Complete College Georgia

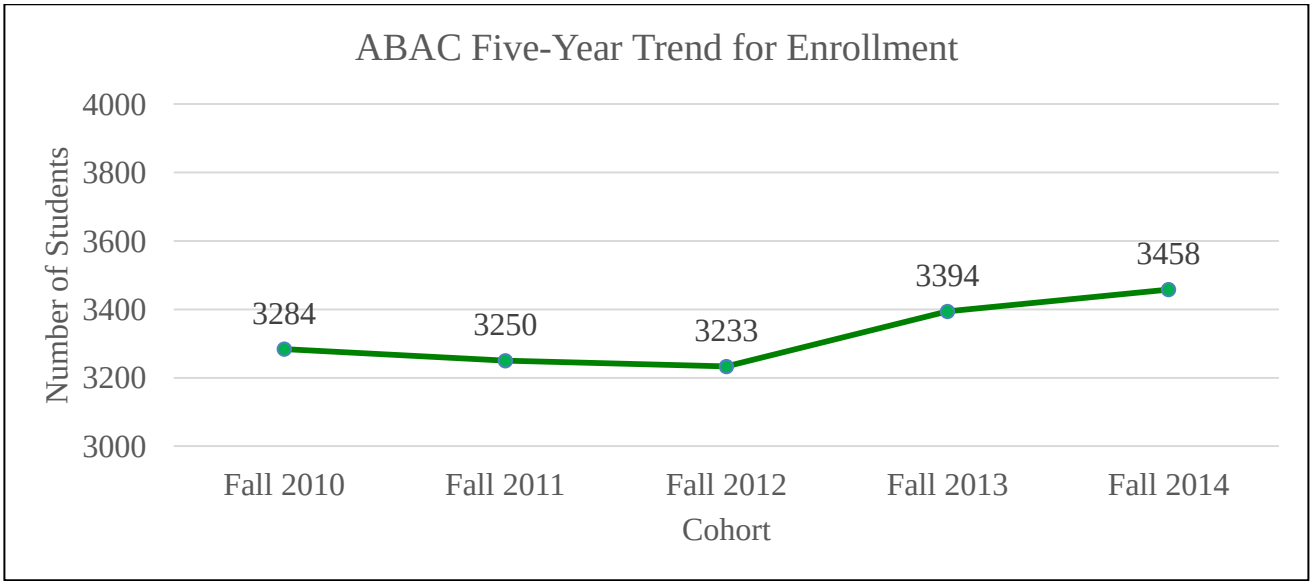
2015 Campus Completion Plan Updates

University System of Georgia

Appendices

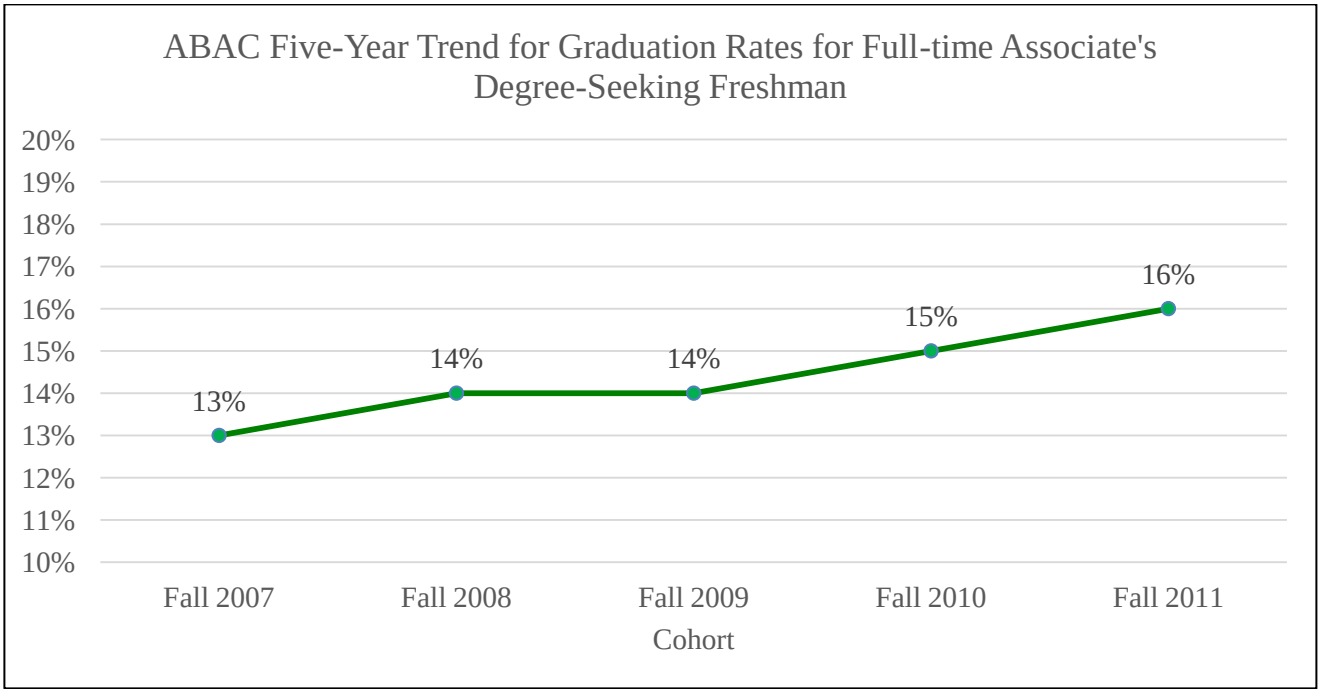
Abraham Baldwin Agricultural College Appendix A

Table 1: Five-Year Trend in Enrollment



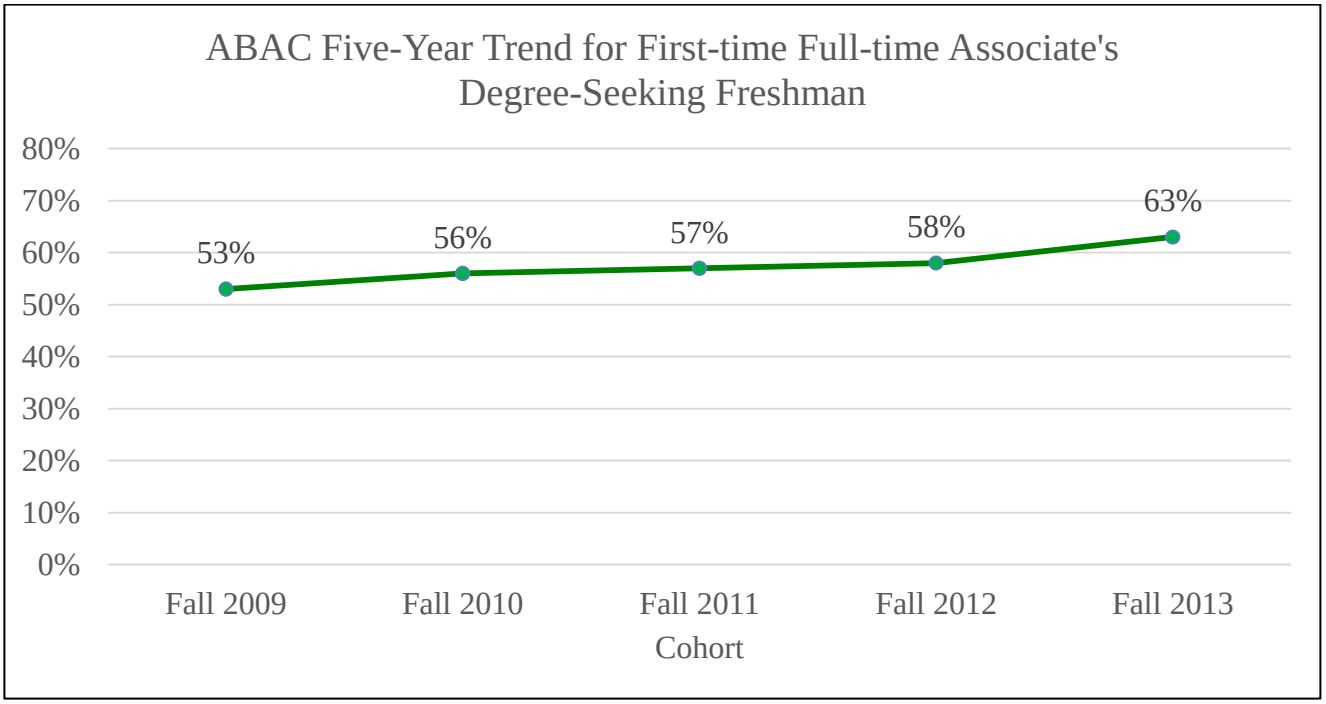
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 2: Five-Year Trend in Graduation Rates



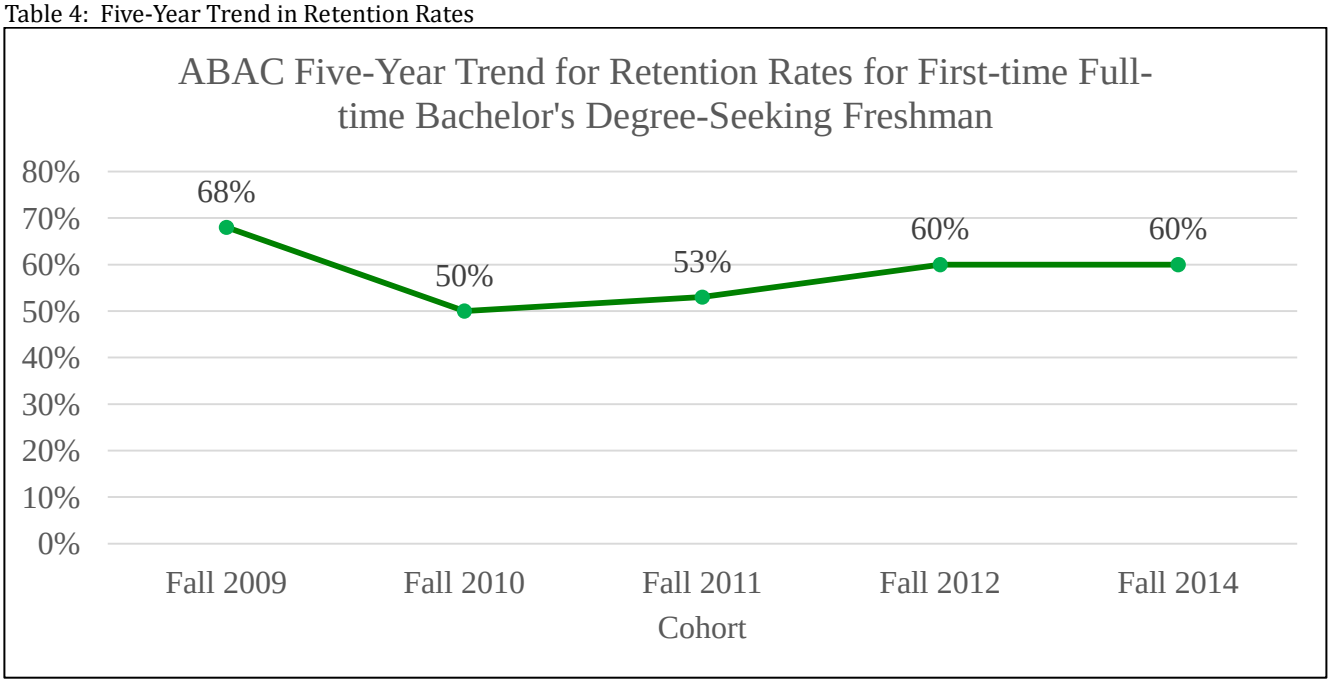
Data Source: University System of Georgia's Office of Research & Policy Analysis

Table 3: Five-Year Trend in Retention Rates



Data Source: University System of Georgia's Office of Research & Policy Analysis

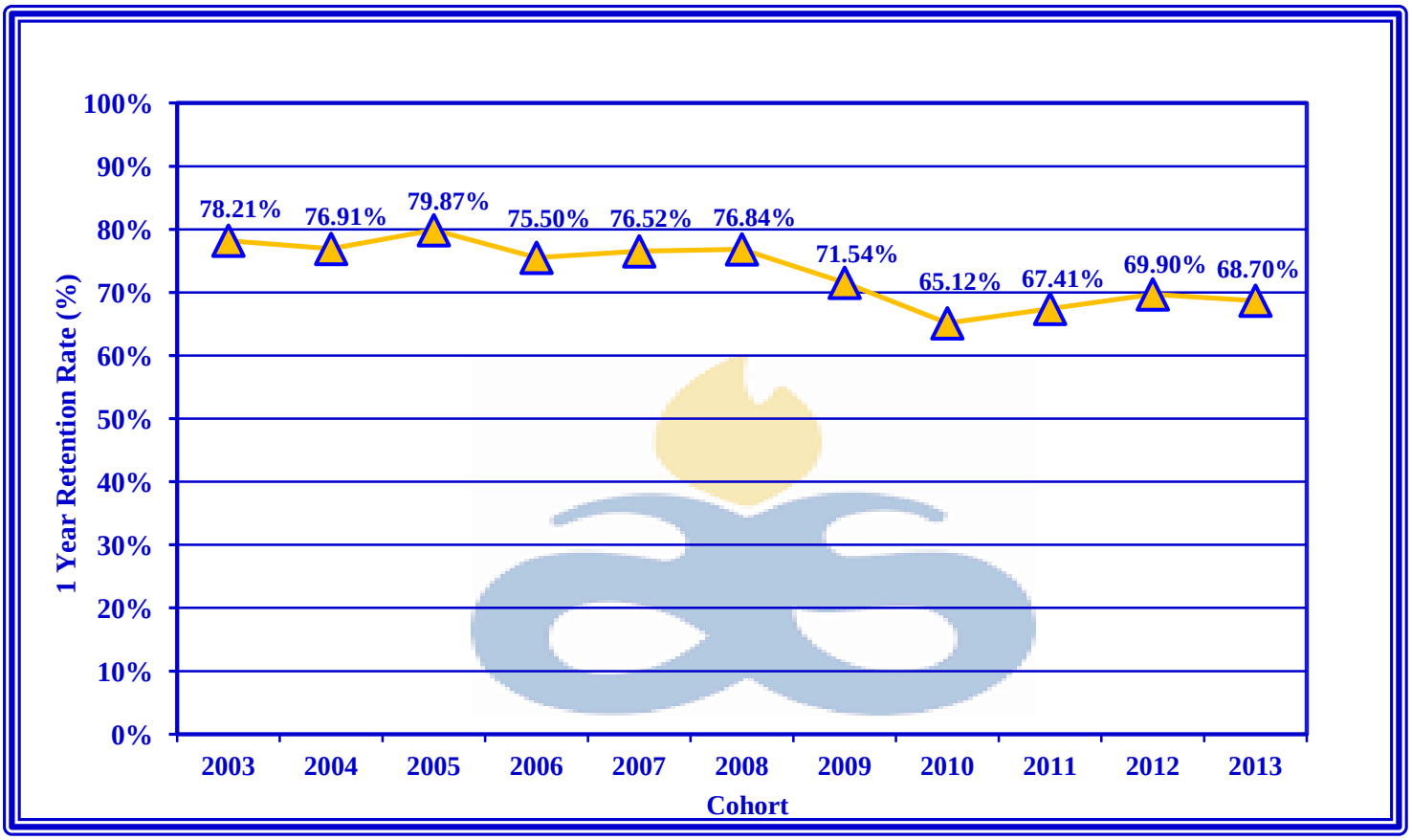
Table 4: Five-Year Trend in Retention Rates



Data Source: University System of Georgia's Office of Research & Policy Analysis

Albany State University Appendix A

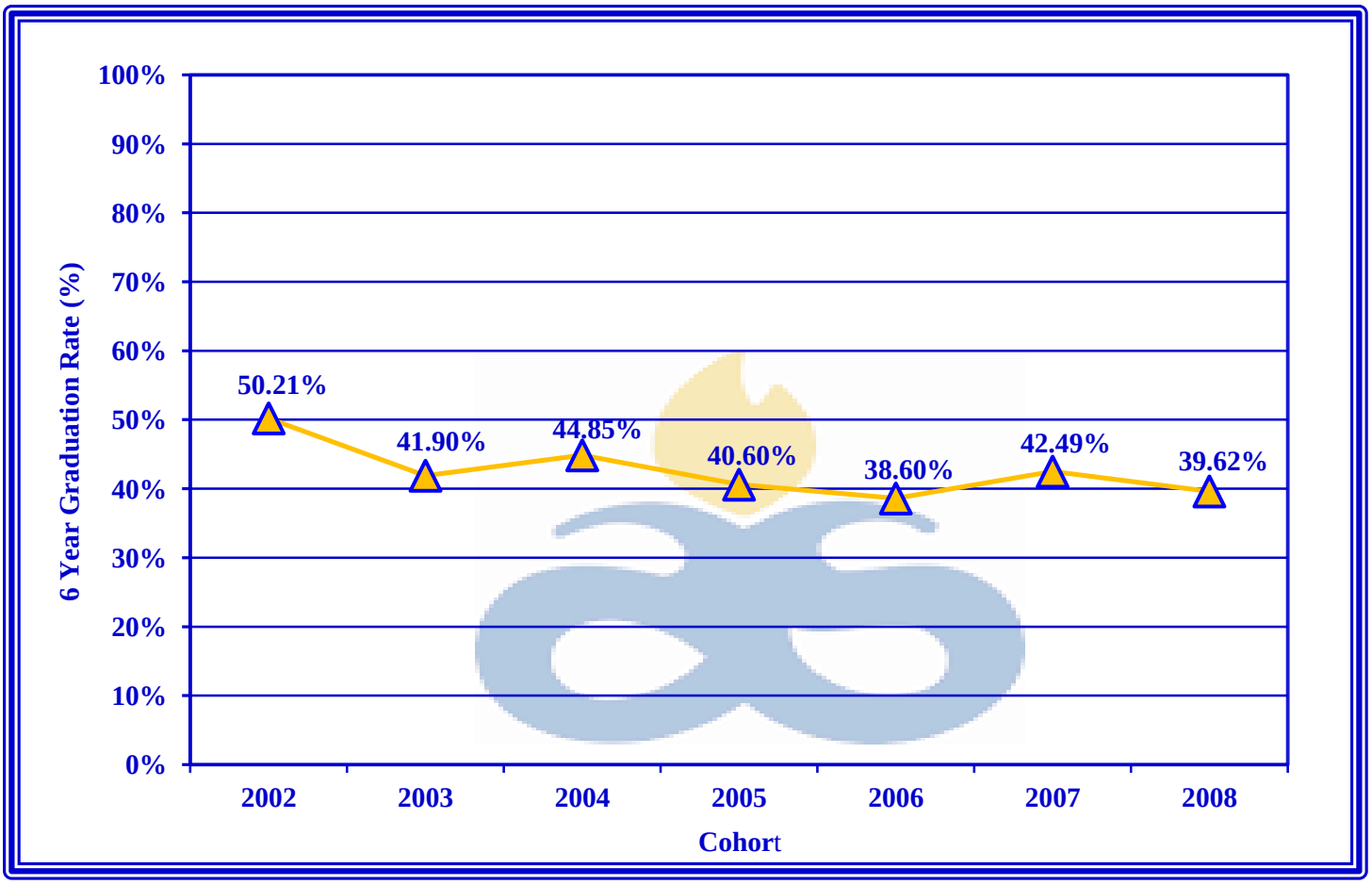
Albany State University			
First-Time, Full-Time Freshmen			
Cohort	Number of Students in Cohort	# Retained	Retention Rate (%)
2003	537	420	78.21%
2004	602	463	76.91%
2005	596	476	79.87%
2006	702	530	75.50%
2007	626	479	76.52%
2008	626	481	76.84%
2009	745	533	71.54%
2010	883	575	65.12%
2011	1,028	693	67.41%
2012	495	346	69.90%
2013	508	349	68.70%



Source: University System of Georgia

Appendix B

ALBANY STATE UNIVERSITY			
Six Year Graduation Rates			
Cohort	Number of Students in Cohort	# Graduated	Graduation Rate (%)
2002	470	236	**50.21%**
2003	537	225	**41.90%**
2004	602	270	**44.85%**
2005	596	242	**40.60%**
2006	702	271	**38.60%**
2007	626	266	**42.49%**
2008	626	248	**39.62%**



Source: University System of Georgia

Bainbridge State College APPENDIX A

Complete College Georgia
Bainbridge State College Campus Plan Status Report
2014-15

GOAL	STRATEGY	METRIC TYPE	METRIC[1]	10-11		11-12		12-13		13-14		14-15	
1	Target increases in access and completion for students traditionally underserved in post-secondary education[2]	Progress	1.1 5-year history of one-year retention rates for the institution as a whole	#	%	#	%	#	%	#	%	*In Progress*	
				1726	48%	1460	39%	1308	45%	1096	41%		
			1.2 5-year history of one-year retention rates for students who begin as full-time students	#	%	#	%	#	%	#	%	*In Progress*	
				230	64%	198	64%	167	61%	126	43%		
			1.3 5-year history of one-year retention rates for students who begin as part-time students	#	%	#	%	#	%	#	%	*In Progress*	
				128	36%	111	36%	109	39%	164	57%		
			1.4 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible)	#	%	#	%	#	%	#	%	*In Progress*	
				278	78%	239	77%	209	76%	203	70%		
			1.5 5-year history of one-year retention rates for students entering on Learning Support	#	%	#	%	#	%	#	%	*In Progress*	
				250	70%	201	65%	181	66%	180	62%		
		Outcome	1.1 Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 years	1008		1017		904		1815		2598	
			1.2: Number and percentage of students completing 15, 30, 60, and 90 or more collegiate credit hours as of the end of **Spring 2015** term.	**15 CH**		**30 CH**		**60 CH**		**90 CH**			
				#	%	#	%	#	%	#	%		
				412	20%	513	25%	330	16%	2472	13%		
			1.3: 5-year history of number of associate degrees conferred, by institution:	189		235		216		249		218	
			1.5: 5-year history of number of associate degrees conferred, by underserved populations to include:										
			★ Part-time students	114		120		98		117		*In Progress*	
			★ Adult learners (undergraduate students 25 or older)	150		191		150		193		*In Progress*	
			★ Military and former military students	8		14		7		17		*In Progress*	
			★ First generation	51		57		67		56		*In Progress*	
			★ Minority	98		111		103		137		*In Progress*	
			★ Gender	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
				75	160	78	196	53	182	84	193	*In Progress*	
			★ Low income (Pell recipients)	190		226		187		190		*In Progress*	
			★ Students with disabilities	6		11		2		5		*In Progress*	
1	Increase degree completion in STEM fields	Outcome	1.7: 5-year history of % (and number) of students completing associate	#	%	#	%	#	%	#	%	#	%

GOAL	STRATEGY	METRIC TYPE	METRIC[1]	10-11	11-12	12-13	13-14	14-15
			degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education).	13 6%	22 9%	18 8%	17 9%	7 3%
6	Award credit based on Advanced Placement or International Baccalaureate scores/exams.	Outcome	6.3: Number of credits awarded by institution based on AP exams in each of the past 5 academic years.	18	42	40	25	101
	Award credit based on assessment of prior learning via CLEP or DSST scores.		6.5: Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 years.	9	6	21	3	112
7	Enroll more students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support. End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses Students have unlimited "attempts" to complete corequisite remediation	Process	7.1: Number of students requiring remediation in **Fall 2013** in English (or combined English/reading), reading, and mathematics.				361	
			7.2 Number of students receiving corequisite remediation in **Fall 2013** in English (or combined English/reading), reading, and mathematics				*In progress*	
		Outcome	7.1: Number of students starting in **Fall 2013** that were placed in remediation/learning support				1475	
			7.2: % of students starting in corequisite remediation in **Fall 2013** that complete the college course within 1 semester; 2 semesters; 3 semesters; more than 3 semesters in English, reading, and mathematics				*In progress*	
			7.3: % and number of students starting in stand-alone (no corequisite) remediation in **Fall 2013** that complete the entry-level college course within 2 semesters; 3 semesters; 4 semesters; more than 4 semesters in English, reading, and mathematics				*In progress*	
8	Expand completely online opportunities	Outcome	8.1: Number of credits successfully completed in **Fall 2013** (A,B,C,P,S grade) for courses offered completely online				4261	
			8.2: Number of credits attempted in **Fall 2013** (A,B,C ,P,S,F,U,W, WF grade) for courses offered completely online				6895	
			8.3 Number and % of degrees conferred in which at least one course has been fully online in the 2013-2014 academic year				**#** / **%** 31[2] / 100%	
			8.4 Number and % of degrees conferred in which 50% or more of the instruction has been via fully online courses in the 2013-2014 academic year				**#** / **%** *In progress*	

GOAL	STRATEGY	METRIC TYPE	METRIC[1]	10-11	11-12	12-13	13-14	14-15
8	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction	Outcome	8.6: Number of credits successfully completed in **Fall 2013** (A,B,C,P,S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).				6915	
			8.7: Number of credits attempted in **Fall 2013** (A,B,C,P,S, grade) for courses offered via alternative delivery models (e.g., hybrid instructions, flipped classrooms, and emporium-model instruction)				10818	

[1] Complete College Georgia matrix values have been obtained from the USG (census) and from data produced by the College (transactional).

[2] Figure does not include diploma or technical certificate programs.

