014-15	8% increase		
					AY2015-16	10% increase		
5.3.2	Expand Quantway Math enrollment for students not in STEM or Business majors	# of students enrolled in MLCS0099	Compare enrollment in MLCS0099 with fall 2012 baseline	Each semester	AY2013-14	6% increase	Learning Support Director	
					AY2014-15	8% increase		
					AY2015-16	10% increase		
5.3.3	Pilot accelerated learning programs in English	ENGL1101 completion rates (grade of C or higher) for students co-enrolled in a combined ENGL/READ0099	Comparison of ENGL1101 completion rates between students co-enrolled in ENGL/READ0099 and those not	Each semester	AY2013-14	6% increase	English Dept. ICW LS director	
					AY2014-15	8% increase		
					AY2015-16	10% increase		
5.3.4	Pilot stretched courses for students in final LS attempt	MATH1001/1101/1111 completion rates (grade of C or higher) for students enrolled in a stretched math course	Comparison of MATH1001/1101/1111 completion rates (grade of C or higher) and course grades for students enrolled in a stretched math course with those LS students who were not	Each semester	AY2013-14	6% increase	Math Dept ICW LS Director	
					AY2014-15	8% increase		
					AY2015-16	10% increase		
5.3.5	Deliver enhanced intervention protocols for students in final learning support attempt	% of students passing final LS attempt	Comparison of LS grade at final attempt for student receiving enhanced intervention protocol with those who did not	Each semester	AY2013-14	6% increase	University College	
					AY2014-15	8% increase		
					AY2015-16	10% increase		

Appendix C: Supporting Data

Table 1: REGIONAL GRADUATION RATES BELOW STATE AVERAGE						
RESA	DISTRICT	ALL (%)	Black	Hispanic	White	Economically Disadvantaged
PIONEER RESA	Franklin	74.9	68.6	46.2	76.7	63.2
	Gainesville City	84.5	89.3	76.7	91.3	83
	Habersham	81	81.8	79.2	80.3	70.6
	Hall	82.1	70.4	75.5	86	77.1
	Hart	81.3			84.8	72.4
NORTHEAST GEORGIA RESA	Jackson	83.7	83.3	85.4	82.5	75.9
	Walton	84.8	76.5	89.7	86.3	77.9
	Clarke	70.8	65.6	73.4	81.1	73.7
	Madison	78.8	67.3		79.8	72.1
	Oglethorpe	73.5	55.6	78.6	78.7	67
	Elbert	69.6	71.2		67.9	69.2

Table 2: REGIONAL HIGH SCHOOL SAT AVERAGES BELOW STATE AVERAGE 2010						
District	School	Total	Reading	Math	Writing	2010 Rank
Franklin	Franklin Co HS	1416	482	472	462	155
Gainesville City	Gainesville HS	1401	469	478	454	169
Habersham	Habersham Central HS	1424	483	478	463	146
Hall	East Hall HS	1359	451	469	439	219
Hall	Johnson HS	1419	479	480	460	153
Hall	West Hall HS	1466	490	502	474	104
Hart	Hart Co HS	1374	464	461	449	201
Rabun	Rabun Co HS	1416	477	479	460	155
Stephens	Stephens Co HS	1421	483	479	459	149
Towns	Towns Co HS	1379	468	445	466	193
Jackson	E. Jackson HS	1402	478	470	454	167
Barrow	Winder-Barrow HS	1411	473	471	467	160
Walton	Loganville HS	1431	481	487	463	143
Clarke	Cedar Shoals HS	1387	464	475	448	187
Clarke	Clarke Central HS	1377	460	471	446	195
Madison	Madison Co HS	1391	476	457	458	183
Elbert	Elbert Co HS	1347	447	460	440	242
Georgia		1453				

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