Note: *In Progress* notation signifies that the information requested has not been completed for the academic year due to either the year not having ended at the time the information in this report was generated or due to outstanding inquiries regarding appropriate calculations.

APPENDIX B
BAINBRIDGE STATE COLLEGE
DEMOGRAPHICS

APPENDIX B-1
Student Enrollment
Academic Year 2011-12 – 2014-15

APPENDIX B-2
New Student Enrollment by Semester (Summer, Fall, Spring)
Academic Year 2012-13 – 2014-15

Retrieved from University System of Georgia

APPENDIX B-3
Non-Traditional Student Enrollment
Fall 2010 – Fall 2014

APPENDIX C
BAINBRIDGE STATE COLLEGE
LEARNING SUPPORT ENGLISH AND MATHEMATIC REMEDIATION PLACEMENT
FALL 2014

APPENDIX C-1
English and Mathematics Learning Support Placement
Fall 2014

	# of students requiring remediation	# initially placed in Foundations	% initially placed in Foundations	# initially placed in Corequisite	% initially placed in Corequisite
English	161	105	65%	47	35%
Mathematics	125	105	84%	15	16%

Appendix C-2
Learning Support Foundations English and Mathematics Success
Fall 2014

	# of students initially placed in Foundations	# of students passing Foundations first semester	% of students passing Foundations first semester
English	105	74	70%
Mathematics	105	51	49%

Appendix C-3
Learning Support Co-Requisite
College-Level English and Mathematics Success
Fall 2014

	# of students enrolled	# students who passed the collegiate course	% of students who passed the collegiate course
ENGL 1101			
Students in LS Corequisite	47	29	62%
MATH 1001			
Students in LS Corequisite	5	5	100%
MATH 1111			
Students in LS Corequisite	10	9	90%

APPENDIX D
BAINBRIDGE STATE COLLEGE
EARLY AND ALWAYS ALERT
APPENDIX D-1
Always and Early Alerts
Academic Year2013-14 – 2014-15

Description	2013-2014 (Implementation Year – Baseline)	2014-2015
Faculty Participation in Early and Always Alert		
Total number of faculty participating in the Always Alert process		58
Early and Always Alert Activity		
Total number of negative alerts reported		1404
Total number of positive alerts reported		403
Total number of alerts reported		**1807**

APPENDIX: COLUMBUS STATE UNIVERSITY

Appendix I: Cohort Progression FT/FT Freshmen as of Fall 2015

Earned credits by first time full time freshmen by cohort as of Fall 2015								
Cohort	0 -14	15 - 29	30 - 44	45 - 59	60 - 74	75 - 89	> 90	Total
2013	143	147	163	306	183	13	2	957
	14.9%	15.4%	17.0%	32.0%	19.1%	1.4%	0.2%	
Cohort	0 -14	15 - 29	30 - 44	45 - 59	60 - 74	75 - 89	> 90	Total
2014	125	404	289	9	0	0	0	827
	15.1%	48.9%	34.9%	1.1%	0.0%	0.0%	0.0%	

Appendix II: 2015-2016 Goals

We derived the specifics for 2015-2016 goals by creating an interactive website where stakeholders (faculty, students, staff, alumni, retired faculty and staff) could offer suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which seemed the most feasible and the most likely to positively impact RPG.

Next year we are focusing on these five goals, three of which are continued but modified from last year and two of which are new:

- Targeting STEM Recruitment, Retention, and Completion (Strategy 1.2) CONTINUATION
- Creating a Culture of 15-to-Finish (Strategy 2.1) CONTINUATION
- Using Predictive Analytics for Identifying At-Risk Students (Strategy 4.2) CONTINUATION
- Ensuring that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course (Strategy 7.3) NEW

Expanding Completely Online Opportunities (Strategy 8.1) NEW

Strategy 1.2 Increase degree completion in STEM fields.

Goal: Increase the number of students graduating with degrees in the STEM fields.

High-impact strategy: Focus on recruitment efforts, RPG concerns, and instructional best practices.

Summary of the Activities:

Recruitment Efforts

- Offer STEM Honors Camp to encourage grades 6-12 student interest in STEM fields at CSU, and to encourage CSU students to consider teaching in STEM fields.
- Participate in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but plan to continue efforts to attract more transfer students into the UTeach Program.
- Project FOCUS replication via the first two courses in the UTeach Columbus program.

RPG Efforts

- Provide tutoring to students in gateway STEM courses.
- Continue peer leader support for college algebra and selected gateway science courses to include Principles of Biology and Principles of Chemistry. Since math is one of the chief obstacles of college completion for many students (including students majoring in science and computer science), boosting success rates in that area should help with retention of students in STEM paths. Principles of Biology is one of our most heavily enrolled lab science courses. Principles of Chemistry is a stepping stone into most science majors – it is required for students majoring in Biology, Chemistry, and Earth and Space Science.
- Will be submitting an NSF grant proposal for a Louis Stokes Minority Participation pre-alliance planning grant (Monica Frazier, PI) that would draw in a number of 2-year schools into a network with us.

Instructional Best Practices

- Develop flipped classes for several STEM courses since incubate INNOVATION grant was approved.

Baseline Status: 86 students completed bachelor degrees in STEM fields in FY10.

Interim Measures of: Number of students currently enrolled in STEM programs.

Progress

Fall 2014 – 1,154
Fall 2013 – 1,144

Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher).

Fall 2014 – 1,040
Fall 2013 – 1,019

Measures of Success

Increase of 5% per year of students completing bachelor's degrees in STEM fields (mathematics, environmental science, chemistry, biology, computer science, geology, secondary science, or mathematics education). Target of 150 by FY20.

FY 15: 119
FY 14: 113
FY 13: 92
FY 12: 83
FY 11: 98
FY 10: 86

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."

Goal

Increase the number of students enrolled in 15 or more credits per semester by changing institution culture.

High-impact strategies

- Encourage summer term enrollment to motivate students to stay on track.
- Motivate students by creating incentives for senior year experience.
- Improve first-year course opportunities.
- Investigate using Ad Astra or Banner to improve scheduling of core courses.

Summary of the Activities

- Investigate creative ways to increase summer enrollment (e.g. desirable curriculum offerings, greater use of program maps by advisors and students, developing a 5-year plan to reduce dependence on university fees generated in the summer, pro-rating summer fees, etc.).
- Emphasize internships as motivation for progression to senior year and graduation.
- Redesign first-year experience—currently a bottleneck with freshman learning communities.
- Improve scheduling of courses--number of sections, number and types of Freshman Learning Communities, distribution/balance of core courses needed—to improve student access to needed classes and to allow students to follow the program maps created in 2014-2015.

Baseline Status

In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.

Fall 2013: 1,951 (27.8%)
Fall 2014: 2,115 (30.7%)
Fall 2015: 2,228 (32.1%)

Summer enrollment has decreased 12.7% since 2008.

2015: 3,714
2014: 2,896
2013: 2,855
2012: 2,906
2011: 3,411
2010: 3,533
2009: 3,538
2008: 4,256

In 2014-2015, 26 majors offer internships; 349 students participated.

Number of freshman learning communities in Fall 2015: 24.

Interim Measures of Progress

- Increase student enrollment in summer.
- Increase number of students enrolled in internships.
- Increase number of sections of freshman learning communities.

Measures of Success

- Increased number of students enrolled in 15 hours or more—target is an increase of 3%
- (See Appendix I for progression of credits by cohort.)
- Increase summer enrollment by 2%.
- Increase number of internships by 3%.
- Increase number of freshman learning communities by 10%.

Strategy 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.

Goals

- Provide intrusive advising to keep students on track to graduate.
- Increase use of D2L Brightspace to report in-progress grades.
- Implement software that supplements DegreeWorks.

High-impact strategies

- Identify students who may need special interventions in the semester.

- Offer training workshops for faculty.
- Select academic analytics software (such as EAB).

Summary of the Activities

- Educate faculty to use the Early Alert System (EAS) and online referral form (https://ace.columbusstate.edu/early_alert.php). EAS is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use these resources to promote academic success and student retention. Faculty members complete the referral and students are contacted by the Academic Center for Excellence.
- Implement software that supplements DegreeWorks with diagnostic analytics and graphical displays of degree progress.
- Meet with identified at-risk students and refer them to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development.
- Continue offering workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important.
- Investigate predictive analytics software such as EAB that better integrates our data system, curtailing data silos.

Baseline Status

- Fall 2014 percentage of credits successfully completed was 83% (See chart under Measures of Success below)

Interim Measures of Progress

- Increase faculty referral rate of EAS by 10% in 2015-2016. Student referrals from faculty increased from 48 in 2013-2014 to 75 in 2014-201, an increase of 56%.
- Increased number of faculty using D2L Brightspace as their grade book through training and consultations. Center of Online Learning (COOL) collected data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services. COOL did 2,334 faculty consultations in 2014, a number that reflects multiple consultations with same faculty. COOL had 144 attend training—this is an increase of 2,041% for consultations over 2013 and an increase of 37% for training attendance.

Measures of Success

Success is measured by student pass rate and retention.

Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.

For freshmen, the percentage of earned to enrolled credits were:

Fall 2014: 83%
Fall 2013: 82%
Fall 2012: 74%
Fall 2011: 73%
Fall 2010: 66%
Fall 2009: 70%

Retention rate:

Fall 2014 - Spring 2015 retention rate for students seen in ACE = 85%
Fall 2014 - Fall 2015 retention rates for students seen in ACE = 79%

Overall retention increase from FY14 to FY15 was 1.21 %

Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

Goals

- Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

High-impact strategy

- Fine-tune and expand activities performed by the Academic Center for Tutoring (ACT).

Summary of the Activities

- Offer "kick start" workshops in the first and second weeks of the semester for students who need a refresher taking MATH 1111.
- Expand the peer instructional leaders program to improve success in courses with high rates of non-productive grades, including Principles of Chemistry and Principles of Biology, among others to be determined. (See also Strategy 1.2 above on STEM completion.)
- Develop peer instructional leaders for Psychology since replicate INNOVATION grant was approved
- Send three faculty to professional development workshop (August, 2015) on Peer Instructional Leadership.

Baseline Status

- In Fall 2014, productive grade rate in MATH 1111 was 73.4%.

Interim Measures of Progress

- Increase of students vising ACT or receiving help.
- In Fall 2015, productive grade rate of 84% at midterm for students not in tutoring or using peer instructional leaders. In Fall 2015, productive grade rate of 50% at midterm of students in tutoring or using peer instructional leaders.

Measures of Success

- For students in "kick start" workshops, compare productive grade rate in MATH 1111 in Fall 2014 compared to those in kick start program in 2015.

- Productive grades of students at mid-term versus end-term for those being tutored or using peer instructional leaders as well as those not being tutored or using peer instructional leaders. Metric should see an increased pass rate of those using tutorial services versus those not using tutorial services. Productive grades: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester.

Strategy 8.1: Expand completely online opportunities.

Goal	Restructure instructional delivery to support educational excellence and student success.
High-impact strategy	Improve online opportunities and experiences at CSU.

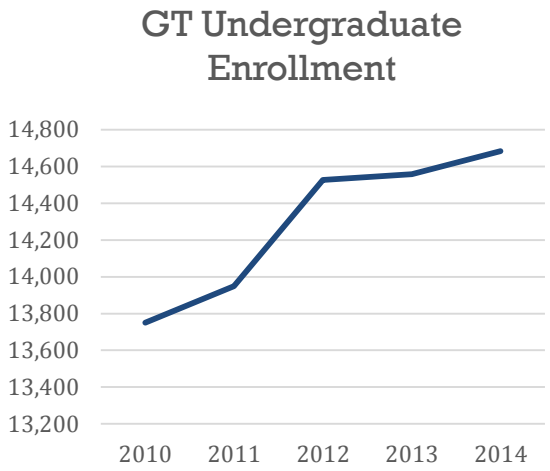
Summary of the Activities	• Put these forms online (2015-2016) for ease of use by all students:
	  o Change of Major form,
	  o DER Adjustment form (for transfer students), and
	  o Exception Petition form (for students requesting an exception to policy or procedure).
	• Identify, review, edit (as necessary) and then prioritize all existing academic administrative forms in 2015-2016 to ensure ease of access by all students. The top three most frequently used forms will be put online in 2016-2017.
	• Investigate the feasibility of creating a virtual chat feature in D2L Brightspace, including staffing and financial ramifications.
	• Identify and inventory which student services are not online but should be. Then prioritize and prepare a project plan for ensuring online students have equal access.
	• Explore how Smarter Measures can aid ACE in identifying the needs of online students with information concerning life factors, including finances, learning styles, readiness for online learning, time management issues, etc.
	• Affiliate the Distance Learning Committee and the CCG Council by inviting the chair (or designee) of the DL Committee to CCG Council meetings and by inviting the CCG coordinator to the DL Committee meetings.
	• Begin affiliation with eCore Fall 2015.

Baseline Status	2014-2015 online retention rate: 68.3%
Interim Measures of Progress	Progress in creating three specified online forms.
Measures of Success	• Increased retention of online students: compare 2014-2015 online retention rate to 2015-2016 online retention rate. • Completion of three specified online forms.

Appendices

Appendix A – Georgia Tech Undergraduate Enrollment 2010-2014

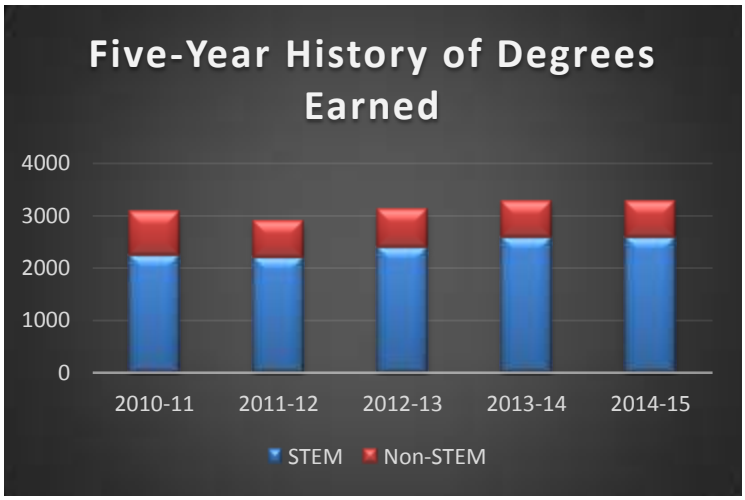
Five-Year Undergraduate Enrollment at Georgia Tech					
Year	Enrollment	Male	%	Female	%
2010	13,750	9,475	69%	4,275	31%
2011	13,948	9,459	68%	4,489	32%
2012	14,527	9,733	67%	4,794	33%
2013	14,558	9,725	67%	4,833	33%
2014	14,682	9,715	66%	4,967	34%



Appendix B – Five-Year History of Degrees Earned – STEM and Non-STEM

	2010-11		2011-12		2012-13		2013-14		2014-15	
	n	%	n	%	n	%	n	%	n	%
STEM	2,249	73%	2,157	75%	2,390	77%	2,577	79%	2,576	79%
Non-STEM	813	27%	716	25%	732	23%	690	21%	698	21%
Total	3,062	100%	2,873	100%	3,122	100%	3,267	100%	3,274	100%

STEM = College of Engineering, College of Science, College of Computing

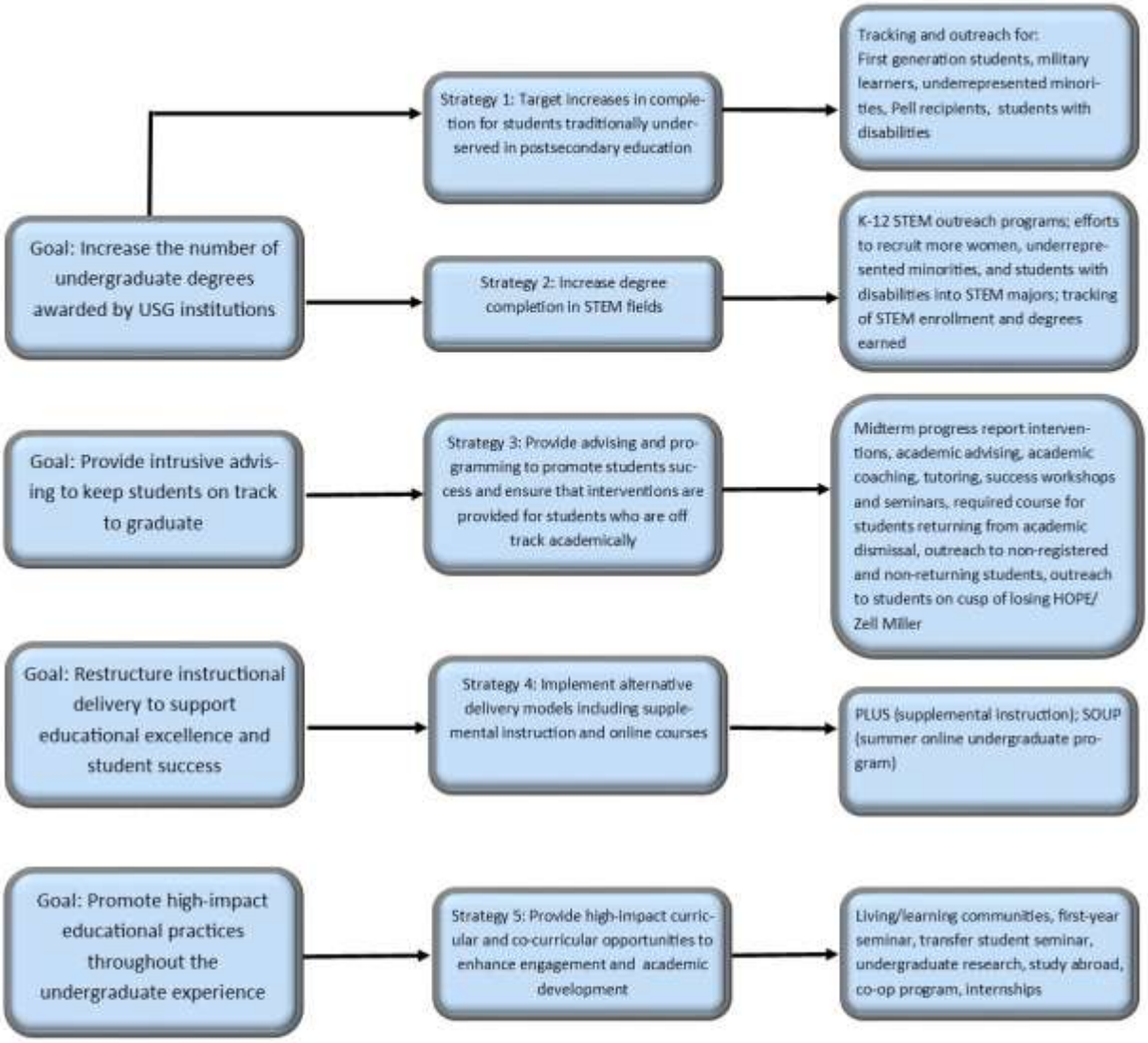


Appendix C – Retention and Graduation Rates

Freshman Cohort		Retention Rates (to next Fall term)					
Year	**n**	**2nd Yr**	**3rd Yr**	**4th Yr**	**5th Yr**	**6th Yr**	**7th Yr**
1993	1955	85%	78%	74%	72%	72%	71%
1994	2012	85%	78%	73%	73%	72%	73%
1995	2120	85%	76%	73%	71%	71%	71%
1996	2120	85%	77%	73%	72%	72%	72%
1997	2069	86%	79%	75%	75%	74%	74%
1998	2487	86%	80%	77%	75%	75%	75%
1999	2298	90%	83%	81%	80%	79%	79%
2000	2243	90%	84%	81%	80%	79%	79%
2001	2225	91%	84%	82%	81%	80%	80%
2002	2277	90%	84%	82%	80%	80%	80%
2003	2225	92%	86%	84%	82%	82%	82%
2004	2575	92%	86%	84%	82%	82%	83%
2005	2419	93%	87%	84%	82%	82%	82%
2006	2838	92%	87%	84%	83%	82%	82%
2007	2624	93%	88%	87%	85%	85%	85%
2008	2633	93%	88%	86%	85%	84%	84%
2009	2655	94%	90%	88%	87%	88%	
2010	2706	95%	92%	90%	89%		
2011	2692	95%	91%	89%			
2012	3039	96%	92%				
2013	2669	96%					

Freshman Cohort		Graduation Rates		
Year	**n**	**4 Yrs**	**5 Yrs**	**6 Yrs**
1993	1955	20%	56%	69%
1994	2012	18%	57%	69%
1995	2120	21%	57%	68%
1996	2120	23%	59%	68%
1997	2069	24%	60%	69%
1998	2087	26%	62%	72%
1999	2298	29%	68%	76%
2000	2243	34%	69%	77%
2001	2225	33%	69%	78%
2002	2277	31%	70%	77%
2003	2225	31%	71%	79%
2004	2575	33%	72%	80%
2005	2419	31%	72%	79%
2006	2838	34%	72%	79%
2007	2624	41%	76%	82%
2008	2633	37%	75%	82%

Appendix D – CCG Goals, Strategies, and Activities



Appendix E – OMED Outcomes

Fall 2014 GPA Outcomes for Summer 2014 Challenge (Summer Bridge Program) Participants

Challenge First-Year Black (35)	3.19	Non-Challenge First-Year Black (126)	3.18
Challenge First-Year Hispanic (28)	3.29	Non-Challenge First-Year Hispanic (184)	3.24
Challenge First-Year Multi (7)	3.23	Non-Challenge First-Year Multi (108)	2.93
Challenge Fall GPA Average (70)	3.25	Non-Challenge Fall GPA Average	3.22
% Challenge students with GPA = 4.0 (15)	21%		
% Challenge students with GPA ≥ 3.0 (53)	73%		

First-to-Second-Year Retention Rates for African-American Male Initiative (AAMI) Participants

Academic Term	Institutional Retention Rate		African-American Male Retention Rate		AAMI Participant Enrollment	
	# of Students in Cohort	Retention Rate	# of Students in Cohort	Retention Rate	# of Students in Cohort	Retention Rate
Fall 2014 (Fall 2013 Cohort)	2,739	96.0%	91	94.5%	22	95.4%
Fall 2013 (Fall 2012 Cohort)	3,039	95.5%	90	94.7%	31	96.8%
Fall 2012 (Fall 2011 Cohort)	2,692	94.8%	87	92.6%	38	94.7%

African-American Male Initiative (AAMI) Average Cumulative GPA for First-Year Students at the End of the Fall Term

	AAMI Participants		African-American Males	All Males
Cohort	n	Cum GPA	Cum GPA	Cum GPA
2011	38	2.73	2.56	3.20
2012	31	2.98	2.76	3.20
2013	17	3.36	2.77	3.32
2014	19	3.43	3.04	3.40

Appendix F – Retention and Graduation Rates for Underrepresented Minorities

Freshman Cohort				Retention Rates (to next Fall term)					
Year	Gender	n	%	2nd Yr	3rd Yr	4th Yr	5th Yr	6th Yr	7th Yr
2006	**Total**	**2838**		**92.4%**	**86.6%**	**84.2%**	**82.9%**	**81.6%**	**81.9%**
	NonURM	2548	89.8%	92.5%	87.0%	84.7%	83.6%	82.4%	82.6%
	URM	290	10.2%	91.7%	82.8%	79.7%	76.2%	75.2%	75.2%
2007	**Total**	**2624**		**93.4%**	**88.4%**	**87.1%**	**84.6%**	**84.6%**	**84.8%**
	NonURM	2370	90.3%	93.4%	88.5%	87.3%	85.2%	85.2%	85.6%
	URM	254	9.7%	93.3%	87.7%	85.0%	79.1%	79.4%	77.5%
2008	**Total**	**2633**		**93.0%**	**87.8%**	**85.9%**	**84.8%**	**84.3%**	**84.1%**
	NonURM	2383	90.5%	93.2%	87.8%	86.0%	84.9%	84.6%	84.4%
	URM	250	9.5%	91.2%	87.6%	85.6%	84.4%	81.2%	81.2%
2009	**Total**	**2655**		**94.2%**	**89.6%**	**88.2%**	**87.3%**	**87.5%**	
	NonURM	2437	91.8%	94.3%	89.7%	88.5%	87.5%	87.8%	
	URM	218	8.2%	94.0%	88.5%	85.3%	84.4%	83.9%	
2010	**Total**	**2706**		**94.9%**	**91.5%**	**89.8%**	**88.6%**		
	NonURM	2386	88.2%	95.0%	91.2%	89.8%	88.6%		
	URM	320	11.8%	94.1%	94.1%	90.0%	88.4%		
2011	**Total**	**2692**		**94.9%**	**90.8%**	**88.5%**			
	NonURM	2363	87.8%	94.9%	90.8%	89.0%			
	URM	329	12.2%	94.8%	90.5%	85.1%			
2012	**Total**	**3039**		**95.5%**	**91.5%**				
	NonURM	2676	88.1%	95.6%	91.8%				
	URM	363	11.9%	94.8%	89.5%				
2013	**Total**	**2669**		**96.0%**					
	NonURM	2371	88.8%	96.3%					
	URM	298	11.2%	93.6%					

Freshman Cohort				Graduation Rates (through Summer term)		
Year	URM	n	%	4 Yrs	5 Yrs	6 Yrs
2006	**Total**	**2838**		**33.6%**	**72.3%**	**79.3%**
	NonURM	2548	89.8%	34.5%	73.1%	80.2%
	URM	290	10.2%	25.9%	64.8%	71.4%
2007	**Total**	**2624**		**40.9%**	**76.3%**	**82.1%**
	NonURM	2370	90.3%	42.0%	77.3%	83.0%
	URM	254	9.7%	29.9%	66.5%	74.0%
2008	**Total**	**2633**		**37.0%**	**74.7%**	**81.5%**
	NonURM	2383	90.5%	37.5%	75.1%	81.9%
	URM	250	9.5%	32.4%	71.2%	78.0%
2009	**Total**	**2655**		**40.1%**	**78.4%**	
	NonURM	2437	91.8%	41.0%	78.6%	
	URM	218	8.2%	30.3%	76.1%	
2010	**Total**	**2706**		**41.0%**		
	NonURM	2386	88.2%	42.4%		
	URM	320	11.8%	30.9%		

Appendix G – Retention and Graduation Rates for Pell Recipients

Freshman Cohort				Retention Rates (to next Fall term)					
Year	Pell	n	%	2nd Yr	3rd Yr	4th Yr	5th Yr	6th Yr	7th Yr
2006	**Total**	**2838**		**92.4%**	**86.6%**	**84.2%**	**82.9%**	**81.6%**	**81.9%**
	Pell	321	11.3%	89.1%	83.8%	79.4%	76.9%	74.8%	76.9%
	No Pell	2517	88.7%	92.8%	86.9%	84.8%	83.6%	82.4%	82.4%
2007	**Total**	**2624**		***93.4%**	**88.4%**	**87.1%**	**84.6%**	**84.6%**	**84.8%**
	Pell	298	11.4%	94.0%	84.9%	83.6%	80.2%	81.2%	82.6%
	No Pell	2326	88.6%	93.1%	88.7%	87.3%	85.0%	84.9%	84.9%
2008	**Total**	**2633**		**93.0%**	***87.8%**	***85.9%**	**84.8%**	**84.3%**	**84.1%**
	Pell	271	10.3%	91.9%	86.7%	85.6%	83.0%	81.2%	81.2%
	No Pell	2362	89.7%	93.1%	87.9%	86.0%	85.1%	84.6%	84.4%
2009	**Total**	**2655**		**94.2%**	**89.6%**	**88.2%**	**87.3%**	**87.5%**	
	Pell	378	14.2%	91.0%	88.6%	86.0%	82.0%	83.3%	
	No Pell	2277	85.8%	94.7%	89.7%	88.5%	88.1%	88.2%	
2010	**Total**	**2706**		**94.9%**	**91.5%**	**89.8%**	**88.6%**		
	Pell	457	16.9%	92.6%	90.8%	86.7%	86.0%		
	No Pell	2249	83.1%	95.3%	91.6%	90.4%	89.1%		
2011	**Total**	**2692**		**94.9%**	**90.7%**	**88.5%**			
	Pell	458	17.0%	94.8%	89.5%	86.0%			
	No Pell	2234	83.0%	94.9%	91.0%	88.9%			
2012	**Total**	**3039**		**95.5%**	**91.5%**				
	Pell	436	14.3%	94.5%	89.0%				
	No Pell	2603	85.7%	95.7%	91.9%				
2013	**Total**	**2669**		***96.0%**					
	Pell	363	13.6%	93.9%					
	No Pell	2306	86.4%	96.4%					

Freshman Cohort				Graduation Rates		
Year	Pell	n	%	4 Yrs	5 Yrs	6 Yrs
2006	**Total**	**2838**		**33.6%**	**72.3%**	**79.3%**
	Pell	321	11.3%	32.4%	65.1%	72.3%
	No Pell	2517	88.7%	33.7%	73.2%	80.2%
2007	**Total**	**2624**		**40.9%**	**76.3%**	**82.1%**
	Pell	298	11.4%	37.9%	72.5%	78.2%
	No Pell	2326	88.6%	41.2%	76.8%	82.6%
2008	**Total**	**2633**		**37.0%**	**74.7%**	**81.5%**
	Pell	271	10.3%	31.7%	69.4%	77.9%
	No Pell	2362	89.7%	37.6%	75.3%	82.0%
2009	**Total**	**2655**		**40.1%**	**78.4%**	
	Pell	378	14.2%	33.6%	71.2%	
	No Pell	2277	85.8%	41.2%	79.6%	
2010	**Total**	**2706**		**41.0%**		
	Pell	457	16.9%	36.8%		
	No Pell	2249	83.1%	41.9%		

Appendix H – Five-Year History Female Enrollment in STEM*

		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Category	Gender	n	%	n	%	n	%	n	%	n	%
Non-STEM	F	1,482	11%	1,499	11%	1,493	10%	1,358	9%	1,329	9%
	M	1,879	14%	1,731	12%	1,575	11%	1,499	10%	1,531	10%
	Total	3,361	24%	3,230	23%	3,068	21%	2,857	20%	2,860	19%
STEM	F	2,793	20%	2,990	21%	3,301	23%	3,475	24%	3,638	25%
	M	7,596	55%	7,728	55%	8,158	56%	8,226	57%	8,184	56%
	Total	10,389	76%	10,718	77%	11,459	79%	11,701	80%	11,822	81%
Total		13,750	100%	13,948	100%	14,527	100%	14,558	100%	14,682	100%

**College of Engineering, College of Sciences, and College of Computing*

Appendix I – Five-Year History of Graduation Rates in the College of Engineering by Gender

Freshman Cohort			4 Year Graduation Rate		5 Year Graduation Rate		6 Year Graduation Rate	
YEAR	**COLLEGE**	**n**	**n**	**%**	**n**	**%**	**n**	**%**
2004	**Engineering**	1,658	472	28.5%	1,171	70.6%	1,325	79.9%
	Female	346	118	34.1%	269	77.7%	295	85.3%
	Male	1,312	354	27.0%	902	68.8%	1,030	78.5%
2005	**Engineering**	1,524	411	27.0%	1,099	72.1%	1,206	79.1%
	Female	330	134	40.6%	267	80.9%	281	85.2%
	Male	1,194	277	23.2%	832	69.7%	925	77.5%
2006	**Engineering**	1,760	509	28.9%	1,254	71.3%	1,401	79.6%
	Female	413	164	39.7%	341	82.6%	359	86.9%
	Male	1,347	345	25.6%	913	67.8%	1,042	77.4%
2007	**Engineering**	1,660	608	36.6%	1,260	75.9%	1,363	82.1%
	Female	393	184	46.8%	331	84.2%	345	87.8%
	Male	1,267	424	33.5%	929	73.3%	1,018	80.3%
2008	**Engineering**	1,686	543	32.2%	1,249	74.1%	1,388	82.3%
	Female	415	144	34.7%	332	80.0%	356	85.8%
	Male	1,271	399	31.4%	917	72.1%	1,032	81.2%

Appendix J – STEM Outreach at Georgia Tech

*Program specifically targets underserved populations

Event or Program	Organization or Sponsor	Population Targeted	URL
GoSTEM	Goizueta Foundation (involves Georgia Tech & Gwinnett County Public School District)	*Hispanic K-12 students	http://www.gostem.gatech.edu
Advanced Manufacturing & Prototyping Integrated to Unlock Potential (AMP-IT-UP)	National Science Foundation (involves partnership with GT and Griffin-Spalding County Schools)	Middle and high school students	https://www.ceismc.gatech.edu/ampitup
BreakThru	National Science Foundation (involves GT, Univ. of GA, and GA Perimeter College)	*Students with disabilities, middle school through matriculated students	http://georgiabreakthru.org/about
TEC Camp	Women in Engineering	*Middle school girls	http://wie.gatech.edu/tec-camp
Jr. TEC Camp	Women in Engineering	*Rising 6th grade girls	http://wie.gatech.edu/jr-tec-camp
Students Exploring Engineering	Women in Engineering	*High school girls	http://wie.gatech.edu/students-exploring-engineering
Engineering Career Conference	Women in Engineering	*High school girls	http://wie.gatech.edu/k12-outreach/engineering-career-conference
M & M's Mentoring Program	Women in Engineering	*Georgia Tech women in engineering majors	http://wie.gatech.edu/current-students/mentoring-programs/mm-mentoring
Women in Engineering Ambassador Program	Women in Engineering	*K-12 girls	http://wie.gatech.edu/current-students/student-ambassador-program
GT Engineering Design Challenge (GTEC)	Center for Engineering Education and Diversity (CEED)	Middle school and high school students	http://ceed.gatech.edu/gt-engineering-design-challenge
GT Engineering Explorations (GTEE)	CEED	Middle and high school students	http://ceed.gatech.edu/gt-engineering-explorations
Summer Engineering Institute (SEI)	CEED	High school students	http://ceed.gatech.edu/summer-engineering-institute-sei
Retaining Inspirational Students in Engineering (RISE)	CEED	*Minority and nontraditional engineering students	http://ceed.gatech.edu/programs/undergrad/rise
National Action Council for Minorities in Engineering (NACME)	National non-profit organization	*Minority students, middle school through matriculated	http://www.nacme.org
Peach State Louis Stokes Alliance for Minority Participation (PS-LSAMP)	Consortium of seven colleges and universities in Georgia	*Minority undergraduate students	http://ceed.gatech.edu/louis-stokes-alliance-minority-participation-lsamp-ga-tech
Artbotics: Lego Robotics	Center for Education Integrating Science, Mathematics, and Computing (CEISMC)	Elementary school students	https://www.ceismc.gatech.edu/summerprograms

Event or Program	Organization or Sponsor	Population Targeted	URL
App/Game Academy	CEISMC	Middle and high school students	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Lego Mindstorms	CEISMC	Rising 6th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Lego Robotics and Transportation Systems Engineering	CEISMC	Rising 7th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Architecture: Explore the World of Designing Buildings	CEISMC	Rising 7th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
iPlan: City and Regional Planning	CEISMC	Rising 6th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Industrial Design: Designing the World Around You!	CEISMC	Rising 7th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Digital Storytelling	CEISMC	Rising 6th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Adventures in Minecraft	CEISMC	Rising 6th-9th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-middle-school-students
Career Discovery in Architecture	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
Mission Possible! (Industrial & Systems Engineering Focus)	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
Thrill-a-Minute Roller Coaster Physics	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
Architectural Design through Physical Modeling	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
Architectural Design through Digital Modeling	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
Interactive Product Design	CEISMC	Rising 10th-12th graders	https://www.ceismc.gatech.edu/ceismc-summer-peaks-high-school-students
K.I.D.S Club	CEISMC	K-12 students	https://kidsclub-ceismc.gatech.edu
Pathways into STEM (mentoring & tutoring)	CEISMC	K-12 students	https://cmp-ceismc.gatech.edu
Pathways to College (mentoring & tutoring)	CEISMC	Middle and high school students	https://cmp-ceismc.gatech.edu
STEM Mini-Conference for Educators	CEISMC	Science & math teachers	https://www.ceismc.gatech.edu/asf
Kids Family Fun	CEISMC	All ages	https://www.ceismc.gatech.edu/asf

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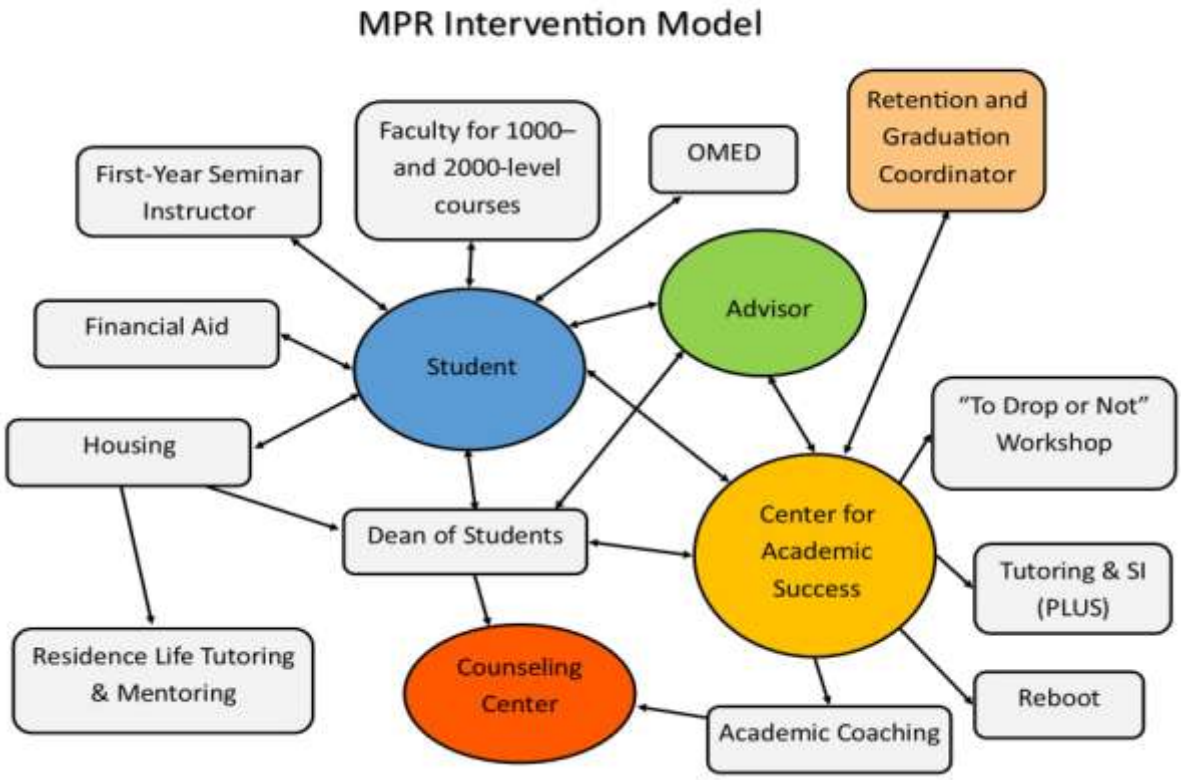
Appendix K – Midterm Progress Report Campus Relationships



Appendix L – GT 2100 Outcomes

Class	# in Class	Status after Spring 2014		Status after Summer 2014		Status after Fall 2014		Status after Spring 2015		TOTAL	Success Rate* as of May 2015
Spring 2014	27	Continuing	20	Continuing	17	Continuing	11	Continuing	11	11	56%
		Graduated	0	Graduated	2	Graduated	2	Graduated	0	4	
		Dismissed	7	Dismissed	1	Dismissed	4	Dismissed	0	12	
		TOTAL	27	TOTAL	20	TOTAL	17	TOTAL	11	27	
Fall 2014	60					Continuing	35	Continuing	29	29	52%
						Graduated	0	Graduated	2	2	
						Dismissed	25	Dismissed	4	29	
						TOTAL	60	TOTAL	35	60	
Spring 2015	54							Continuing	33	33	61%
								Graduated	0	0	
								Dismissed	21	21	
								TOTAL	54	54	

**Success rate indicates the percentage of GT 2100 students retained or graduated*

Appendix M – PLUS (SI) Outcomes

Fall 2014 PLUS Grade Comparison

Grade	PLUS Group** (2079)		Non-PLUS Group (3496)		Total (5575)	
A	804	39%	1432	41%	2236	40%
B	632	30%	854	24%	1486	27%
C	390	19%	555	16%	945	17%
D	94	5%	228	7%	322	6%
F	66	3%	218	6%	284	5%
W	69	3%	164	5%	233	4%
S	9	0%	33	1%	42	1%
U	7	0%	4	0%	11	0%
I	8	0%	8	0%	16	0%
A, B, C, & S	1835	88%	2874	82%	4709	84%
D, F, W, & U	236	11%	614	18%	850	15%
Mean* Grade	3.01		2.93		2.96	
Mean Grade + Withdrawals	2.91		2.79		2.84	
*Mean final grade without withdrawals						

PLUS Statistics

Percent of Graded Students Attending PLUS	37%
Number of PLUS Sessions Attended	797
Total Contact Hours of PLUS Participants	11163
Mean Number of Contact Hours of PLUS Participants	5.25
Mean Number of Sessions Attended by PLUS Participants	3.78
Mean Size of PLUS Sessions	10.09
Mean Size of Regular PLUS Sessions	7.39
Mean Size of Double PLUS Sessions	23.82

Effects of PLUS Attendance

Grade	1 to 2	3 to 5	6 to 8	9 or +
A	388	202	61	116
B	291	138	74	89
C	208	95	29	34
D	52	14	9	7
F	49	9	1	1
W	42	17	3	0
S	7	2	0	0
U	1	3	1	0
GPA	2.93	3.11	3.06	3.26
Total	1038	480	178	247

Spring 2015 PLUS Grade Comparison

Grade	PLUS Group** (2007)		Non-PLUS Group (3223)		Total (5230)	
A	642	32%	1163	36%	1805	35%
B	716	36%	921	29%	1637	31%
C	378	19%	556	17%	934	18%
D	129	6%	224	7%	353	7%
F	68	3%	175	5%	243	5%
W	54	3%	167	5%	221	4%
S	14	1%	4	0%	18	0%
U	3	0%	2	0%	5	0%
I	3	0%	11	0%	14	0%
A, B, C, & S	1750	87%	2644	82%	4394	84%
D, F, W, & U	254	13%	568	18%	822	16%
Mean* Grade	2.90		2.88		2.89	
Mean Grade + Withdrawals	2.82		2.73		2.76	
*Mean final grade without withdrawals						

PLUS Statistics

Percent of Graded Students Attending PLUS	38.37%
Number of PLUS Sessions Attended	967
Total Contact Hours of PLUS Participants	10397
Mean Number of Contact Hours of PLUS Participants	5.96
Mean Number of Sessions Attended by PLUS Participants	4.40
Mean Size of PLUS Sessions	7.95
Mean Size of Regular PLUS Sessions	6.20
Mean Size of Double PLUS Sessions	16.35

Effects of PLUS Attendance

Grade	1 to 2	3 to 5	6 to 8	9 or +
A	313	131	42	82
B	346	139	52	90
C	180	76	34	26
D	73	18	9	8
F	36	15	6	2
W	36	10	2	1
S	1	3	6	4
U	0	2	0	1
GPA	2.87	2.93	2.80	3.16
Total	985	394	151	214

Appendix N – Six-Year Graduation Rates for Students in Select Academic Enrichment Programs

Program		6 Year Graduation Rates					
		2004	2005	2006	2007	2008	Avg
GT Overall Rate		**79.7%**	**78.8%**	**79.3%**	**82.1%**	**81.5%**	**80.3%**
Undergraduate Research	Participant	*94.0%	*95.1%	*95.4%	*95.7%	*94.4%	94.9%
	Non-participant	75.2%	73.9%	74.1%	77.5%	76.6%	75.5%
Study Abroad	Participant	*96.7%	*96.6%	*97.4%	*96.7%	*97.6%	97.0%
	Non-participant	74.8%	73.7%	74.7%	78.1%	76.1%	75.5%
Internship (at least 1 term)	Participant	*96.1%	*95.8%	*95.8%	*96.9%	*97.5%	96.4%
	Non-participant	78.0%	76.3%	76.8%	79.3%	77.9%	77.7%
Co-op Program	Participant	*95.3%	*92.9%	*93.5%	*92.2%	*96.1%	94.0%
	Non-participant	76.2%	75.2%	76.3%	80.0%	74.0%	76.3%

Appendix O - Members, Complete College Georgia-GT Steering Committee, 2015-16

Ms. Sandi Bramblett, Executive Director of Institutional Research and Planning/Decision Support Services*
Dr. Steven P. Girardot, Associate Vice Provost for Undergraduate Education*
Ms. Debbie Pearson, Retention and Graduation Coordinator (permanent ex-officio member)
Ms. Lynn Durham, Assistant Vice President and Chief of Staff, Office of the President
Ms. Lisa Grovenstein, Director of Media Relations, Institute Communications
Dr. Paul Kohn, Vice Provost for Enrollment Services
Dr. Jon Gordon, Director, Office of Assessment
Dr. Brenda "B" Woods, Director of Assessment, Division of Student Life
Ms. Fiona Brantley, Associate Director, Center for Academic Success
Ms. Jennifer Mullins, Associate Director, Office of Scholarships and Financial Aid
Ms. Cynthia Moore, Director, OMED: Educational Services
Dr. Leo Mark, Associate Dean for Academic Programs and Student Life, Professional Education
Dr. Rebecca Burnett, Director of Writing and Communication & Professor, LMC, Ivan Allen College of Liberal Arts
Dr. Jonathan Clarke, Associate Professor and Associate Dean for Undergraduate Programs, Scheller College of Business
Dr. Al Ferri, Associate Professor and Associate Chair for Undergraduate Studies, School of Mechanical Engineering
Dr. Linda Green, Senior Academic Professional, School of Biology
Dr. Michelle Rinehart, Associate Dean, College of Architecture
Mr. David White, Assistant Dean for Academic Programs, College of Computing
**Co-chair*

Appendix

Goal 1. Increase the number of undergraduate degrees awarded by USG institutions

Here are the recommended progress metrics for RETENTION for this strategy

Recommended Progress Metrics	Fall 09 to Fall 10	Fall 10 to Fall 11	Fall 11 to Fall 12	Fall 12 to Fall 13	Fall 13 to Fall 14
Metric 1.1: 5-year history of **one-year retention** rates for the institution as a whole (all first time students) *	58%	61%	59%	62%	62%
Metric 1.2: 5-year history of one-year retention for students who **begin** as **full-time students (FTFT)** *	60%	63%	61%	65%	63%
Metric 1.3: 5-year history of one-year retention for students who **begin** as **part-time students (FTPT)** *	40%	52%	50%	55%	55%
Metric 1.4: 5-year history of one-year retention rates for students entering on federal financial aid (**Pell-eligible**)	56%	61%	58%	59%	60%
Metric 1.5: 5-year history of one-year retention rates for students entering on **Learning Support**	55%	60%	55%	59%	57%
Local Metric: 5-year history of one-year retention for **African American male (AAM)** students **(FTFT)**	70%	54%	58%	52%	56%
Local Metric: 5-year history of one-year retention for **AAM members of African American Male Initiative (AAMI) (FTFT)**	100%	71%	63%	95%	100%

* These figures are institution-specific retention as published by USG's department of Research and Policy Analysis. The figures for first time full-time students may be seen in comparison to retention rates at other institutions in GHC's sector here: http://www.highlands.edu/site/spaa-student-achievement-data

Graph of AAMI Program retention

Here are the recommended outcome metrics for COLLEGE CREDIT AWARDED TO JOINT ENROLLMENT STUDENTS.

Recommended Progress Metrics	AY 10-11 Fall-Spr	AY 11-12 Fall-Spr	AY 12-13 Fall-Spr	AY 13-14 Fall-Spr	AY 14-15 Fall-Spr
Metric 1.1: Number of **college credits awarded to dual enrollment students or joint enrollment students** in each of the past 5 academic years	784	1340	1807	1566	2264

Recommended outcome metrics for PROGRESSION for Spring 2015 with enrollment of 5136 not including Transient students.

Recommended Outcome Metrics, Progression	15 hrs		30 hrs		60 hrs		90+ hrs	
Metric 1.2: Number and percentage of students completing **15, 30, 60, and 90 or more collegiate credit hours** as of the end of Spring 2015	1334	**26%**	1783	**35%**	733	**14%**	292	**6%**

Recommended outcome metrics for DEGREES CONFERRED with special focus on African American male recipients.

Recommended Outcome Metrics, Degrees Conferred	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Metric 1.3: 5-year history of number **of associate degrees conferred**	520	600	529	586	617

Metric 1.4: 5-year history of number **of bachelor's degrees conferred**	0	0	0	0	22
Metric 1.5: 5-year history of number of associate degrees awarded to **African American males (AAMs)**	14	18	9	22	25
Metric 1.6: 5-year history of number of associate degrees awarded to AAM members of GHC's **African American Male Initiative** (% of all degrees awarded to AAMS)	13 (93%)	14 (78%)	2 (22%)	12 (56%)	15 (60%)

4. Provide intentional advising to keep students on track to graduate.

Metrics for Early Bird Advising participation.

Process Metric					
	2010-11	2011-12	2012-13	2013-14	2014-15
5-year history of student participation in Early Bird Advising	773	459	230 *	2521	2766

*The method of counting EBA sessions changed in 2012-13 from faculty reports to notes made in Degreeworks. All faculty did not start using the notes until 2013-14. Also in 2013-14, a student incentive was added so that participants in EBA could register early for the following term.

Metrics for Early Warning Program (EWP).

Term	Unsatisfactory Reports	Total Seats Occupied	% Unsatisfactory
Fall 2011	3427	6926	49%
Spring 2012	3000	6976	43%
Fall 2012	2761	6983	40%
Spring 2013	2275	6864	33%
Fall 2013	2002	7104	28%
Spring 2014	1655	6967	24%

Unsatisfactory EWP reports leading to passing grades.

Credit

Term	Unsatisfactory Reports	ABC Final	%ABC
Fall 2011	2946	755	26%
Spring 2012	2573	481	19%
Fall 2012	2344	665	28%
Spring 2013	1991	510	26%
Fall 2013	1787	508	28%
Spring 2014	1482	462	31%

Learning Support

Term	Unsatisfactory Reports	ABC Final	%ABC
Fall 2011	481	93	19%
Spring 2012	427	73	17%
Fall 2012	417	90	22%
Spring 2013	284	75	26%
Fall 2013	215	56	26%
Spring 2014	173	47	27%

Recommended process metrics for students who are OFF-TRACK in COURSES (based on Early Warning Program reports).

Recommended Outcome Metrics	
	Fall 14
Metric 4.9: What number and (percentage) of students were off-track in one or more of their courses in Fall 2014?	1646 (31%)
Metric 4.10: Of the students who were off-track in their semester course work, what number and (percentage) received interventions within one week of the off-track notification?	1646 (100%)

Recommended process metrics for use of DEGREEWORKS.

Recommended Degreeworks Metrics	
4.5: Number of times Degree Works is used by faculty, advisors, and students (track separately) in the 2014-2015 academic year.	Fall 14-Spr 15
- Faculty	3,127
- Advisors	11,966

5. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

Recommended Outcome Metrics					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Metric 5.3: 5-year history of number of associate degrees awarded through reverse transfer of credit.	0	0	0	44 *	39 *

*This figure is a combination of auto-award and reverse transfer.

7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished

Corequisite placements, success, and retention

Here are the recommended metrics for **corequisite placement** in Fall 2014.

Recommended Metric (new traditional students, full and part time to establish cohort)	**Combined English/Reading**	**Mathematics**	
Metric 7.1: Number of New Freshmen requiring remediation in Fall 2014	160	462	
Metric 7.2: Number of New Freshmen receiving corequisite remediation in Fall 2014	51 (32%)	182 (39%)	
		STATS Path	**STEM Path**
		79	103

In addition to examining the number and percentage of students placed in **corequisite remediation**, the college has also begun to look at success rates for corequisite students in the **gateway classes** and their **retention rates**.

Local Gateway Metrics (new traditional students, full and part time)	**ENGL 1101**		**STATS Path MATH 1001**		**STEM Path MATH 1111**	
Number and percentage of corequisite students **passing** the gateway class in Fall 2014	38	75%	63	80%	62	60%
Percentage of non-LS students passing the gateway class in Fall 2014	80%		61%		69%	
Number and percentage of corequisite students who were **retained** to Spring 2015	39 (76%)		65 (82%)		78 (76%)	
Percentage of non-LS students in gateway class retained to Spring 2015	88%		84%		86%	

Combined English/Reading remediation

The data below is for New Freshmen (NF), both full time and part time. Students from Fall 2009 are those who met the same placement criteria as the Fall 2014 students (COMR 62-76, COME 32-59, can be plus 1 Math).

	NF in category	ABC in READ 0099 or ENGL 0099 to progress	% ABC	Gateway in 2	% Gateway in 2	Gap	F-Spr retention	% F-Spr retention
Fall 2009	165	128	78%	78	47%	31%	144	87%

Fall 2014

	Enrolled	ABC (for co-req, ABC in ENGL 1101)	% ABC	Gateway in 2	% Complete in 2	Gap	F-Spr retention	% F-Spr retention
ENGL 0989	109	96	88%	68	62%	26%	94	86%
ENGL 0999	51	38	75%	38			39	76%
NF in category	160			106	66%		133	83%

Foundations placement, success, and retention

Here are the recommended metrics for **foundations placement** in Fall 2014.

Recommended Metric (new traditional students, full and part time)	**Combined English/Reading**		**Mathematics**			
Metric 7.1: Number of New Freshmen requiring remediation in Fall 2014	160		462			
Number of New Freshmen **receiving** foundations remediation in Fall 2014	109 (68%)		280 (61%)			
			STATS Path		**STEM Path**	
			150		130	
Number and percentage of New Freshmen **passing** foundations classes in Fall 2014	96	88%	113	75%	106	82%

In addition to examining the number, percentage, and success rates of students placed in foundations classes for remediation, the college considers success rates for foundations students in the corresponding gateway classes as well as their **retention rates**.

Local Foundations Metrics (new traditional students, full and part time)	**ENGL 0989 to ENGL 1101**		**STATS Path MATH 0987 to MATH 1001**		**STEM Path MATH 0989 to MATH 1111**	
Number and percentage of Fall 2014 **foundations** students **passing** the gateway class in Spring 2015 (the "gateway in two" figure)	68	62%	71	47%	62	48%
Percentage of **non-LS New Freshmen** passing the gateway class in Spring 2015	68%		83%		59%	
Number and percentage of foundations students **retained** to Spring 2015	94 (86%)		123 (82%)		115 (88%)	
Percentage of non-LS students in gateway class retained to Spring 2015	88%		84%		86%	

8. Restructure instructional delivery to support educational excellence and student success

Growth of GHC's online offerings fall-to-fall for the past five years.

	Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Yr on yr Change**
Seats taken in online courses	946	1392	1667	2279	2432	6%
Students taking **at least one** online course	664	883	1034	1315	1432	8%

Students taking **fully online** loads	89	152	172	266	307	13%
Online **Sections**	37	51	60	83	94	12%

Total unduplicated enrollment (students) at GHC *	5235	5530	5533	5492	5365	-2%
% taking at least one online course	13%	16%	19%	24%	27%	10%
% taking fully online loads	2%	3%	3%	5%	6%	15%

* According to the Student Enrollment Reports on the USG web site

The following table shows the number of credits attempted and passed in online classes during Fall 2014. The corresponding metric for face-to-face classes is also provided as well as the pass rate gap.

Recommended Metric	Online	Face to Face	Pass Rate Gap
Metric 8.1: Number of credits **successfully completed** in Fall 2014 (A, B, C, P, S grade).	4,016	32,385	
Metric 8.2: Number of credits **attempted** in Fall 2014 (A, B, C, P, S, F, U, W, WF grade).	6,122	44,321	
Percentage successfully completed	66%	73%	7%

Appendix: Georgia Perimeter College

Appendix A
Georgia Perimeter College Demographic Information

	Number of students	Percentage of student population
Total Enrollment	21,371	
Dual Enrolled/DECA	1,306	6.1%
Adult Learners	7,128	33.6%
First Generation	9,613	45.3%
International	5,009	26.6%
Immigrant	3,948	18.6%
non-immigrant	1,061	5.0%
Pell Grant	9,483	44.7%
Hope Scholarship	1,650	7.8%
All Financial Aid	13,540	64.0%
Part-time	13,270	62.6%
Online	8,065	38.0%
Only online	3,988	18.8%
Learning Support	2,364	11.1%
Math Learning Support	2,158	10.2%
English Learning Support	381	1.8%
English as a Second Language	729	3.4%

APPENDIX: GEORGIA SOUTHWESTERN STATE UNIVERSITY

Complete College Georgia Campus Plan
August 3, 2015

Table 1: Fall Undergraduate Special Populations Enrollment

	Fall Term								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Undergraduate Enrollment	2222	2221	2420	2659	2847	2811	2749	2667	2527
Number of Undergraduates with Record of Parents' College Level	1508	1520	1910	2250	2492	2469	2413	2376	2350
Number of First Generation Undergraduates (no parent/guardian with a bachelor degree or higher)	898	945	1279	1439	1521	1439	1379	1345	1346
% of All Undergraduates who are First Generation	40.4	42.5	52.9	54.1	53.4	51.2	50.2	50.4	53.3
Received Pell Grant Fall term	890	885	941	1134	1335	1377	1292	1254	1152
Percent Undergraduates with Pell	40.1	39.8	38.9	42.6	46.9	49.0	47.0	47.0	45.6
Number of Non-traditional Undergraduates (25 or older at first matriculation)	444	454	512	612	650	643	620	633	556
Percent Non-traditional Undergraduates	20.0	20.4	21.2	23.0	22.8	22.9	22.6	23.7	22.0
Number of Non-traditional Undergraduates (age 25 or older)	647	648	705	808	848	855	837	837	749
Percent of Undergraduates Age 25 or Older	29.1	29.2	29.1	30.4	29.8	30.4	30.4	31.4	29.6

Table 2: Fall First-time Full-time Freshmen Cohort Special Populations Enrollment

	Fall Term								
	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total First-time Full-time (FTFT) Cohort	399	388	418	435	474	404	374	351	386
Number of FTFT Cohort with Record of Parents' College Level	354	275	411	409	445	364	338	328	381
Number of First Generation FTFT Cohort (no parent/guardian with a bachelor degree or higher)	233	184	268	222	217	181	172	176	194
% of All FTFT Cohort who are First Generation	58.4	47.4	64.1	51.0	45.8	44.8	46.0	50.1	50.3
Received Pell Grant Fall Term	159	160	162	204	230	195	182	160	183
Percent FTFT Cohort with Pell	39.8	41.2	38.8	46.9	48.5	48.3	48.7	45.6	47.4
Number of Non-traditional FTFT Cohort	22	18	10	22	20	18	2	4	4
Percent of Non-traditional FTFT Cohort	5.5	4.6	2.4	5.1	4.2	4.5	0.5	1.1	1.0

Table 3: Demographic Information for Bachelor's Degrees Awarded in an Academic Year

		FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Females	Asian	1	0	1	4	3	2	6	4	4	4	5	25.00	
	Black or African American	55	56	73	73	80	68	93	92	88	99	100	1.01	78.57
	Hispanic/Latino	2	1	3	3	0	3	6	5	4	6	17	183.33	1600.00
	American Indian or Alaska Native	0	2	1	0	2	3	2	0	0	0	0		-100.00
	White	167	157	170	170	160	195	255	229	243	258	211	-18.22	34.39
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	1	0	0	0		
	Multiracial	1	0	0	4	2	2	6	4	6	4	7	75.00	
	Non-resident Alien	1	6	6	3	2	2	5	10	9	2	5	150.00	-16.67
	Race/Ethnicity Unknown	0	0	0	0	0	0	1	0	0	1	0	-100.00	
	subtotal	227	222	254	257	249	275	374	345	354	374	345	-7.75	55.41
Males	Asian	0	0	1	0	2	3	3	2	1	5	2	-60.00	
	Black or African American	19	20	21	14	32	29	25	24	33	26	32	23.08	60.00
	Hispanic/Latino	0	1	0	0	0	3	3	4	4	1	8	700.00	700.00
	American Indian or Alaska Native	0	0	1	0	0	1	0	1	0	1	0	-100.00	
	White	85	79	92	85	101	91	111	137	102	123	122	-0.81	54.43
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0		
	Multiracial	0	1	0	3	0	2	2	4	0	4	1	-75.00	0.00
	Non-resident Alien	3	5	1	3	1	2	5	8	17	6	7	16.67	40.00
	Race/Ethnicity Unknown	0	0	0	0	0	0	0	1	0	1	0	-100.00	
	subtotal	107	106	116	105	136	131	149	181	157	167	172	2.99	62.26
Total		334	328	370	362	385	406	523	526	511	541	517	-4.44	57.62
Number Received Pell Grant (at any time at GSW)		182	183	187	182	199	199	284	295	301	311	324	4.18	77.05
%		54.5	55.8	50.5	50.3	51.7	49.0	54.3	56.1	58.9	57.5	62.7		
Number of First Generation (no parent/guardian with bachelor degree or higher)		63	50	114	108	138	213	280	297	253	256	268	4.69	
%		18.9	15.2	30.8	29.8	35.8	52.5	53.5	56.5	49.5	47.3	51.8		
# Graduates with First Generation Data		116	96	221	224	226	310	436	443	423	475	465		

Table 4: Demographic Information for Bachelor's Degrees Awarded in an Academic Year Continued

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Age 17-19 at graduation	0	0	0	0	0	0	0	1	0	0	0		
Age 20-22	76	91	105	100	103	98	155	114	124	132	118	-10.61	29.67
Age 23-24	103	109	112	118	105	109	133	160	142	162	149	-8.02	36.70
Age 25-26	49	32	46	40	44	49	46	55	61	59	61	3.39	90.63
Age 27-28	31	26	23	28	26	28	38	38	33	32	34	6.25	30.77
Age 29-30	12	11	16	14	18	15	26	38	22	22	38	72.73	245.45
Age 31-34	21	20	24	21	23	33	45	39	42	48	29	-39.58	45.00
Age 35-39	21	16	28	18	28	30	32	29	40	35	43	22.86	168.75
Age 40 +	21	23	16	23	38	44	48	52	47	51	45	-11.76	95.65
Average	27.2	27	26.7	26.7	27.9	28.6	27.9	28.1	27.7	27.3	27.7		

Table 5: Number of Bachelor's Degrees Awarded in an Academic Year

School or Department	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	1 Year Change	10 Year Change
Biology	6	6	13	10	9	6	9	5	11	13	14	9	7	9	28.6	0.0
Chemistry	12	9	4	9	7	3	6	2	6	8	2	0	3	0	-100.0	-100.0
English and Foreign Languages	8	6	7	2	5	4	4	9	6	16	5	7	7	12	71.4	140.0
Art	7	10	7	9	5	6	3	8	5	7	9	6	4	3	-25.0	-40.0
Dramatic Arts	0	0	0	2	2	2	4	3	2	2	7	3	4	8	100.0	300.0
Music	0	0	0	1	1	2	2	1	5	1	2	0	3	3	0.0	200.0
Geology	6	1	0	4	3	0	1	2	2	3	2	1	4	3	-25.0	0.0
History	8	9	10	12	11	19	18	13	15	12	10	13	15	13	-13.3	18.2
Political Science	1	6	6	0	6	4	7	2	2	7	9	4	6	6	0.0	0.0
Mathematics	2	0	4	3	7	3	2	9	8	7	9	8	4	4	0.0	-42.9
Psychology	44	27	46	27	34	41	33	39	32	33	34	41	49	32	-34.7	-5.9
Sociology	17	17	19	13	15	18	19	10	15	8	10	11	15	16	6.7	6.7
Business	85	89	97	88	109	107	125	148	141	197	208	201	208	197	-5.3	80.7
Computer and Information Science	25	21	7	13	16	17	8	10	9	13	10	11	20	22	10.0	37.5
Education	68	62	64	87	51	76	76	66	72	108	96	72	76	80	5.3	56.9
Health and Human Performance	13	19	14	35	23	31	15	28	22	29	34	36	30	39	30.0	69.6
Nursing	9	22	21	19	24	31	30	30	53	59	67	90	91	80	-12.1	233.3
Total	311	304	319	334	328	370	362	385	406	523	528	513	546	527	-3.5	60.7

Table 6: One Term and One Year Retention Rates of First-time Full-time Freshmen Cohort

		Institution-specific Retention Rates	
		1-Term	1-Year
Fall Cohort	First-time Full-time Freshmen	(1st Fall to 1st Spring)	(1st Fall to 2nd Fall)
2001	266	92.11	71.80
2002	331	91.24	65.56
2003	326	90.18	65.64
2004	360	87.50	70.28
2005	357	88.80	64.71
2006	399	88.47	63.91
2007	388	93.30	76.03
2008	418	91.39	68.90
2009	435	92.18	66.44
2010	474	90.51	64.77
2011	404	89.11	62.62
2012	374	91.18	64.97
2013	351	92.02	69.80
2014	386	91.71	75.9 as of July 2015

Table 7: Freshmen Cohort* Term Grade Point Average (GPA) at end of First Fall Term

	Cohort Year															
	2007		2008		2009		2010		2011		2012		2013		2014	
Fall Term GPA	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
3.50 to 4.00	75	17.6	109	22.8	82	16.7	91	18.1	59	14.3	77	19.3	74	19.7	77	19.6
3.00 to 3.49	95	22.3	87	18.2	102	20.8	97	19.3	63	15.3	74	18.5	78	20.7	86	21.9
2.50 to 2.99	81	19.0	81	16.9	83	16.9	93	18.5	70	16.9	81	20.3	70	18.6	68	17.3
2.00 to 2.49	61	14.3	71	14.9	70	14.3	63	12.5	70	16.9	65	16.3	62	16.5	65	16.5
1.50 to 1.99	34	8.0	40	8.4	42	8.6	42	8.4	59	14.3	38	9.5	33	8.8	36	9.2
0.00 to 1.49	68	16.0	67	14.0	79	16.1	102	20.3	87	21.1	60	15.0	56	14.9	56	14.2
No GPA**	12	2.8	23	4.8	32	6.5	14	2.8	5	1.2	5	1.3	3	0.8	5	1.3

*Includes both full-time and part-time students. **Didn't Complete Term or was Enrolled only in Learning Support Courses

Table 8: First-time Freshmen Cohort First Fall Term Grades (% of As, Bs, Cs)

	Percent of As, Bs, Cs							
Course	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Principles of Biology I	34.9	59.4	28	46.1	30.8	43.3	50.0	37.9
Essentials of Biology I	71.4	64	69.4	70.2	56.7	74.4	60.2	56.3
Principles of Chemistry I	87.6	57.2	77.8	71.4	83.3	70.6	50.0	91.7
Earth, Mat., Processes, & Env.	-	71.5	53.6	81	65.5	38.9	53.8	--
College Algebra	68	57.6	52.7	63.8	59.5	75	52.6	67.8
Math Modeling	-	-	-	-	66.7	92.3	57.1	64.7
American Government	69.8	71.9	75.3	53.1	48	44.8	58.1	50.0
World Civilization I	71.2	93.4	65.2	38.8	66.7	76.5	44.4	80.8
World Civilization II	78	65.5	41.2	50.5	45.6	60.3	73.5	70.0
US History I	81.3	-	90.2	72.8	-	--	--	--
US History II	83.3	68.2	75	75.4	75.8	56.4	73.3	77.6
Introduction to Psychology	67.3	83	68.1	72.8	68.7	72.5	72.7	80.8
Human Growth and Development	-	79.4	85.2	77.1	69.6	91.8	78.5	85.9
Introduction to Sociology	76.5	57.3	53	57.2	64	46.3	78.0	61.4
English Composition I	77.7	77.3	78.4	81.2	62.2	73.3	72.6	80.2

Table 9: Credit Hours Attempted and Earned by the First-time Full-time Freshmen Cohort

Cohort Year

	2009	2010	2011	2012	2013	2014
Number First-time Full-time Freshmen Cohort	435	474	404	374	351	386
Number Attempted 15 or more Hours in Fall Term	68	98	81	62	174	238
Percent Attempted 15 or more Hours in Fall Term	15.6	20.7	20.0	16.6	49.6	61.7
Number Earned 15 or more Hours at end of Fall term	34	45	29	31	80	140
Percent Earned 15 or more Hours at end of Fall Term	7.8	9.5	7.2	8.3	22.8	36.3
Number Earned 30 or more Hours in Fall/Spring Terms	22	28	23	39	49	98
Percent Earned 30 or more Hours in Fall/ Spring Term	5.1	5.9	5.7	10.4	14.0	25.4

Note: Hours = institutional hours only. Hours earned for Fall 2009-2012 were not extracted until 2013. As a result of repeated classes, these numbers under-represent the actual hours earned at the end of the term because credit hours from repeated courses are excluded from the total hours earned in previous terms.

Table 10: Retention Rates for GSW First-time Full-time Freshmen Cohort

Rate	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Institution-Specific	63.9 (n=399)	76.0 (n=388)	68.9 (n=418)	66.4 (n=435)	64.8 (n=474)	62.6 (n=404)	65.0 (n=374)	69.8 (n=351)
Disaggregated Institution-Specific								
Traditional-aged	66.3 (n=377)	76.8 (n=370)	69.1 (n=408)	68.3 (n=413)	65.9 (n=454)	64.5 (n=386)	65.1 (n=372)	69.7 (n=347)
White, Non-Hispanic	67.3 (n=220)	72.3 (n=242)	69.3 (n=241)	67.3 (n=254)	66.3 (n=297)	67.9 (n=221)	61.3 (n=230)	71.5 (n=221)
African American or Black, Non-Hispanic	67.5 (n=126)	87.0 (n=108)	67.9 (n=140)	67.7 (n=130)	63.5 (n=126)	58.9 (n=112)	70.2 (n=124)	60.0 (n=95)
Other	54.8 (n=31)	75.0 (n=20)	74.1 (n=27)	79.3 (n=29)	71.0 (n=31)	62.3 (n=53)	77.8 (n=18)	87.1 (n=31)
Male	62.2 (n=156)	75.4 (n=134)	61.7 (n=175)	61.8 (n=173)	64.1 (n=178)	65.4 (n=159)	62.6 (n=155)	65.2 (n=138)
Female	69.2 (n=221)	77.5 (n=236)	74.7 (n=233)	72.9 (n=240)	67.0 (n=276)	63.9 (n=227)	66.8 (n=217)	72.7 (n=209)
White, Female	70.5 (n=122)	72.0 (n=143)	79.7 (n=128)	74.6 (n=130)	67.9 (n=184)	67.5 (n=123)	61.5 (n=130)	77.0 (n=135)
Black, Female	68.3 (n=82)	87.5 (n=80)	68.5 (n=89)	69.5 (n=95)	61.5 (n=78)	57.5 (n=73)	73.7 (n=76)	58.3 (n=60)
White, Male	63.3 (n=98)	72.7 (n=99)	57.5 (n=113)	59.7 (n=124)	63.7 (n=113)	68.4 (n=98)	61.0 (n=100)	62.8 (n=86)
Black, Male	65.9 (n=44)	85.7 (n=28)	66.7 (n=51)	62.9 (n=35)	66.7 (n=48)	61.5 (n=39)	64.6 (n=48)	62.9 (n=35)
Initially enrolled as Commuting Students	58.3 (n=115)	74.2 (n=97)	67.0 (n=112)	71.5 (n=123)	69.2 (n=133)	66.1 (n=118)	65.0 (n=100)	68.0 (n=97)
Initially enrolled as On-campus Residents	69.9 (n=262)	77.7 (n=273)	69.9 (n=296)	66.9 (n=290)	64.5 (n=321)	63.8 (n=268)	65.1 (n=272)	70.4 (n=250)
Initially enrolled in Learning-support classes[1]	57.4 (n=54)	78.2 (n=55)	45.8 (n=48)	63.0 (n=46)	68.4 (n=38)	55.3 (n=47)	54.6 (n=22)	58.3 (n=24)
Non-traditional[2]	22.7 (n=22)	61.1 (n=18)	60.00 (n=10)	31.8 (n=22)	40.0 (n=20)	22.2 (n=18)	50.0 (n=2)	750.0 (n=4)
Pell Recipients	55.3 (n=159)	73.8 (n=160)	59.9 (n=162)	62.3 (n=204)	64.1 (n=231)	56.4 (n=195)	62.1 (n=182)	68.8 (n=160)

Table 11: Six Year Bachelor's Graduation Rates for GSW First-time Full-time Freshmen Cohort

Rate	2003	2004	2005	2006	2007	2008
Institution-Specific	35 (n=323)	30.7 (n=352)	30.1 (n=356)	29.3 (n=399)	35.8 (n=388)	32.1 (n=418)
Disaggregated Institution-Specific						
Traditional-aged	37.7 (n=300)	31.8 (n=321)	32.7 (n=324)	31.0 (n=377)	37.6 (n=370)	32.8 (n=408)
White, Non-Hispanic	40.4 (n=161)	34.3 (n=201)	35.2 (n=210)	34.5 (n=220)	37.5 (n=240)	34.0 (n=241)
African American or Black, Non-Hispanic	35.8 (n=120)	29.4 (n=109)	31.1 (n=90)	28.6 (n=126)	37.1 (n=105)	32.9 (n=140)
Other	26.3 (n=19)	9.1 (n=11)	16.7 (n=24)	16.1 (n=31)	40.0 (n=25)	22.2 (n=27)
Male	29.4 (n=102)	26.4 (n=106)	22.4 (n=152)	22.4 (n=156)	34.3 (n=134)	26.9 (n=175)
Female	41.9 (n=198)	34.4 (n=215)	41.9 (n=172)	37.1 (n=221)	39.4 (n=236)	37.3 (n=233)
White, Female	41.7 (n=96)	39.8 (n=123)	44.4 (n=108)	41.0 (n=122)	40.4 (n=141)	43.0 (n=128)
Black, Female	42.9 (n=91)	27.9 (n=86)	40.7 (n=54)	35.4 (n=82)	38.5 (n=78)	32.6 (n=89)
White, Male	38.5 (n=65)	25.6 (n=78)	25.5 (n=102)	26.5 (n=98)	33.3 (n=99)	23.9 (n=113)
Black, Male	13.8 (n=29)	34.8 (n=23)	16.7 (n=36)	15.9 (n=44)	33.3 (n=27)	33.3 (n=51)
Initially enrolled as Commuting Students	31.5 (n=111)	24.0 (n=121)	31.8 (n=110)	31.3 (n=115)	30.9 (n=97)	28.6 (n=112)
Initially enrolled as On-Campus Residents	41.3 (n=189)	36.5 (n=200)	33.2 (n=214)	30.9 (n=262)	39.9 (n=273)	34.5 (n=296)
Initially enrolled in Learning-support classes[1]	28.6 (n=28)	28.8 (n=59)	27.7 (n=47)	18.5 (n=54)	27.3 (n=55)	20.8 (n=48)
Non-traditional[2]	0 (n=23)	19.4 (n=31)	3.1 (n=32)	0.0 (n=22)	0.0 (n=18)	0.0 (n=10)
Pell Recipients	32.6 (n=138)	23.7 (n=152)	22.4 (n=143)	26.4 (n=159)	28.8 (n=160)	24.1 (n=162)

Table 12. First-time Full-time Bachelor Degree-seeking Cohort Graduation Rates						
Cohort Year	# in Cohort	% Graduated by:				
		4 YRS	5 YRS	6 YRS	7 YRS	8 YRS
2000	306	14.4	30.7	37.3	40.9	42.2
2001	266	11.7	29.7	35.0	37.2	38.0
2002	330	13.6	25.8	32.7	35.5	36.4
2003	323	14.9	30.3	35.0	37.5	39.0
2004	352	11.4	26.1	30.7	32.1	32.7
2005	356	10.4	25.0	30.1	30.9	31.7
2006	399	13.0	26.8	29.3	31.3	32.1
2007	388	15.2	30.4	35.8	37.4	
2008	418	10.1	25.6	32.1		
2009	435	11.3	26.0			
2010	474	13.7				

Table 13: Measures of Student Engagement

Office of Student Affairs
Residence Life Programing Summary
2014 – 2015

1 Residence Life Programming Model

- The department offers residents programs centered around a Five Star model (Community Development, Leadership, Educational, Social, and Philanthropy)

2 How programs are implemented (RA Requirements)

- Resident Assistants are required to plan and implement at least one Community Development, one Social, one Leadership, and one Educational program each semester. The philanthropy programs are completed by a residence hall's entire staff.
- Resident Assistants complete program proposals and submit them to their area's Residence Life Coordinator or Hall Director. These Head Staff members review the proposals and offer guidance to enable each program's success. After programs are completed, the resident assistants submit a program summary to their supervisor which include an evaluation of the event's outcomes, a log of its attendance, and an explanation of how any university funds were spent. These program reports are then compiled by the RLC/RHDs and submitted to the Director of Residence Life each semester.

3 Programming Summary 2014 - 2015

- This academic year we had **209** programs with attendance of approximately **5400** students.

	Oaks/FYE/LEAD 1000	**Pines**	**Magnolia**	**Total**
Community Development	32 (878)	13 (322)	11 (224)	**56 (1424)**
Leadership	19 (437)	11 (267)	9 (231)	**39 (935)**
Social	35 (905)	13 (350)	13 (272)	**61 (1527)**
Educational	27 (778)	10 (177)	8 (180)	**45 (1135)**
Philanthropy	6 (230)	1 (69)	1 (80)	**8 (379)**
Total Number of Programs (Attendance)	**119 (3228)**	**48 (1185)**	**42 (987)**	**209 (5400)**

Career Services

· Staff provided an introduction to Career Services in every University 1000 class (The GSW Experience); every freshman student at GSW must take this course.

· The Director offered the Foundations in Personal Finance course. One of the main reasons mentioned for dropping out of school is money. Budgeting and personal financial management are skills that can prepare students to be responsible with money, stay in school, and help to reduce defaults on student loans, which is an item on the President's College Score Card. Employers are seeking employees who will be responsible for planning and following budgets at work. Financial records are part of background checks, and ALL students desperately need this information. Sixteen students participated in the course introduction session, and four students purchased the text to complete the course. One student said, "Thank you for instructing this course. It has been one of the most valuable courses I've taken in my college career."

· The staff used Canes Connect and Beacon to connect with students. A Career Services Organization was established in Canes Connect. Staff produced marketing materials to encourage students to get involved in Canes Connect and to join the Organization's membership. Thirty-one members connected. Some of the students have their privacy setting to "hidden," so only the names of 8 students is known. The staff promoted 9 Different Career Services Events. In Beacon, email groups were formed to provide direct access to send event invitations to targeted groups.

Noel-Levitz Assessment

During the 2014-2015 academic year, there were 1369 members of the parents' email list. This was an increase of 23% from the 1110 members during the 2013-14 academic year. All members of our Parents Association email list are sent the monthly edition of an electronic newsletter, "Student Health 101." Student Health 101 is a monthly health and wellness magazine just for GSW students and their families. Each issue contains valuable information that will help students make better decisions and can help parents/guardians gain a better understanding of the health and wellness challenges that face today's students. Each month, our Parents Association members receive an e-mail with the latest issue of the family-only Student Advocate, along with the Student Health 101 issue that their students will receive. The newsletter is provided by a national organization, College Health Services. Members of our Parents Association also receive a monthly e-edition of a Campus Link Newsletter, published by Paper Clip Communications, but customized for GSW, including its logo. It addresses a wide range of topics and issues faced by college students, including tips and advice for dealing with those issues. Finally, members of our Parents Association receive some of the emails that are sent to students via the student email system. The emails are monitored and ones with information deemed important or interesting for parents is forwarded to the parent email list.

We began using a Noel-Levitz Assessment to determine how well we are communicating with students' families in order to promote and increase family support for students' college success. Fifty-six parents completed the survey at the end of the Spring 2015 semester.

Table 14: Noel-Levitz Results
(Sent to 1369 Parents Association members; 56 participated, a 4% response rate.)

This year the individual items on the survey that were determined to reflect our STRENGTHS were:

3. The campus is safe and secure.
14. Faculty are fair and unbiased in their treatment of my child.
28. Security staff respond quickly to calls for assistance.
4. The content of the courses within my child's major is valuable.
49. If needed, my child can readily access medical care, either on campus or in the community.
18. Parking lots are well-lighted and secure.
58. Campus item: My child is developing skills that will serve him/her well in life beyond school.
60. Campus item: My student is comfortable with the atmosphere of this campus.

Noel Levitz's analysis shows the following items from the survey to be CHALLENGES:

46. I am confident my child will be well-prepared for his/her chosen career path when he/she graduates.
47. I am confident my child will be successful academically at this institution.
36. The quality of instruction my child receives in most of his/her classes is excellent.
10. Academic advisors help my child to set goals to work toward.
16. Academic advisors are available when my child needs help.
23. My child is able to register for classes he/she needs with few conflicts.
35. My child seldom gets the "run-around" when seeking information on this campus.
24. My child receives the help he/she needs to apply academic major to career goals.
8. Financial aid awards are announced in time to be helpful in college and financial planning.
27. This institution helps our family to identify resources to finance our child's education.
17. There are sufficient courses within my child's program of study available each term.
38. My child receives ongoing feedback about his/her progress toward academic goals.
5. Administrators are available to hear students' concerns.
11. Financial aid counseling is available for my child as needed.

For the purposes of benchmarking, the Noel Levitz analysis highlights that GSW received higher ranking of satisfaction than the national norm in the following items:

28. Security staff respond quickly to calls for assistance.
13. Living conditions in the residence halls are comfortable for my child.
18. Parking lots are well-lighted and secure.

And lower than the national norm in these items:

47. I am confident my child will be successful academically at this institution.
8. Financial aid awards are announced in time to be helpful in college and financial planning.

Collegiate Link

Collegiate Link or Canes Connect as we call it at Georgia Southwestern is an online platform that allows student organizations and students to stay connected through campus engagement, student activities, and event promotion. This online platform allows for new students to assess their desires when it comes to student involvement and receive placement based on the desires/likes they checked off through their profile. Student organizations have the capability of registering their organization on a yearly basis, and promote student events, whether it is philanthropic, academic, or social in nature.

1124 individual unique users have signed in to the Canes Connect System. This would include faculty, staff and students. There are currently 70 registered student organizations/departments. These organizations/departments consist of 5 Academic Organizations, 17 Departmental Departments, 13 Fraternity and Sorority, 1 Club Sport, 3 Honor Societies, and 31 GSW Student Organizations. There are 1070 student organization members claiming to be part of an organization through Canes Connect.

Table 15: Planned Student Events

The following organizations had the planned events advertised and attendance assessment through Canes Connect:

Event	Program	Attendance
Intercultural Ambassadors-Orientation	Windows to the World	10
Forecast Friday	Career Services	13
Campus Pride Day November	Campus Life	17
Student Appreciation Day 2015	Campus Life	17
Campus Pride Day February	Campus Life	18
Students in Shanghai	Windows to the World	22
Greek Week 2015: Service Project	Greek Life	38
Crisis in Ukraine: Causes and Implications	Windows to the World	52
Greek Week 2015: Social	Greek Life	54
The Reality of Living in a Global Community	Windows to the World	56
Students' Experience in UNIV 4000 - Nicaragua	Windows to the World	58
Evolution of a Black Girl	Campus Activities Board	62
Greek Week 2015: Convocation	Greek Life	76
The U.S. and the Middle East	Windows to the World	85
Build-A-Bear Valentine's Day Edition	Campus Activities Board	148

There were 301 events registered through the Canes Connect system for the Academic School Year.

The Campus Activities Board conducts a student satisfaction and programming survey to all students during the Spring Semester at GSW. This survey helps CAB decide when to program, what to program, and how students think the organization is doing. This survey is given online through Survey Monkey and is given to every student attending GSW through their campus email account. 408 students completed the CAB satisfaction survey which is approximately 15% of the college student population.

Campus Recreation

Georgia Southwestern State University's **Department of Campus Recreation and Intramurals** for FYE 2014-2015 provided Intramural Leagues, Tournaments, individual play sports, group exercise, fitness center hours, open gym hours, game room hours and special events.

Recreational Sports received a SGA allocation of $48k which was an increase of $3k. This small increase enable Intramurals to offer small tourneys to accommodate student needs for recreational sports.

Table 16: Campus Rec and Intramural Impact

- Provided 2 major IM Leagues
- Offered 9 special events/tourneys
- Championship Awards were not provided

GSW Unique Participations	2012/2013	2013/2014	2014/2015
Male	151	115	195
Female	36	31	147
Co-ed	0	113	92
Total teams	31	38	65

Table 17: Fitness and Wellness

This program is continuing to grow and remains significant to the GSW campus community as well as Americus community. Fitness Center is serving more than ever and Group Exercise continues to transition due to budget cuts. Yoga remains our most popular class.

- GSW Fitness Stats - Fitness Center had 56,769 swipes for year 2014-2015; 10,811 more than previous year (45,958).

Group Exercise	2013/2015	2014/2015
Males	273	644
Females	2718	3721
unknown	2446	
Total	5437	4365

SSC Game Room

The game room continues to draw a significant participation. Yearly upgrades to this area have been beneficial.

- Game Room Participation – 2013/14 had 10,307 swipes and 2014/15 had 12,444 swipes.

APPENDICES: Kennesaw State University

APPENDIX A

KSU Vision Statement:

Kennesaw State University will be a world-class comprehensive university recognized for its excellence in education, discovery, innovation, technology, and community engagement at all levels from local to global. The KSU experience will empower the members and graduates of the university community to have the vision, ability, and courage to transform the future.

KSU Mission Statement:

Kennesaw State University offers high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs. These include learning opportunities in architecture, the arts, business, computing, education, engineering and engineering technology, health and human services, honors experiences, humanities and social sciences, interdisciplinary studies, leadership development, the natural and physical sciences, study abroad, and other related disciplines. The University's research, scholarship, creative activities, and public service initiatives expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world.

The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior, engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality, and respond to public demand for higher education.

Appendix B

First-time Freshman Enrollment for Fall 2010 - 2014 (Counts)					
	2010	**2011**	**2012**	**2013**	**2014**
KSU Combined Count	**3610**	**3592**	**3984**	**4034**	**4665**
Full-time	3482	3479	3859	3909	4520
Part-time	128	113	125	125	145
Female	1843	1828	1996	2030	2197
Male	1767	1764	1988	2004	2468
American Indian	8	10	8	7	8
Asian	126	127	162	177	221
Black/African-American	429	463	512	598	792
Hawaiian/Pac. Islander	4	6	4	7	3
Hispanic	235	259	311	327	363
Multi-racial	124	119	172	163	202
Nonresident alien	32	46	59	59	67
White	2591	2406	2575	2595	2912
Unknown	61	156	181	101	97
Kennesaw Student Count	**2999**	**2988**	**3194**	**3229**	**3752**
Full-time	2895	2904	3091	3148	3652
Part-time	104	84	103	81	100
Female	1766	1764	1891	1912	2078
Male	1233	1224	1303	1317	1674
American Indian	6	9	6	5	8
Asian	103	92	106	115	155
Black/African-American	335	360	389	476	641
Hawaiian/Pac. Islander	3	6	3	5	3
Hispanic	184	205	237	246	292
Multi-racial	102	97	134	129	161
Nonresident alien	23	36	47	47	55
White	2189	2035	2098	2117	2346
Unknown	54	148	174	89	91
Marietta Student Count	**611**	**604**	**790**	**805**	**913**
Full-time	587	575	768	761	868
Part-time	24	29	22	44	45
Female	77	64	105	118	119
Male	534	540	685	687	794
American Indian	2	1	2	2	0
Asian	23	35	56	62	66
Black/African-American	94	103	123	122	151
Hawaiian/Pac. Islander	1	0	1	2	0
Hispanic	51	54	74	81	71
Multi-racial	22	22	38	34	41
Nonresident alien	9	10	12	12	12
White	402	371	477	478	566
Unknown	7	8	7	12	6

First-time Freshman Enrollment for Fall 2010 - 2014 (Percentages)					
	2010	**2011**	**2012**	**2013**	**2014**
KSU Combined Count	**3610**	**3592**	**3984**	**4034**	**4665**
Full-time	96%	97%	97%	97%	97%
Part-time	4%	3%	3%	3%	3%
Female	51%	51%	50%	50%	47%
Male	49%	49%	50%	50%	53%
American Indian	0%	0%	0%	0%	0%
Asian	3%	4%	4%	4%	5%
Black/African-American	12%	13%	13%	15%	17%
Hawaiian/Pac. Islander	0%	0%	0%	0%	0%
Hispanic	7%	7%	8%	8%	8%
Multi-racial	3%	3%	4%	4%	4%
Nonresident alien	1%	1%	1%	1%	1%
White	72%	67%	65%	64%	62%
Unknown	2%	4%	5%	3%	2%
Kennesaw Student Count	**2999**	**2988**	**3194**	**3229**	**3752**
Full-time	97%	97%	97%	97%	97%
Part-time	3%	3%	3%	3%	3%
Female	59%	59%	59%	59%	55%
Male	41%	41%	41%	41%	45%
American Indian	0%	0%	0%	0%	0%
Asian	3%	3%	3%	4%	4%
Black/African-American	11%	12%	12%	15%	17%
Hawaiian/Pac. Islander	0%	0%	0%	0%	0%
Hispanic	6%	7%	7%	8%	8%
Multi-racial	3%	3%	4%	4%	4%
Nonresident alien	1%	1%	1%	1%	1%
White	73%	68%	66%	66%	63%
Unknown	2%	5%	5%	3%	2%
Marietta Student Count	**611**	**604**	**790**	**805**	**913**
Full-time	96%	95%	97%	95%	95%
Part-time	4%	5%	3%	5%	5%
Female	13%	11%	13%	15%	13%
Male	87%	89%	87%	85%	87%
American Indian	0%	0%	0%	0%	0%
Asian	4%	6%	7%	8%	7%
Black/African-American	15%	17%	16%	15%	17%
Hawaiian/Pac. Islander	0%	0%	0%	0%	0%
Hispanic	8%	9%	9%	10%	8%
Multi-racial	4%	4%	5%	4%	4%
Nonresident alien	1%	2%	2%	1%	1%
White	66%	61%	60%	59%	62%
Unknown	1%	1%	1%	1%	1%

Source: IPEDS Enrollment Reports

Appendix C

Retention of First-time Freshman					
Report Year	2010	2011	2012	2013	2014
Fall Cohort Year	2009	2010	2011	2012	2013
KSU Combined					
Full-time Cohort	3250	3445	3459	3834	3909
Full-time Retained	2487	2659	2630	2876	3051
Full-time Retention Rate	77%	77%	76%	75%	78%
Part-time Cohort	159	128	113	124	125
Part-time Retained	82	78	72	67	75
Part-time Retention Rate	52%	61%	64%	54%	60%
Kennesaw Campus					
Full-time Cohort	2723	2895	2904	3091	3148
Full-time Retained	2097	2239	2210	2338	2482
Full-time Retention Rate	77%	77%	76%	76%	79%
Part-time Cohort	137	104	84	103	81
Part-time Retained	73	66	52	56	47
Part-time Retention Rate	53%	63%	62%	54%	58%
Marietta Campus					
Full-time Cohort	527	550	555	743	761
Full-time Retained	390	420	420	538	569
Full-time Retention Rate	74%	76%	76%	72%	75%
Part-time Cohort	22	24	29	21	44
Part-time Retained	9	12	20	11	28
Part-time Retention Rate	42%	50%	69%	52%	64%

Source: IPEDS Enrollment Reports

Appendix D

Graduation Rates						
Cohort Year	2003	2004	2005	2006	2007	2008
4-year (100%)	2007	2008	2009	2010	2011	2012
6-year (150%)	2009	2010	2011	2012	2013	2014
8-year (200%)	2011	2012	2013	2014	2015	2016
KSU Combined						
Adjusted Bachelor's	245	206	247	281	282	316

Cohort	5	6	8	1	4	3
4-year Graduation Rate	10 %	10 %	11 %	13 %	14 %	15 %
6-year Graduation Rate	37 %	39 %	39 %	41 %	42 %	42 %
6-year Transfer Rate	20 %	19 %	22 %	23 %	23 %	22 %
6-year Still Enrolled Rate			10 %	9%	8%	7%
6-year Not Enrolled			29 %	28 %	27 %	29 %
8-year Graduation Rate	43 %	47 %	45 %	46 %		
8-year Still Enrolled	4%	4%	3%	3%		
Kennesaw Campus						
Adjusted Bachelor's Cohort	2074	1658	2083	2411	2356	2639
4-year Graduation Rate	10 %	11 %	12 %	14 %	15 %	16 %
6-year Graduation Rate	38 %	41 %	41 %	42 %	43 %	43 %
6-year Transfer Rate	19 %	17 %	20 %	22 %	22 %	21 %
6-year Still Enrolled Rate			9%	8%	8%	7%
6-year Not Enrolled			30 %	28 %	27 %	30 %
8-year Graduation Rate	44 %	49 %	46 %	47 %		
8-year Still Enrolled	4%	3%	3%	3%		
Marietta Campus						
Adjusted Bachelor's Cohort	381	408	395	400	468	524
4-year Graduation Rate	7%	8%	7%	7%	10 %	10 %
6-year Graduation Rate	30 %	33 %	34 %	37 %	38 %	37 %
6-year Transfer Rate	29 %	25 %	27 %	25 %	28 %	25 %
6-year Still Enrolled Rate			10 %	12 %	9%	9%
6-year Not Enrolled			29 %	27 %	24 %	29 %
8-year Graduation Rate	34	39	39	42		

	%	%	%	%	
8-year Still Enrolled	4%	4%	4%	3%	

Source: IPEDS Graduation 150 & 200

Appendix E

Bachelor's Degrees Awarded 2010 - 2014					
	2010	**2011**	**2012**	**2013**	**2014**
KSU Combined Total	**3714**	**4033**	**4261**	**4272**	**4345**
Female	57%	54%	56%	53%	53%
Male	43%	46%	44%	47%	47%
American Indian	0.3%	0.5%	0.5%	0.2%	0.2%
Asian	3.1%	4.0%	3.9%	3.8%	4.0%
Black/African-American	12.1%	12.5%	15.0%	13.5%	15.1%
Hawaiian/Pac. Islander	0.2%	0.1%	0.2%	0.2%	0.1%
Hispanic	4.7%	5.2%	5.1%	5.8%	6.7%
Multi-racial	1.8%	2.3%	1.9%	2.7%	3.0%
Nonresident alien	4.5%	4.3%	4.2%	3.0%	2.8%
White	71.9%	68.7%	65.8%	68.6%	65.7%
Unknown	1.4%	2.4%	3.4%	2.1%	2.5%
Kennesaw Student Count	3122	3319	3532	3491	3599
Female	64%	62%	63%	61%	60%
Male	36%	38%	37%	39%	40%
American Indian	0.3%	0.6%	0.5%	0.2%	0.2%
Asian	2.9%	3.4%	3.5%	3.2%	3.2%
Black/African-American	11.2%	11.4%	13.8%	12.1%	13.8%
Hawaiian/Pac. Islander	0.2%	0.1%	0.2%	0.2%	0.1%
Hispanic	5.0%	5.3%	5.3%	5.4%	6.7%
Multi-racial	1.9%	2.5%	2.0%	2.7%	3.0%
Nonresident alien	3.2%	2.7%	2.0%	2.3%	1.9%
White	74.1%	71.3%	69.0%	71.5%	68.5%
Unknown	1.3%	2.7%	3.8%	2.3%	2.6%
Marietta Student Count	592	714	729	781	746
Female	20%	20%	22%	21%	19%
Male	80%	80%	78%	79%	81%
American Indian	0.2%	0.1%	0.4%	0.1%	0.3%
Asian	4.2%	6.9%	5.8%	6.5%	8.2%
Black/African-American	17.1%	17.5%	20.7%	19.7%	21.6%
Hawaiian/Pac. Islander	0.3%	0.1%	0.1%	0.1%	0.0%
Hispanic	3.4%	4.6%	4.3%	7.9%	6.6%
Multi-racial	1.2%	1.1%	1.5%	2.7%	3.1%
Nonresident alien	11.5%	12.0%	15.2%	6.5%	6.7%

White	60.0 %	56.4 %	50.2 %	55.4 %	52.0 %
Unknown	2.2%	1.1%	1.8%	0.9%	1.6%

Appendix F

Recruitment, Retention and Progression to Graduation Program for Hispanic/Latino students (HL/RRPG)

	Coaching Appointments				Referrals		
Year	**Cohort 1**	**Cohort 2**	**Cohort 3**	**Cohort 4**	**Cohort 1**	**Cohort 2**	**Cohort 3**
2011-12	113				9		
2012-13	62	52			19	16	
2013-14	54	51	74		13	17	22
2014-15	18	17	25	12	*	*	*
Total	***247***	***120***	***99***	***12***	***41***	***33***	***22***
Resolved on First Visit	73%	76%	90%	*	NA	NA	NA

Appendix G

Supplemental Instruction Fall 2010 - Fall 2014									
	FA10	**SP11**	**FA11**	**SP12**	**FA12**	**SP13**	**FA13**	**SP14**	**FA14**
Students	1426	1221	1411	1305	1532	1448	1581	1225	1603
Sections	49	61	48	54	63	57	57	45	48
Courses	12	15	12	12	18	18	20	15	18
SI Leaders	30	30	27	30	35	31	31	26	29
Faculty	28	29	28	28	32	29	31	25	30
Course Enrollment	3050	3317	2877	3349	3464	3527	3718	2770	3310
Percent Attended	47%	37%	49%	39%	44%	41%	43%	44%	48%
Number of Sessions	596	603	640	1136	1132	613	597	451	606
Student Contact Hours	5308	4827	6961	7567	8276	7109	7485	5312	8229
Mean Grade SI	2.62	2.72	2.80	2.66	2.65	2.60	2.53		2.51
Mean Grade Non-SI	2.27	2.31	2.45	2.29	2.23	2.18	2.18		2.07
Non-SI DFW Rate	39%	38%	37%	35%	36%	39%	37%		43%
SI DFW rate	19%	19%	17%	21%	21%	24%	23%		27%
Difference in DFW	19%	19%	20%	14%	15%	15%	14%		16%

Appendix H

Online Enrollment			
	2012	**2013**	**2014**
KSU			
Undergraduate (degree-seeking)	27,712	27,847	28,948
Exclusive online	4%	4%	5%
Some online	17%	20%	23%
No online	79%	76%	72%
Kennesaw Campus			
Undergraduate (degree-seeking)	22,388	22,211	23,058
Exclusive online	3%	3%	4%
Some online	16%	19%	23%
No online	80%	78%	73%
Marietta Campus			
Undergraduate (degree-seeking)	5,324	5,636	5,890
Exclusive online	6%	6%	7%
Some online	20%	22%	24%
No online	74%	72%	69%

Source: IPEDS Enrollment

University of Georgia Appendices

Appendix A

Table 1: Enrollment and Degrees Conferred by Student Subpopulations (2010-2014)

Fall Enrollment of First-Year Students					
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Full-time	4,831	5587	5,083	5,165	5,224
Part-time	33	44	43	32	47
Race/Ethnicity					
American Indian	4	3	5	3	6
Asian	431	483	528	574	593
Black/African-American	412	533	410	445	446
Hawaiian/Pac. Islander	7	4	7	7	5
Hispanic	189	286	262	288	260
Multi-racial	149	190	165	199	177
White	3,501	4,096	3,744	3,680	3,695
Gender					
Male	1,851	2,194	2,042	2,031	2,022
Female	3,013	3,437	3,083	3,166	3,239
Total cohort	**4,864**	**5,631**	**5,126**	**5,197**	**5,271**

Undergraduate Degrees Conferred per Calendar Year					
	2010	2011	2012	2013	2014
Race/Ethnicity					
American Indian	16	12	13	15	6
Asian	428	462	468	527	564
Black/African-American	405	431	413	474	436
Hispanic	181	200	249	282	316
Multi-racial	29	52	65	110	151
White	5,548	5,622	5,499	5,403	4,989
Gender					
Male	2,739	2,873	2,748	2,787	2,737
Female	3,872	3,908	3,959	4,030	3,778
Total cohort	**6,611**	**6,781**	**6,707**	**6,817**	**6,515**

Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2004-2013)

UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	4,500	93.6	88.1	85.6	82.7	83.0	83.3
2005	4,654	94.2	89.2	87.1	84.8	84.3	84.6
2006	5,059	93.2	89.0	87.2	83.9	83.8	84.4
2007	4,675	93.6	89.2	87.7	84.5	84.6	84.6
2008	4,778	94.5	90.5	88.2	85.6	85.6	85.8
2009	4,675	94.5	91.0	88.7	86.7	86.2	
2010	4,667	94.5	90.0	87.4	85.9		
2011	5,470	94.1	89.7	88.2			
2012	4,922	94.2	90.7				
2013	5,218	94.2					

UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	**4 Yrs**	5 Yrs	6 Yrs
2004	4,500		0.7	2.7	**53.6**	78.0	81.6
2005	4,654		0.7	2.6	**55.3**	79.4	83.3
2006	5,059		0.7	3.0	**55.2**	79.4	82.5
2007	4,675		0.8	3.0	**57.8**	80.7	83.2
2008	4,778		0.8	3.3	**60.8**	82.1	84.6
2009	4,675		0.6	2.5	**62.5**	82.9	
2010	4,667		0.6	3.1	**63.1**		
2011	5,470		0.6	3.0			
2012	4,922		0.7				
2013	5,218						

Note: Completion is defined as graduating with a bachelor's degree or matriculating into a professional program at UGA (federal IPEDS definition).

Source: UGA OIR/FACTS

Table 3: UGA Freshmen Retention and Completion Rates (2004-2013) by Subpopulations

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	211	93.8	87.7	85.3	81.0	81.0	84.8
2005	362	93.9	88.1	87.0	82.0	80.4	80.9
2006	379	94.2	87.9	85.0	79.2	80.5	78.9
2007	314	91.4	86.6	83.8	79.9	77.1	78.3
2008	362	96.1	92.0	88.4	83.4	81.8	82.9
2009	353	97.5	95.5	92.4	89.5	88.1	
2010	343	92.7	89.2	85.4	81.9		
2011	455	92.5	90.1	88.8			
2012	340	93.2	89.7				
2013	381	95.0					

UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	211		-	-	41.2	73.9	81.0
2005	362		-	2.5	49.4	74.3	79.8
2006	379		0.8	1.6	44.9	73.9	77.6
2007	314		-	1.0	50.6	71.7	76.1
2008	362		1.4	3.3	54.1	77.1	81.5
2009	353		-	1.1	59.2	83.6	
2010	343		-	1.7	53.9		
2011	455		-	2.0			
2012	340		1.2				
2013	381						

UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	71	98.6	95.8	95.8	87.3	87.3	87.3
2005	88	90.9	81.8	78.4	79.5	75.0	75.0
2006	126	94.4	89.7	88.1	84.9	84.9	84.9
2007	102	96.1	90.2	89.2	83.3	82.4	82.4
2008	151	94.0	88.7	86.1	82.1	82.8	80.8
2009	162	96.3	93.2	88.3	85.2	85.2	
2010	199	97.0	94.0	91.5	87.4		
2011	295	95.6	91.9	88.1			
2012	247	91.5	87.0				
2013	288	93.1					

Table 3: Continued

UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	71			-	57.7	83.1	85.9
2005	88			3.4	48.9	69.3	71.6
2006	126			3.2	50.0	81.0	82.5
2007	102			-	55.9	77.5	82.4
2008	151			-	54.3	76.2	79.5
2009	162			3.1	57.4	79.0	
2010	199			3.5	62.3		
2011	295			3.1			
2012	247						
2013	288						

UGA Freshmen Retention Rates for all Non-white Students

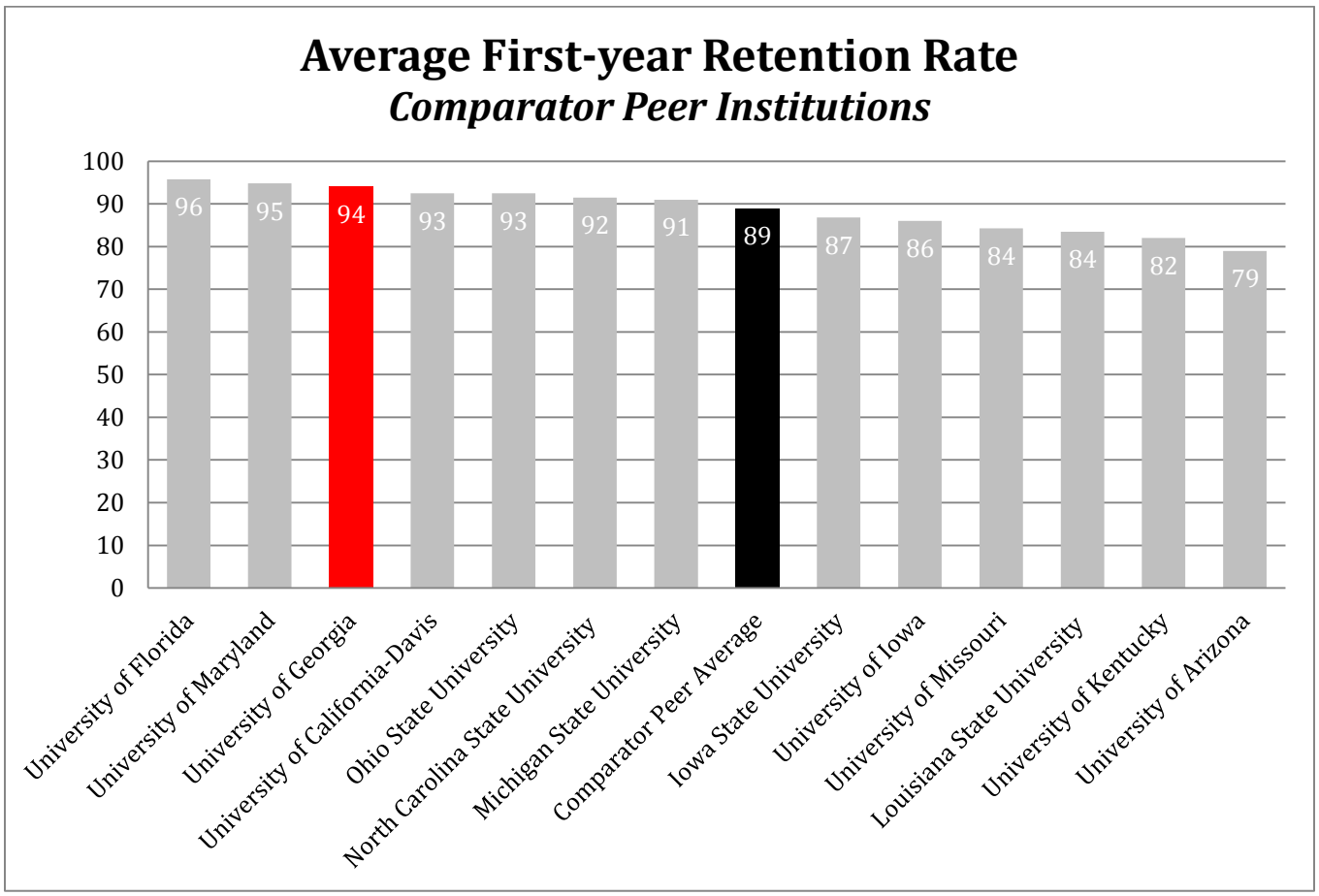
Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	830	94.9	89.5	86.3	81.7	82.3	83.6
2005	932	94.1	88.0	85.2	82.3	81.3	81.5
2006	1,036	94.1	88.2	86.6	81.2	82.1	82.6
2007	927	94.3	89.0	87.4	82.4	82.2	82.6
2008	1,013	95.6	92.0	88.5	84.0	84.6	84.7
2009	1,060	96.3	93.2	89.9	86.9	85.5	
2010	1,319	94.5	90.3	86.5	83.2		
2011	1,446	93.6	89.6	86.9			
2012	1,325	93.8	89.4				
2013	1,490	93.8					

UGA Freshmen Completion Rates for all Non-white Students

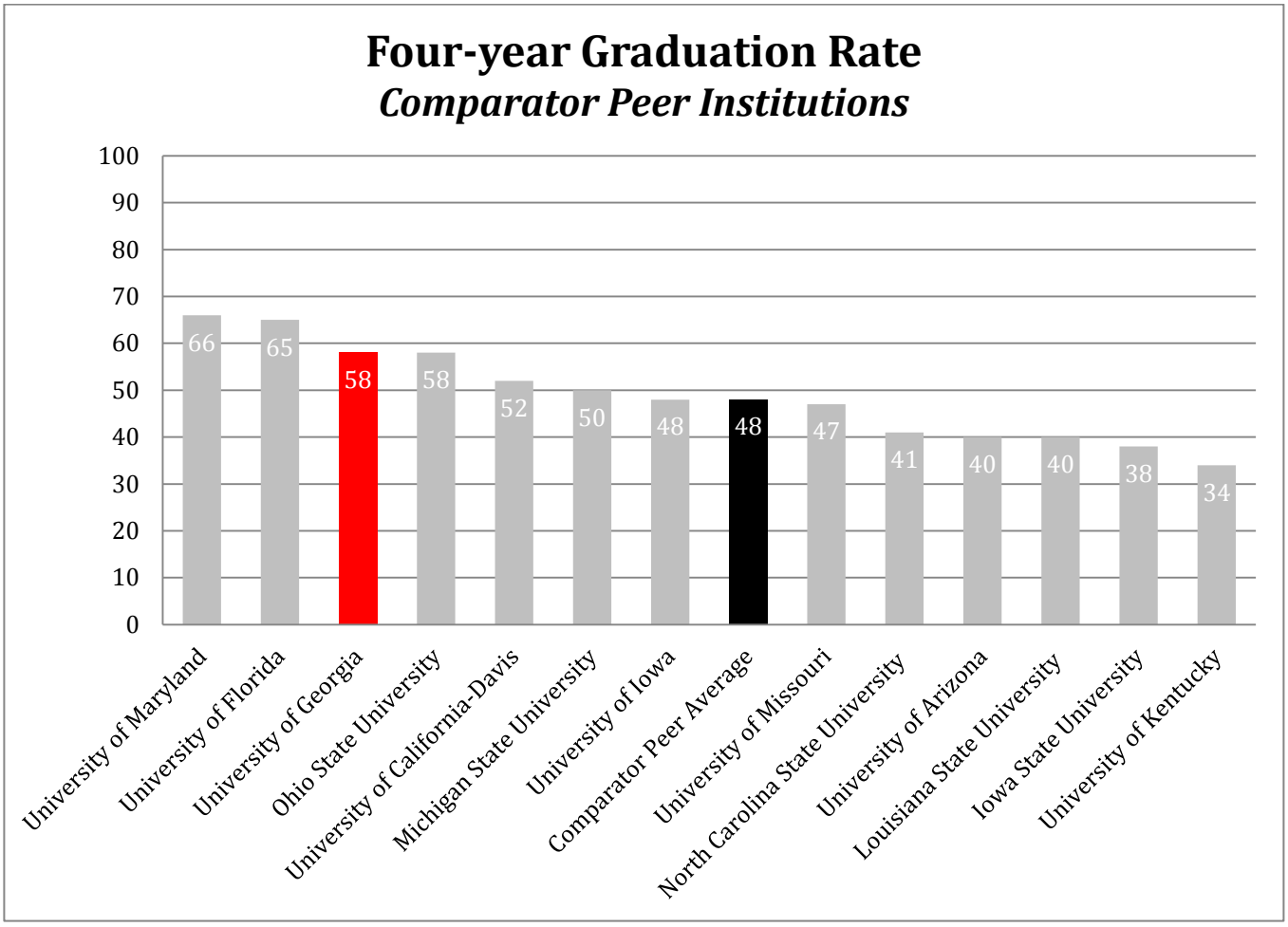
Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	830		0.8	2.7	51.6	76.7	81.2
2005	932		1.3	3.4	53.3	75.6	80.2
2006	1,036		1.0	3.6	50.6	76.6	80.1
2007	927		1.0	3.3	54.6	76.4	80.6
2008	1,013		1.2	3.8	57.2	78.1	82.8
2009	1,060		0.6	2.2	58.7	80.8	
2010	1,319		0.5	3.4	58.4		
2011	1,446		0.6	3.0			
2012	1,325		1.0				
2013	1,490						

Source: UGA OIR/FACTS

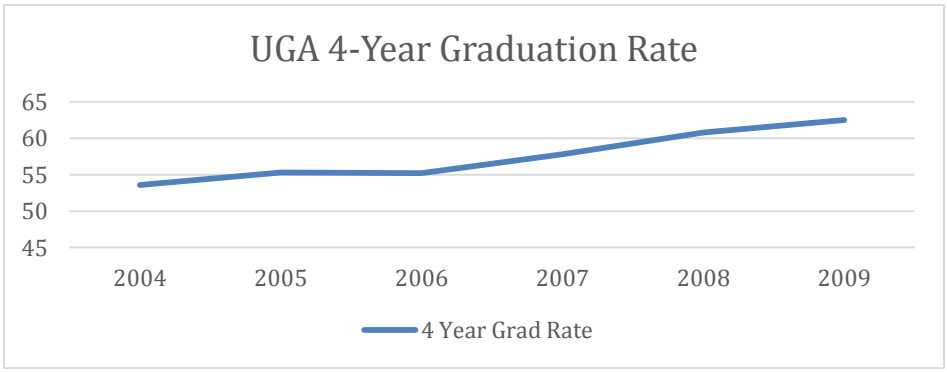
Table 4: UGA Comparisons to BOR Comparator Peer Institutions



Note: First-time, Full-time Freshmen Retention Rate
Source: *2014 US News and World Report*

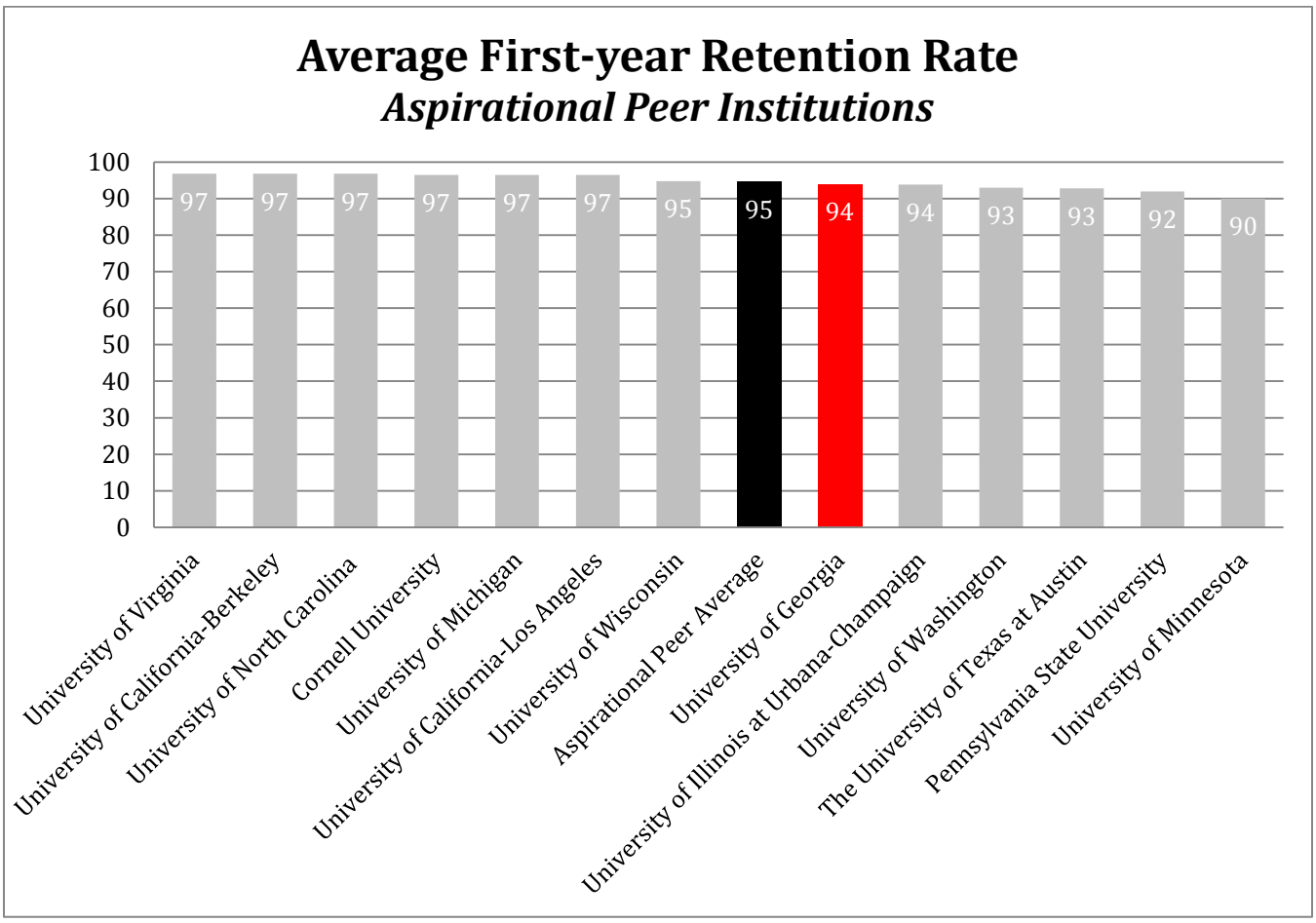


Note: This table reflects the graduation rates for the 2007 entering cohort of first-time, full-time freshmen. UGA's most recent four-year graduation rate (2010 cohort) is 63.1%.
Source: *2014 US News and World Report*

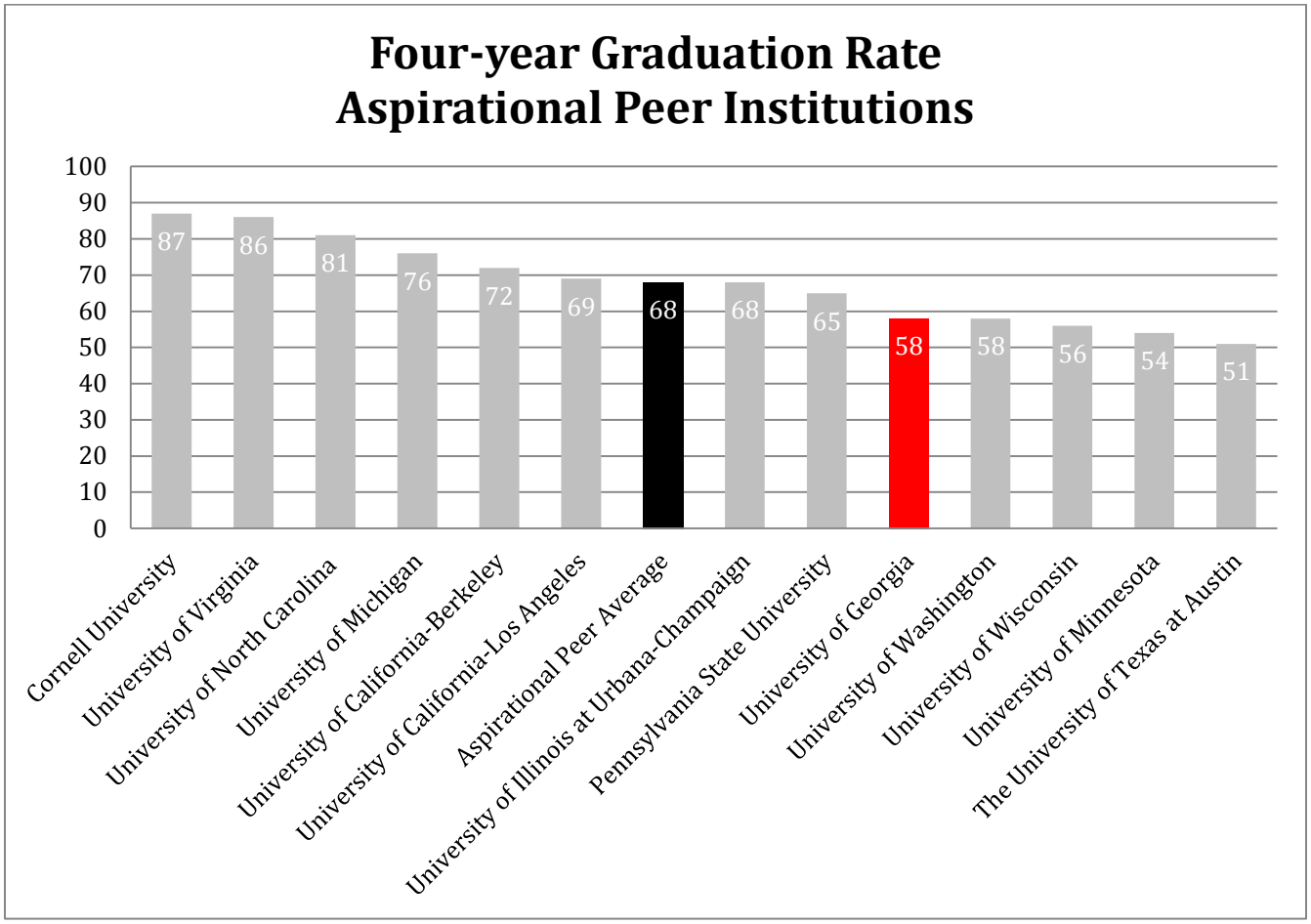


Source: UGA OIR/FACTS

Table 5: UGA Comparisons to BOR Aspirational Peer Institutions



Note: First-time, Full-time Freshmen Retention Rate
Source: *2014 US News and World Report*



Note: This table reflects the graduation rates for the 2007 entering cohort of first-time, full-time freshmen. However, UGA's four-year graduation rate for the 2010 cohort is 63.1%.

Source: *2014 US News and World Report*

Table 6: Number of Online-only or Online Versions of Courses Satisfying Undergraduate Requirements

Degree Requirement Areas Satisfied by the Online Course	Online Courses Taught For the First Time in Summer 2013	Online Courses Taught For the First Time in Summer 2014	Online Courses Taught For the First Time in Summer 2015
General Education			
Area I	1		1
Area II	2	1	
Area III	1		1
Area IV	5	6	6
Area V	2	2	2
General Education			
Area VI	17	10	2
Other Requirements			
Entrance/High Demand	14	3	
Major Required	26	10	13
Major Electives	20	6	2
General Electives	8	1	
University Requirements			
Cultural Diversity	2	3	5
Environmental Literacy	1	1	
US and Georgia Constitution		1	1
US and Georgia History			
Physical Education	1		
TOTALS	**100**	**44**	**33**

Table 7: The service-learning component of this course: Positively influenced my intention to complete my degree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	1.0	1.1	1.1
	Disagree	28	2.5	2.9	4.1
	Neutral	219	19.2	22.8	26.9
	Agree	378	33.1	39.4	66.3
	Strongly Agree	323	28.3	33.7	100.0
	Total	959	84.0	100.0	
Missing	System	183	16.0		
Total		1142	100.0		

Table 8: Undergraduate Time-to-Degree by Student Type 2004-2015

Undergraduate Time-to-Degree by Application Type, 2005-2015

Application Type	Graduating Cohort	Number of Degrees Awarded*	Average T2D in Years	
Freshman	2005	3773	4.28	
	2006	3724	4.25	
	2007	3922	4.20	
	2008	4055	4.21	
	2009	4030	4.19	
	2010	4156	4.12	
	2011	4210	4.15	
	2012	4268	4.12	
	2013	4225	4.06	
	2014	4257	4.05	
	2015	4484	4.02	
Transfer	2005	2000	2.93	
	2006	1883	2.85	
	2007	1833	2.80	
	2008	1828	2.77	
	2009	1764	2.66	
	2010	1775	2.69	
	2011	2034	2.63	
	2012	1963	2.63	
	2013	2032	2.68	
	2014	1779	2.65	
	2015	1780	2.58	

Note: Time-to-degree is calculated by subtracting the degree recipient's matriculation date from their graduation date.
Graduates who first matriculated ten years ago were limited from the time-to-degree calculation as outliers.
Only the first degree earned per student is included in this report.
Fiscal Year 2015 degree and time-to-degree data are preliminary.

Source: Office of Institutional Research

Table 9: Results of Supplemental Instruction in MATH 1113

SPRING 2015 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PILOT	N	19	22	19	18	18	18
	MEAN	75.1	76.3	81.0	86.6	78.8	69.2
	MEDIAN	71.4	79.4	81.3	86.3	82.6	66.0
INTENSIVES	N	78	71	61	50	48	47
	MEAN	64.2	69.3	70.7	76.3	82.0	67.1
	MEDIAN	65.2	71.9	75.0	80.4	84.7	69.7
CUMULATIVE	N	654	618	546	478	463	472
	MEAN	69.6	73.1	72.8	79.8	78.4	71.2
	MEDIAN	71.4	76.1	76.1	84.3	82.6	73.5
Pilot vs Int	MEAN	16.98%	10.10%	14.57%	13.50%	-3.90%	3.13%
	MEDIAN	9.51%	10.43%	8.40%	7.34%	-2.48%	-5.31%
Pilot vs Cum	MEAN	7.90%	4.38%	11.26%	8.52%	0.51%	-2.81%
	MEDIAN	5.18%	0.26%	6.44%	2.73%	-4.60%	-5.85%

FALL 2014 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PB	N	23	22	21	21	21	20
	MEAN	73.8	76.5	72.8	86.0	69.5	73.7
	MEDIAN	77.2	81.9	80.2	88.2	69.1	72.7
INTENSIVES	N	138	132	119	106	105	105
	MEAN	71.9	72.5	66.1	80.3	75.5	72.8
	MEDIAN	72.5	73.8	68.8	83.3	79.3	74.2
CUMULATIVE	N	1236	1201	1103	1000	993	988
	MEAN	74.0	72.5	70.7	81.9	74.5	75.1
	MEDIAN	76.4	75.0	74.0	85.4	77.1	77.0
PB vs Int	MEAN	1.9	4.0	6.7	5.7	-6.0	0.9
	MEDIAN	4.7	8.1	11.4	4.9	-10.2	-1.5
PB vs Cum	MEAN	-0.27%	5.52%	2.97%	5.01%	-6.71%	-1.86%
	MEDIAN	-3.40%	2.00%	-1.62%	0.70%	-9.86%	-4.29%

SPRING 2014 DATA

		Test 1	Test 2	Test 3	Test 4	Test 5	Final
PB	N	20	17		16	15	14
	MEAN	74.2	63.7		77.8	70.5	59.3
	MEDIAN	78.0	67.5		80.5	71.9	55.6
INTENSIVES	N	92	85		63	62	64
	MEAN	72.0	62.9		77.5	75.4	64.4
	MEDIAN	74.3	64.5		80.9	78.1	68.7
CUMULATIVE	N	674	615		475	471	464
	MEAN	74.3	67.2		77.8	77.0	70.2
	MEDIAN	77.0	63.1		82.6	82.3	72.7
PB vs Int	MEAN	2.2	0.8		0.3	-4.9	-5.1
	MEDIAN	3.7	3.0		-0.4	-6.2	-13.1
PB vs Cum	MEAN	-0.13%	-5.21%		0.00%	-8.44%	-15.53%
	MEDIAN	-3.64%	6.97%		-5.81%	-14.34%	-18.43%

APPENDIX B

Programs Sponsored by the University of Georgia's Center for Teaching and Learning that Support Strategy 5

Strategy 5: Provide both a range of high impact curricular opportunities, including service learning, undergraduate research, study abroad, internships, a first-year experience, and learning communities, and additional resources such as supplemental instruction, flipped classrooms, and open educational resources to promote student success (Goal 1, 2 and Other).

FLIPPED INSTRUCTION

- Workshops. CTL has offered a variety of faculty development workshops on the topic of flipped instruction including: "Reacting to the Past: Flipping Your Course to Inspire Engaged Students and Deeper Learning", and a series on the flipped classroom: "Flipping the Classroom: Strategies for Ensuring Students Complete Out-of-Class Assignments", "Flipping the Classroom: Transforming the Lecture into an Active, Engaged Classroom", and "Flipping the Classroom: Ideas and Strategies Grounded in What We Know About Learning." Average participation rate was 18 faculty members per workshop.
- Introduction of CTL Innovative Teaching Fellows. CTL announced a new faculty development opportunity for individuals who teach full-time at the University of Georgia. The CTL Fellows for Innovative Teaching, a program funded in part by the Office of the Vice President for Instruction, will change focus each academic year to align with topics of strategic importance for the University. The 2015 activities for the CTL Fellows for Innovative Teaching, which began in December 2014 and will conclude in December 2015, focused on "Flipping the Classroom." Two cohorts of 12 were selected to participate in the inaugural year of this program. For an introduction to "Flipping the Classroom," see http://www.ctl.uga.edu/flipping-the-classroom. **The goals of this program are**
    - To provide faculty who teach challenging and/or high-demand courses with support and collaboration to institute robust "flipped" pedagogical approaches in their courses;
    - To provide faculty with opportunities for the sharing of ideas with other dedicated, highly-motivated, and innovative teachers from a variety of disciplines who have similar interests and who face similar teaching challenges;
    - To provide funding for a "flipped" instructional project designed to strengthen courses and teaching methods in each participant's academic department;
    - To further integrate what research tells us about how people learn into key courses at the University; and
    - To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus.
    - An additional opportunity for the faculty cohorts was experiencing hands-on workshops with UGA faculty who have experimented with flipping, often in partnership with CTL, as well as two nationally-recognized scholars on flipped instruction: Dr. Peter Doolittle (VA Tech) and Dr. Jose Bowen (Goucher College).

MENTORING PROGRAMS

- Continuation of CTL Lilly Teaching Fellows. Each spring semester ten tenure-track assistant professors who are recent recipients of a Ph.D. or terminal degree in their discipline or profession and who are in their first, second, or third year at the University are selected for the Lilly Teaching Fellows Program. **The goals of this program are**

  - Provide opportunities for the Fellows to further develop skills associated with effective teaching;
  - Provide opportunities for the Fellows to further develop their ability to appropriately balance teaching with the research and service roles required by a research university;
  - Provide the Fellows information concerning the instructional policies, resources, and services at the University of Georgia;
  - Offer a support system for the Fellows for sharing of ideas with colleagues from other disciplines who may have similar interests and who face similar challenges;
  - Develop the instructional skills of the Fellows through exposure to and interaction with faculty mentors who are master teachers;
  - Provide the Fellows an opportunity to complete an instructional project designed to strengthen courses and teaching methods in their academic department; and
  - Reinforce an instructional environment that honors and recognizes dedicated teaching scholars; values a synergistic relationship between teaching, research, and service; and promotes a learning community spirit on a large campus.
- Continuation of CTL Senior Teaching Fellows. The CTL Senior Teaching Fellows Program was originally established at the University of Georgia in 1987 through a three-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). In 1990, the program was continued with full support from the University of Georgia. **The goals of this program are**
  - To provide senior faculty with an opportunity to focus on undergraduate instruction;
  - To provide senior faculty with opportunities for the sharing of ideas with other dedicated, highly motivated, and innovative teachers from other disciplines who may have similar interests and who face similar teaching challenges;
  - To provide senior faculty with opportunities for professional and personal renewal;
  - To provide funding for an instructional project designed to strengthen courses and teaching methods in each participant's academic department; and
  - To help reinforce an instructional environment that honors and recognizes dedicated teaching scholars; that values a synergistic relationship between teaching, research, and service; and that promotes a learning-community spirit on a large campus.
- Continuation of CTL Writing Fellows program. The CTL Writing Fellows program was established in 2007 by the Office of the Vice President of Instruction; up to twelve faculty selected as CTL Writing Fellows meet regularly to discuss the most effective ways to teach and respond to student writing. The cohort of twelve fellows meets regularly to discuss the most effective ways to teach and to respond to student writing. Each Writing Fellow receives a stipend of $1,000 to subsidize projects aimed at constructing courses, resources, or initiatives that will support student writing at UGA. All permanent UGA faculty are eligible to apply for a Writing Fellowship.
- Continuation of CTL's Faculty Learning Communities program. A Faculty Learning Community is a specifically structured community of practice that includes the key goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the Scholarship of Teaching and Learning (Cox & Richlin, 2004). The CTL provides $500 to each FLC to support community activities. FLCs may have as few as six or as many as fifteen participants. Participants (totaling 130 individuals for AY 2014-2015) meet approximately once every three weeks during the academic year. CTL FLCs have the additional goal of sharing the outcomes of their discussions with the larger teaching and learning community (either at UGA or beyond). This FLC Engagement Project (the FLC EP) might take many forms, such as a CTL workshop, a two-page summary of what was learned through the FLC distributed by the CTL, the submission of a journal article, a conference presentation, etc. Each FLC establishes the

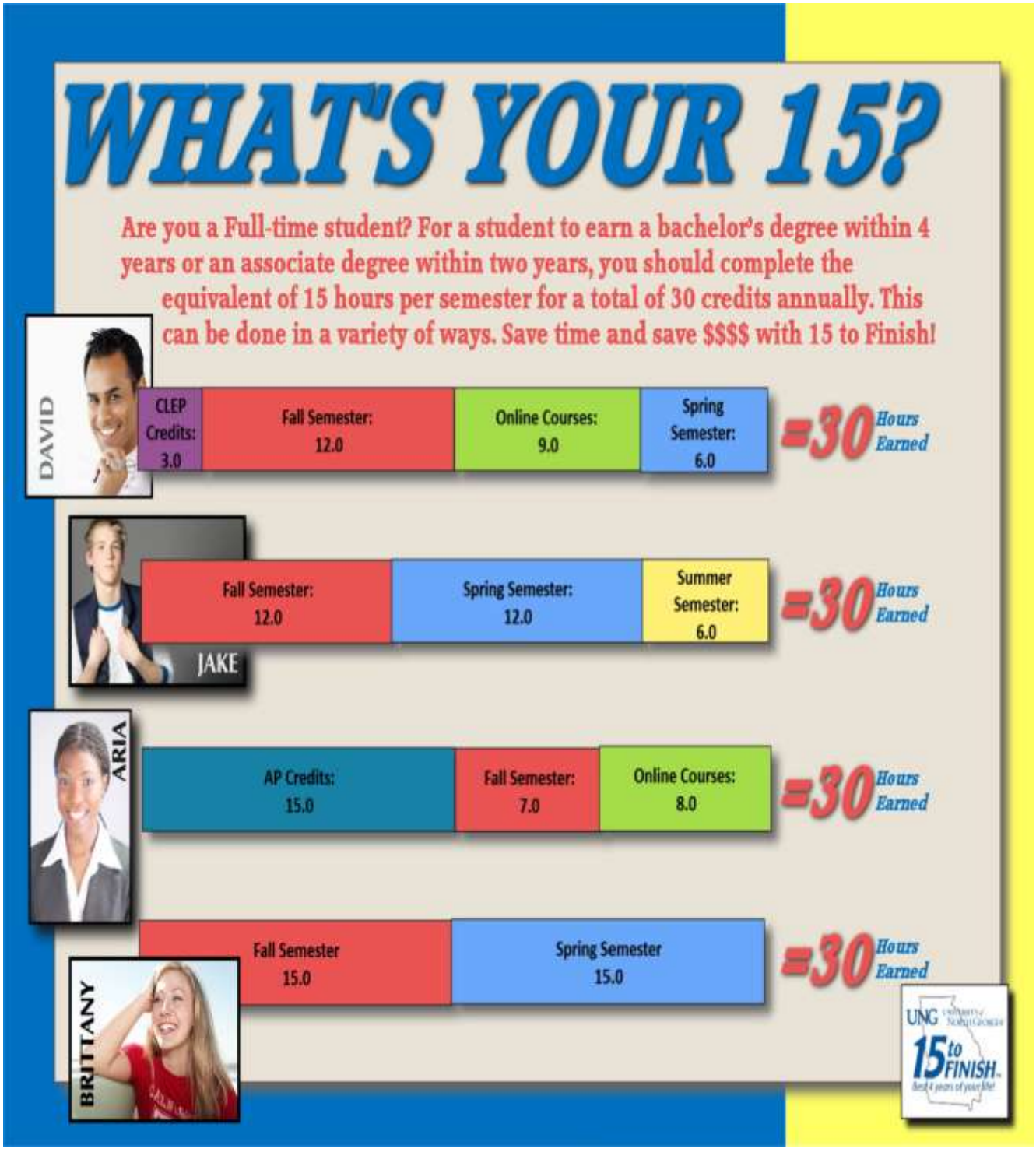
parameters of the FLC EP within the first two or three meetings and working toward the EP will be an integral activity of the FLC.

OPEN EDUCATIONAL RESOURCES

- OER grants and partnerships. Open Educational Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an open copyright license that permits everyone to freely reuse, revise, remix, and redistribute them. OERs include full courses, course materials, modules, textbooks, streaming videos, tests, journal articles, and any other tools or materials used to support learning. While OER initiatives receive media attention, the uptake of OERs in formal, credit-bearing settings has not been as great as predicted. Now a new wave of initiatives is leveraging OERs to dramatically decrease the cost, improve access, and increase the quality of higher education for the average student. UGA is actively engaging in the promotion and adoption of OERs by providing faculty members, especially those who teach large enrollment courses, with resources and assistance to transition away from expensive textbooks to open education resources. AY 2014-2015 saw CTL securing and implementing a second Affordable Learning Georgia grant in partnership with UGA History faculty member, Dr. Montgomery Wolf to introduce an OER in her History 2111 and History 2112 courses while also utilizing a flipped approach to instruction within these large-enrolled, residential, introductory courses.

University of North Georgia Appendices

Appendix A: What's Your 15?

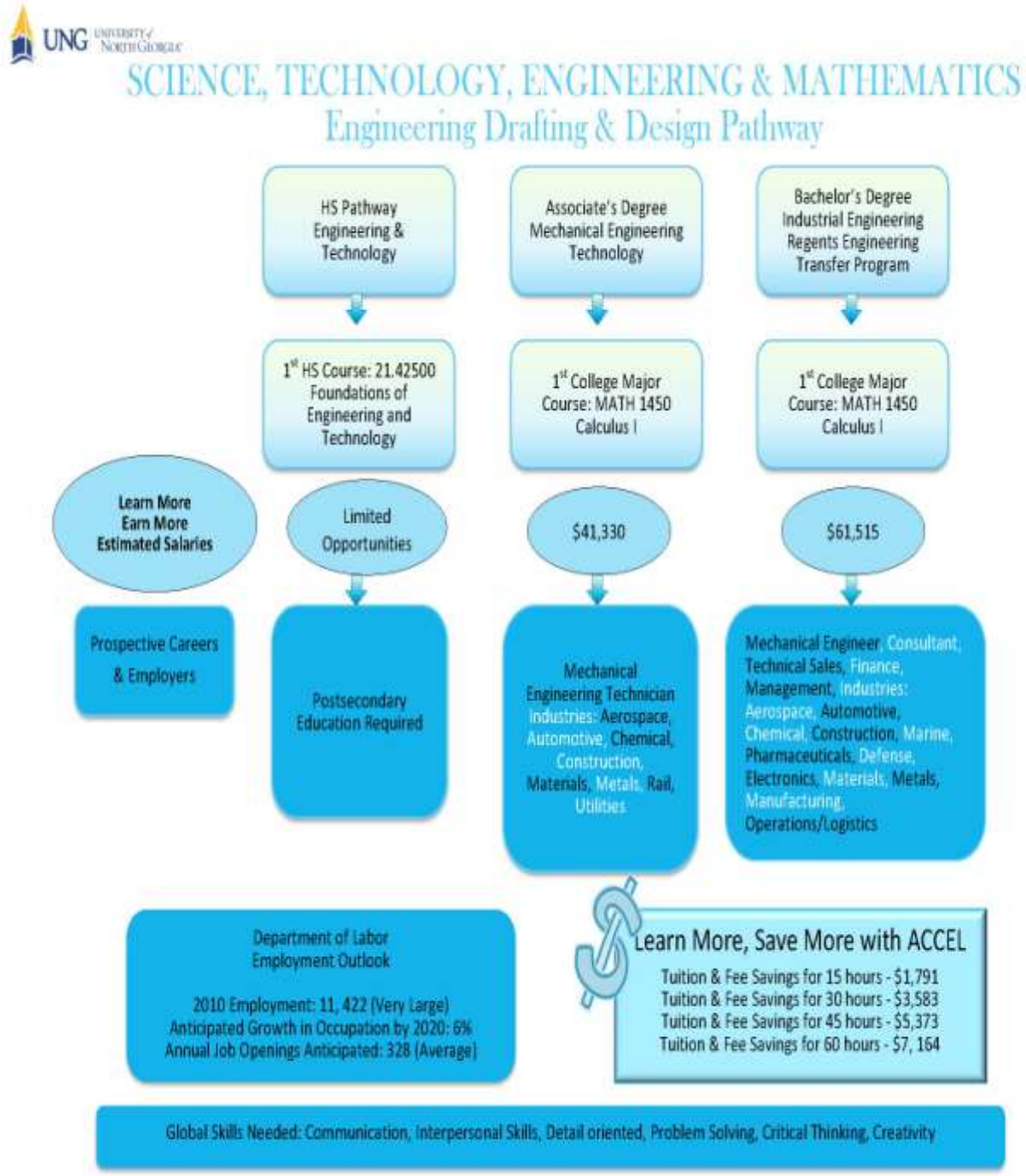


Appendix B: Learn More, Save More with 15 to Finish

Appendix C: The Outcome is Income

Appendix D: Your New BFF's

Appendix E: High School Career Road Map



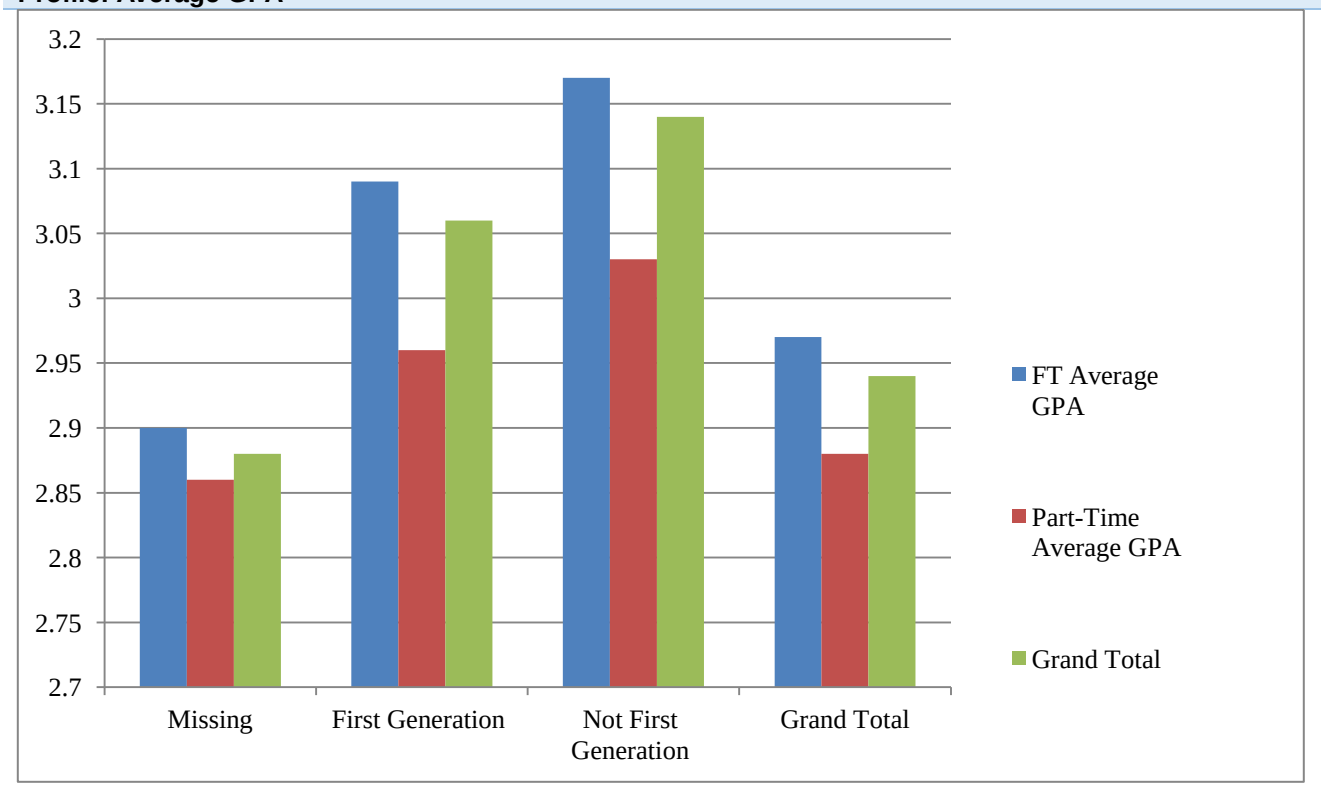
Appendix F: Average GPA for First-time First-Generation and Non-First Generation Students

Data

Profile: Average GPA for First-Time, Full-Time and Part-Time Students

Profile	Average of INST_GPA Full-Time	Average of INST_GPA Part-Time	Grand Total
Missing	2.90	2.86	2.88
First Gen	3.09	2.96	3.06
Not First Gen	3.17	3.03	3.14
Grand Total	**2.97**	**2.88**	**2.94**

Profile: Average GPA



University of West Georgia Appendices

UWG Complete College Georgia Campus Plan: 2015 Status Report
(Metrics Appendix)

The Submission of the University of West Georgia's *Campus Plan Strategy Survey* produced 40 recommended metrics for our institution. Data for 25 metrics are reported in this appendix in Tables 1 – 36. Fifteen of the 40 recommended metrics are not included for the following reasons:

- 10 metrics are not applicable for UWG, as the institution does not participate in activities related to those metrics (e.g., award of associate degrees, provision of learning support).
- 5 metrics are not addressed in this appendix, because data were not available when this Status Update was written.

RECOMMENDED METRICS FOR THE UNIVERSITY OF WEST GEORGIA

Table 1: Recommended Metrics for the University of West Georgia

CCG Goal	Metric Category	Data Provided	Data Unavailable	Not Applicable
1	Progress	1.1, 1.2, 1.3, 1.4		1.5
1	Access	1.1, 1.2, 1.3		
1	Outcome	1.1, 1.3, 1.5, 1.7		1.2, 1.4, 1.6
2	Outcome	2.2, 2.3, 2.4, 2.5		2.1
3	Progress	3.1, 3.3		3.2
3	Outcome	3.2		3.1
4	Outcome	4.1		
6	Outcome	6.1, 6.4, 6.5, 6.6		6.2, 6.3, 6.7
8	Outcome	8.1, 8.2	8.3, 8.4, 8.5, 8.6, 8.7	

Table 2: Recommended Metrics without Data

CCG Goal	Outcome Metric	Metric Language
8	8.3	Number and % of degrees conferred in which at least one course has been fully online in the 2014-2015 academic year.
8	8.4	Number and % of degrees conferred in which 50% or more of the instruction has been via fully online courses in the 2014-2015 academic year.
8	8.5	Number and % of degrees conferred on time in which 50% or more of the instruction has been via fully online courses in the 2014-2015 academic year.
8	8.6	Number of credits successfully completed in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).
8	8.7	Number of credits attempted in Fall 2013 (A, B, C, P, S grade) for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).

Table 3: CCG Goal 1, Progress Metrics 1.1 – 1.4

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Progress Metric 1.1	5-year history of one-year retention rates for the institution as a whole.
Progress Metric 1.2	5-year history of one-year retention rates for students who begin as full-time students
Progress Metric 1.3	5-year history of one-year retention rates for students who begin as part-time

students.

Progress Metric 1.4 — 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).

Table 4: CCG Goal 1, Progress Metrics 1.1 – 1.4 (One Year Retention Rates)

Entering Freshmen Cohorts	Status	Number of Students Entering	Number of Students Returned Following Fall	1 Year Retention Rate
Fall 2009	Full-time	1,909	1,397	73.18%
	Part-time	82	34	41.46%
	All	1,991	1,431	71.87%
	Pell	868	626	72.12%
Fall 2010	Full-time	1,848	1,346	72.84%
	Part-time	55	29	52.73%
	All	1,903	1,375	72.25%
	Pell	944	702	74.36%
Fall 2011	Full-time	1,931	1,355	70.17%
	Part-time	60	18	30.00%
	All	1,991	1,373	68.96%
	Pell	1,046	716	68.45%
Fall 2012	Full-time	2,021	1,430	70.76%
	Part-time	49	23	46.94%
	All	2,070	1,453	70.19%
	Pell	1,031	723	70.13%
Fall 2013	Full-time	2,198	1,629	74.11%
	Part-time	39	25	64.10%
	All	2,237	1,630	72.87%
	Pell	1,223	883	72.20%

Note: Data indicate entering freshmen per IPEDS methodology with the exception of categorizing for both full-time and part-time and 'all' categories, whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.' The entering cohort may be adjusted to remove allowable exceptions per IPEDS guidelines (deceased students, and those who withdraw for military service) as these changes take place. This adjustment may cause the first time full time counts used to calculate retention and graduation rates to differ slightly from the full time full time count as of census date. FALL 2013 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 5: CCG Goal 1, Access Metric 1.1

Goal 1 — Increase the number of undergraduate degrees awarded by USG institutions.

Access Metric 1.1 — Data provided: Part-time students, adult learners (undergraduate students age 25 or older), underserved minority, gender, low income (Pell recipients), students with disabilities.

Access Metric 1.1 — Data not available: Military and former military students, first generation students.

Table 6: CCG Goal 1, Access Metric 1.1 (Number of Entering Students by Category)

	ENTERING FALL COHORT					
	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14

ALL ENTERING FRESHMEN*	1,991	1,903	1,991	2,070	2,237	2,205
Full-time	1,909	1,848	1,931	2,021	2,198	2,167
Part-time	82	55	60	49	39	38
PELL STATUS						
Yes	868	944	1,046	1,031	1,223	1,146
No	1,123	959	945	1,039	1,014	1,059
Unknown						
ADULT LEARNERS						
Yes - Age 25+ entering term	56	62	48	15	17	12
No - Age 24 or younger	1,935	1,841	1,943	2,055	2,220	2,193
GENDER						
Female	1,144	1,160	1,188	1,266	1,449	1,415
Male	847	743	803	804	788	790
ETHNICITY/RACE**						
Alien, Non-Resident	39	41	37	39	9	15
American Indian	5	8	4	1	3	2
Asian	28	15	23	16	27	26
Black/African American	592	602	705	776	876	868
Hispanic	36	63	104	103	100	104
Multi-Racial	42	51	70	88	63	88
Pacific Islander	3	2	2	1	1	4
Unknown/Undeclared	39	28	9	22	14	10
White/Caucasian	1,207	1,093	1,037	1,024	1,144	1,088
DISABILITY SERVICES STUDENTS						
Yes	42	58	51	60	59	NA
No	1,949	1,845	1,940	2,010	2,178	NA

*Entering freshmen per IPEDS methodology with the exception of categorizing for both Full-time and Part-time and 'all' categories whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.' The entering cohort may be adjusted to remove allowable exceptions per IPEDS guidelines (deceased students, and those who withdraw for military service) as these changes take place. This adjustment may cause the first time full time counts used to calculate retention and graduation rates to differ slightly from the full time full time count as of census date.

**IPEDS ethnicity categories changed effective Fall 2010. If the 'new' information was not available, the 'old ethnicity' variable was used, if available. FALL 2013 AND FALL 2014 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 7: CCG Goal 1, Access Metrics 1.2 and 1.3

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Access Metric 1.2	Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.
Access Metric 1.3	Number of college credits awarded to dual enrollment students or joint enrollment students in each of the past 5 academic years.

Table 8: CCG Goal 1, Access Metrics 1.2 and 1.3 (Dual/Joint Enrollment, Exclusive of Advanced Academy)

Year (Summer, Fall, Spring)	Dual Enrolled Student Type	Unduplicated Count	Hours Earned
FY 2010-2011	High School Junior	6	56
	High School Senior	38	465

Annual Total		**44**	**521**
FY 2011-2012	High School Junior	5	40
	High School Senior	32	468
Annual Total		**37**	**508**
FY 2012-2013	High School Junior	11	112
	High School Senior	36	471
Annual Total		**47**	**583**
FY 2013-2014	High School Junior	29	244
	High School Senior	74	748
Annual Total		**103**	**992**
FY 2014-2015	High School Junior	56	724
	High School Senior	133	1,500
Annual Total		**189**	**2,224**

Table 9: CCG Goal 1, Outcome Metric 1.1

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.1	Number and percentage of students completing 30, 60, and 90 or more collegiate credit hours as of the end of Spring 2015 term.

Table 10: CCG Goal 1, Outcome Metric 1.1 (Cumulative Undergraduate Credit Hours Earned by End of Spring 2015)

Cumulative UG Hours Earned as of end of term Spring 2015	Number of Students	Percentage of Students at 30, 60, 90, 120 Credit Hours
Less than 30	1,758	18.5%
30 (to 59)	2,628	27.7%
60 (to 89)	2,093	22.1%
90 (to 119)	1,664	17.6%
120 or more	1,339	14.1%
All	9,482	

Table 11: CCG Goal 1, Outcome Metric 1.3

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.3	5-year history of number of bachelor's degrees conferred by institution

Table 12: CCG Goal 1, Outcome Metric 1.3 (Number of Bachelor's Degrees Conferred, FALL Terms Only)

BACHELOR DEGREES	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Bachelor of Arts	268	270	298	257	243
Bachelor of Business Administration	369	356	383	334	361
Bachelor of Fine Arts	38	31	32	26	31
Bachelor of Science in Chemistry	12	11	12	13	9
Bachelor of Science in Education	279	288	282	304	287
Bachelor of Music	14	11	13	7	12
Bachelor of Science	279	321	372	468	527
Bachelor of Science in Nursing	130	179	185	200	190
Bachelor of Science in Recreation	18	0	0	0	0
TOTALS	1,407	1,467	1,577	1,609	1,660

Table 13: CCG Goal 1, Outcome Metric 1.5

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.5	5-year history of number of bachelor's degrees conferred, by underserved population.

Table 14: CCG Goal 1, Outcome Metric 1.5 (Bachelor's Degrees Conferred by Underserved Populations)

Underserved Ethnicity	FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
African-American/Black	368	406	457	455	469
Hispanic/Latino	41	52	60	42	56
Asian/Pacific Islander	42	34	45	46	56
American Indian	5	3	6	4	5
Mixed Race	31	30	44	52	44
Gender by Underserved Population	**FY10-11**	**FY11-12**	**FY12-13**	**FY13-14**	**FY14-15**
Female					
African-American/Black	247	291	305	317	331
Hispanic/Latino	22	36	38	30	38
Asian/Pacific Islander	25	14	29	29	33
American Indian	3	1	4	1	2
Mixed Race	14	22	27	32	26
Male					
African-American/Black	121	115	152	138	138
Hispanic/Latino	19	16	22	12	18
Asian/Pacific Islander	17	20	16	17	23
American Indian	2	2	2	3	3
Mixed Race	17	8	17	20	18

Table 15: CCG Goal 1, Outcome Metric 1.7

Goal 1	Increase the number of undergraduate degrees awarded by USG institutions.
Outcome Metric 1.7	5-year history of % (and number) of students completing bachelor's degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography B.S., forestry, pharmacy, physical therapy, secondary science, or mathematics education).

Table 16: CCG Goal 1, Outcome Metric 1.7 (Bachelor's Degrees Conferred by STEM Fields)

STEM Discipline	FY09-10	FY10-11	FY11-12	FY12-13	FY13-14	Average
Biology	90	81	112	114	122	104
Chemistry	21	21	19	28	15	21
Physics	4	3	4	7	8	5
Geology	7	16	11	5	10	10
Math	13	16	14	17	14	15
Computer Science	12	22	16	21	31	20
TOTALS	147	159	176	192	200	175

Table 17: CCG Goal 2, Outcome Metric 2.2*

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.2	5-year history of % (and number) of students completing bachelor's degrees in 4 years.

*Conversations with Board of Regents staff explained that this Recommended Metric was designed to address initiatives such as 15-to-Finish. Six Year Graduation Rates remain relevant.

Table 18: CCG Goal 2, Outcome Metric 2.2 (Number and Percentage of Students Completing Bachelor's Degree in 4 Years)

	Entered Fall 2006	Entered Fall 2007	Entered Fall 2008	Entered Fall 2009	Entered Fall 2010
Number and Percentage of Students	248 (14.6%)	298 (16.6%)	316 (15.7%)	298 (15.6%)	294 (15.9%)

Table 19: CCG Goal 2, Outcome Metric 2.3

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.3	5-year history of percentage (and number) of students enrolling for 15 or more credit hours per semester (fall semesters).

Table 20: CCG Goal 2, Outcome Metric 2.3 (Number and % of Students Enrolled in 15+ Credit Hours)

Fall Term	All Undergraduates	Number of Students Enrolled in 15 or More Credit Hours per Term	% of Students Enrolled in 15 or More Credit Hours per Term
Fall 2010	9,707	3,020	31.1%
Fall 2011	10,029	2,795	27.9%
Fall 2012	9,963	2,885	30.0%

Fall 2013	9,959	3,333	33.5%
Fall 2014	10,249	3,612	35.2%

Table 21: CCG Goal 2, Outcome Metrics 2.4, 2.5

Goal 2	Increase the number of degrees that are earned "on time" (bachelor's degrees in 4 years).
Outcome Metric 2.4	5-year history (and number) of students successfully completing 15 to 29 collegiate credit hours in their first academic year
Outcome Metric 2.5	5-year history of % (and number) of students successfully completing 30 or more collegiate credit hours in their first academic year

Table 22: CCG Goal 2, Outcome Metrics 2.4 and 2.5 (Credits Successfully Completed in First Year; Grades of A,B,C,S)

		ENTERING COHORT				
		Fall 10	Fall 11	Fall 12	Fall 13	Fall 2014
All Entering Freshmen*		1,903	1,991	2,070	2,237	2,205
Credit Hours Successfully Completed**						
between 15 and 29	n=	1,151	1,204	1,264	1,316	1,233
	%=	60.5%	60.5%	61.1%	58.8%	55.9%
30 or more	n=	163	171	237	339	430
	%=	8.6%	8.6%	11.4%	15.2%	19.5%

*Entering freshmen per IPEDS methodology with the exception of including both full-time and part-time entering students, whereas IPEDS only includes 'First-time, Full-time Entering Freshmen.'

** Credit hours successfully completed include grades of A, B, C, and S for the Fall and Spring terms of the student's entering cohort. (Ex. Fall 2010 entering cohort includes courses taken Fall 2010 and Spring 2011). Note: UWG does not use the grade of P (passing).

FALL 2013 AND FALL 2014 ENTERING COHORT DATA HAVE BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 23: CCG Goal 3, Progress Metric 3.1

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.1	What percentage of first time first-semester students are enrolled in block schedules?

Table 24: CCG Goal 3, Progress Metric 3.1 (Percentage of First Semester students Enrolled in Block Schedules)*

	First-Time Freshmen	Overall Retention Rate	Number in Block Schedule/LC	Percent in Block Schedule/LC	Block/LC Retention Rate
Fall 2010	1,903	72.3%	149	7.8%	77.9%
Fall 2011	1,991	69.0%	347	17.4%	74.9%
Fall 2012	2,070	70.2%	254	12.3%	78.4%
Fall 2013	2,237	74.16%	325	14.5%	80.4%
Fall 2014	2,205	Data not available	362	16.4%	Data not available

*UWG uses the terms 'Learning Communities (LC)' and 'block schedules' interchangeably.

Table 25: CCG Goal 3, Progress Metric 3.3

Goal 3	Decrease excess credits earned on the path to getting a degree.
Progress Metric 3.3	For the 2014-2015 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor's degree programs).

*Available data indicate a declared major in second term of second year, but not necessarily at the beginning of the term.

Table 26: CCG Goal 3, Progress Metric 3.3 (Students with a Declared Major, Second Term of Second Year)

Based on Entering Freshman Cohort	Entering Freshman FALL 2012	Entering Freshman FALL 2013
Entering Freshman Cohort (Number of Students)	2,070	2,237
Term (2nd Term of 2nd Year)	Spring 2014	Spring 2015
Students Enrolled in 2nd Term of 2nd Year (Number)	1,329	1,519
Students with Declared Major in 2nd Term of 2nd Year (Number)	1,222	1,411
Students with Declared Major in 2nd Term of 2nd Year (Percentage)	91.9%	92.9%
Students Undecided/Undeclared in 2nd Term of 2nd Year (Number)	107	108
Students Undecided/Undeclared in 2nd Term of 2nd Year (Percentage)	8.1%	7.1%
Students Not Enrolled in 2nd Term of 2nd Year (Number)	741	718
Students Not Enrolled in 2nd Term of 2nd Year (Percentage of Entering)	35.8%	32.1%

FALL 2013 ENTERING COHORT DATA HAS BEEN REVISED TO MATCH USG IPEDS COHORT DATA.

Table 27: CCG Goal 3, Outcome Metric 3.2

Goal 3	Decrease excess credits earned on the path to getting a degree.
Outcome Metric 3.2	5-year history of number of collegiate credits earned at degree conferral for students earning bachelor's degrees.

Table 28: CCG Goal 3, Outcome Metric 3.2 (Number of Credits Earned at Degree Conferral and Number of Terms Enrolled at UWG Prior to Graduation)

Graduation Year	Mean Overall Credit Hours Earned Upon Graduation				
	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15

UWG Entering Student Type					
Non-Transfer In	132.1	131.1	131.7	131.0	130.6
Transfer-In	138.4	137.2	137.7	138.1	137.0
Over All	135.5	134.5	135.1	135.2	134.3
Graduation Year	Mean Number of Terms Enrolled at UWG Prior to Graduation				
	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15
UWG Entering Student Type					
Non-Transfer In	12.3	12.2	12.5	12.2	11.9
Transfer-In	8.9	8.7	8.7	9.0	8.7
Over All	10.5	10.2	10.3	10.3	10.0

Table 29: CCG Goal 4, Outcome Metric 4.1

Goal 4	Provide intrusive advising to keep students on track to graduate.
Outcome Metric 4.1	Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.

Table 30: CCG Goal 4, Outcome Metric 4.1 (Percentage of undergraduate credits successfully completed vs. attempted)

Semester	Total Credit Hours	Total Headcount	Headcount with A, B, C, S Grades*	Percentage of Credits with A, B, C, S Grades
Fall 2010	125,750	44,363	34,491	77.8%
Fall 2011	128,500	45,114	35,088	77.9%
Fall 2012	127,428	45,061	35,931	79.7%
Fall 2013	129,800	45,986	37,529	81.6%
Fall 2014	133,180	51,709	42,779	82.7%

*UWG does not use the grade of P (passing).

Table 31: CCG Goal 6, Outcome Metric 6.1

Goal 6	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
Outcome Metric 6.1	Number of college credits awarded to Early College or Early Learning Academy students in each of the past 5 academic years.

Table 32: CCG Goal 6, Outcome Metric 6.1 (Number of Credits Earned by Early Learning Academy Students)*

FISCAL YEAR (Sum, Fall, Spr)	Program and Student Level	Unduplicated Head Count	Hours Earned
FY 2010-2011	Advanced Academy - Junior	23	725
	Advanced Academy - Senior	35	1,007
Totals		**58**	**1,732**
FY 2011-2012	Advanced Academy - Junior	33	1,005
	Advanced Academy - Senior	39	1,124
Totals		**72**	**2,129**
FY 2012-2013	Advanced Academy - Junior	32	901
	Advanced Academy - Senior	42	1,209
Totals		**74**	**2,110**
FY 2013-2014	Advanced Academy - Junior	20	537
	Advanced Academy - Senior	35	986
Totals		**55**	**1,523**
FY 2014-2015	Advanced Academy - Junior	21	610
	Advanced Academy - Senior	21	625
Totals		**42**	**1,235**

*Data in this table are restricted to students who are enrolled in UWG's residential Advanced Academy.

Table 33: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6

Goal 6	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
Outcome Metric 6.4	Number of credits awarded by institution awarded based on AP exams in each of the past 5 academic years.
Outcome Metric 6.5	Number of credits awarded by institution awarded based on International Baccalaureate exams/degrees in each of the past 5 academic years.
Outcome Metric 6.6	Number of credits awarded by institution awarded based on CLEP scores in each of the past 5 academic years.

Table 34: CCG Goal 6, Outcome Metrics 6.4, 6.5, 6.6 (Number of Credits Earned by Exam by SCH by Course Level)*

	AY11	AY12	AY13	AY14	AY15
Credit-by-Exam	**FA10-SU11**	**FA11-SU12**	**FA12-SU13**	**FA13-SU14**	**FA14-SU15**
AP	1,380	1,166	1,370	1,746	1,464
IB	21	12	36	18	60
CLEP	75	344	608	477	574
UWG Department Exam	2,722	3,056	2,377	2,041	1,592
TOTAL Credit-by-Exam	4,198	4,578	4,391	4,282	3,690

Course Level	FY11 SU10-SPR11	FY12 SU11-SPR12	FY13 SU12-SPR13	FY14 SU13-SPR14	FY15 SU14-SPR15
Lower Level SCH (Enrollment)	175,837	176,863	171,218	173,668	178,558
Upper Level SCH (Enrollment)	98,808	104,524	102,125	100,998	100,599
TOTAL SCH (Enrollment)	274,645	281,387	273,343	274,666	279,157

*Lower Level Semester Credit Hours (SCH) include 1000 and 2000 level course enrollments. Upper Level SCH include 3000 and 4000 level course enrollments. The Lower and Upper Level SCH data do NOT include credits earned by exam.

Table 35: CCG Goal 8, Outcome Metrics 8.1, 8.2

Goal 8	Restructure instructional delivery to support educational excellence and student success.
Outcome Metric 8.1	Number of credits successfully completed in Fall 2014 (A, B, C, P, S grade) for courses offered completely online.
Outcome Metric 8.2	Number of credits attempted in Fall 2014 (A, B, C, P, S, F, U, W, WF grade) for courses offered completely online.

Table 36: CCG Goal 8, Outcome Metrics 8.1 and 8.2 (Fully Online Success Rates, Grades of A, B, C, S)

Fall 2014 Fully Online Courses*	Semester Credit Hours and Success Rate
Fully online credit hours (attempted)	26,208 semester credit hours
Fully online credit hours, successfully completed	21,515 semester credit hours
Fully online successful completion ratio	82.1% success rate

*Table 36 data include all fully online classes coded with the 'campus codes' Net, O -eCore, and V – WebMBA.

SUPPLEMENTAL DATA REFERENCED IN SECTION 2 OF THE NARRATIVE OVERVIEW

Table 37. Student Performance Data – UWise vs. Non-UWise Matched Comparison Groups*

UWise vs. Non-UWise (Matched Comparison Groups in Parentheses)	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Term GPA (4 point scale)	2.43 (2.11)	2.65 (2.18)	2.91 (2.11)	2.78 (2.11)
Course DFW Rates (% of course grades)	**Fall 2013**	**Spring 2014**	**Fall 2014**	**Spring 2015**
English Composition I (ENGL 1101)	12.5 (31.3)		0 (23.1)	
English Composition II (ENGL 1102)		15.4 (27.8)		4.0 (12.5)
Precalculus (MATH 1113)	18.2 (32.1)		14.8 (47.6)	
Calculus I (MATH 1634)		40.0 (40.0)		38.5 (40.0)
Principles of Chemistry I (CHEM 1211)	15.5 (23.5)		22.2 (25.0)	
Principles of Chemistry II (CHEM 1212)		42.9 (25.0)		47.1 (0)

*Non-UWise matched comparison group data are in red font and placed within parentheses. See High Impact Strategy 3, Blocked Scheduling for Freshmen (UWise Program) for more information about the formation of comparison groups.

Table 38. Progress toward Graduation (UWise vs. Non-UWise)*

Entering Term (UWise)	On Track to Graduate	UWise Students	Non-UWise Students
UWise Cohort 1 (2011 Summer Bridge)	Percentage of students on path to graduate in next academic year.	41.0%	36.9%
UWise Cohort 2 (2012 Summer Bridge)	Percentage of students on track to graduate in four or five years.	27.6%	6.9%
UWise Cohort 3 (2013 Summer Bridge)	Percentage of students on track to graduate in four years.	28.0%	6.9%

*Non-UWise students are those who were matched on three variables for the purpose of creating equivalent comparison groups for the program's evaluation. The three variables were: (1) majoring in a STEM discipline, (2) SAT scores, and (3) UWG Admission Freshman Index. See the Narrative Overview, Section 2, Activity 2 'UWise' for more details about the formation of the equivalent comparison groups.

Table 39: UWG Online Offerings

Metrics	Goal		Benchmark Spring 2012	FY13	FY14	FY15	% change (FY14 to FY15)
Number of unique partially online	20%	UWG Courses	35	108	98	80	-18%

courses (undergraduate only)	annual increase						
		UWG Sections	63	165	151	159	5%
Number of unique fully online courses (undergraduate only)	20% annual increase	UWG Courses	76	183	258	227	-12%
		UWG Sections	112	296	358	379	6%
		eCore Courses	24	24	24	26	8%
		eCore Sections	108	289	336	441	31%
Number of 100% online undergraduate degrees	increase by 1 annually	UWG 100% Online Degrees: B.S. in Criminology B.S. in Sociology (Added Sp15)	1	1	1	2	100%

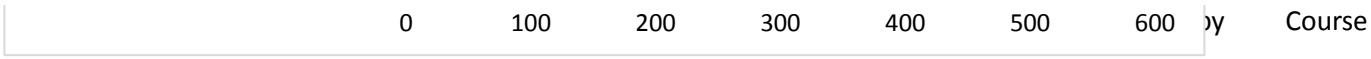
Table 40. Intrusive Academic Advising, Targeted Tier Populations (Seven Majors or Pre-Majors Served by the Advising Center)

Targeted Tier	Fall 2014			Spring 2015		
	Number of Students in Tier	Number of Students Retained for Spring 2015	**Retention Rate (%)**	Number of Students in Tier	Number of Students Retained for Fall 2015*	**Retention Rate (%)**
1 – Action Students	501	417	**83.2%**	816	645	**79.0%**
2 – Action 'New' Students	786	697	**88.7%**	56	32	**57.1%**
3 – Star Students	552	499	**90.4%**	423	367	**86.8%**
4 – No Action Students	351	231	**65.8%**	161	113	**70.2%**

*Number of Students Retained for Fall 2015 (students with Fall 2015 schedules as of July 24, 2015).

Table 41. DFW Rates in Freshman Gateway Courses

Freshman Gateway Courses DFW Rates	FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)	UNSUCCESSFUL (D, F, W, WF)
ENGL 1101 English Comp I	31.3%	32.2%	30.8%	28.5%	26.0%
ENGL 1102 English Comp II	26.2%	27.0%	23.7%	20.6%	17.2%
MATH 1001 Quant Reasoning	45.8%	22.9%	17.8%	20.7%	23.3%
MATH 1111 College Algebra	43.4%	37.2%	37.8%	30.9%	28.6%
MATH 1113 Pre-calculus	41.0%	30.7%	37.9%	37.0%	33.9%
MATH 1634 Calculus I	42.8%	46.1%	38.8%	36.5%	44.1%



The horizontal axis shows the number of individual tutoring appointments requested by students in order to improve their academic performance during 2014-2015. Note that eight of these top ten courses

are in math and science. The 9th and 10th are Accounting and English Composition.

Valdosta State University Appendix:

Supporting Data and Recommended Metrics from Survey

Table 1: 5-year history of one-year retention rates for the institution as a whole.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*
Rate	67.0%	67.4%	68.6%	70.6%	69.8%
Number	2,528	2,218	1,935	1,688	1,585

*as of November 2, 2015 *(unofficial awaiting official number from USG Research and Policy Analysis)*

Table 2: 5-year history of one-year retention rates for students entering on federal financial aid (Pell-eligible).

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Rate	64.8%	64.0%	66.5%	65.2%	70.1%
Number	1,207	1,132	913	827	746

Table 3: 5-year history of one-year retention rates for students entering on Learning Support.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Rate	50.0%	54.1%	60.0%	34.6%	54.5%
Number	30	37	15	26	22

Table 4: 5-year history of number of entering students, by underserved population

	2010	2011	2012	2013	2014
Part Time	38	30	38	36	32
Adult Learners	27	34	14	29	14
Military Students	70	81	68	53	58
First Generation	782	720	572	485	441
Low Income	1207	1132	913	851	746
Disability	41	39	43	26	21

Table 5: Number of students enrolled in dual enrollment or joint enrollment programs at the institution in each of the past 5 academic years.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number	22	15	15	35	59

Table 6: Number of college credits awarded to dual enrollment students or joint enrollment students

in each of the past 5 academic years.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SCH Earned	232	160	187	258	427

Table 7: Number and percentage of students completing 30, 60, and 90 or more collegiate credit hours as of the end of the Spring 2014 term.

Fiscal Year	30 Bucket	60 Bucket	90 Bucket
2010-11	2,203	2,073	1,925
2011-12	2,444	2,190	2,025
2012-13	2,380	2,316	1,940
2013-14	2,181	2,200	2,028
2014-15	2,013	2,157	1,996

Table 8: 5-year history of number of bachelor's degrees conferred by institution.

Academic Year	Bachelor's Degree
2010-2011	1655
2011-2012	1662
2012-2013	1729
2013-2014	1739
2014-2015	1742

Table 9: 5-year history of number of bachelor's degrees conferred, by underserved population (see list of underserved populations above).

	2010	2011	2012	2013	2014
Part Time	1039	1083	1112	1096	1093
Adult Learners	421	390	400	412	416
Military Students	76	76	77	107	101
First Generation	564	554	591	597	617
Low Income	1589	1601	1667	1678	1711
Disability	9	2	2	4	3

	Female	Male
2010	1007	582
2011	982	619
2012	1041	626
2013	1043	635
2014	1081	630

	American Indian or Alaska Native	Asian	Black or African American	Hispanic	Multicultural	Native Hawaiian or Other Pacific Islander
2010	8	21	340	18	36	5
2011	6	23	360	25	32	4
2012	4	21	410	28	44	3
2013	4	21	473	30	45	2
2014	6	21	537	37	50	2

Table 10: 5-year history of % (and number) of students completing bachelor's degrees in STEM fields (mathematics, physics, agricultural science, environmental science, chemistry, biology, engineering, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education).

Fiscal Year	Percent of Bachelor's Awarded	Student Count
2010	7.93%	126
2011	8.24%	132
2012	8.82%	147
2013	7.99%	134
2014	9.59%	164
2015	10.69%	176

Table 11: 5-year history of % (and number) of students completing bachelor's degrees in 4 years.

Cohort	FTFTF	4 Yr. Graduation Rates
Fall 2004	1676	16.7
Fall 2005	1763	17.2
Fall 2006	2001	15.3
Fall 2007	2016	16
Fall 2008	2100	16.6

Table 12: 5-year history of % (and number) of students enrolling for 15 or more credit hours per semester (fall semesters).

UG Students Enrolled in 15 hours--Fall Semesters						
Student Level	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Total**
Freshman	1,357	1,137	1,001	806	726	5,027

Sophomore	753	735	709	653	613	3,463
Junior	831	753	733	711	750	3,778
Senior	865	804	813	765	780	4,027
Joint Enrollment	1	1	-	-	-	2
Post-Baccalaureate undergrad degree seeking	37	24	26	32	13	132
Post-Baccalaureate non-degree seeking	-	1	1	1	1	4
Unclassified Undergraduate-Transient	2	4	8	7	6	27
Grand Total	**3,846**	**3,459**	**3,291**	**2,975**	**2,889**	**16,460**

Table 14: What percentage of first-time, first-semester students are enrolled in block schedules?

	Students	Percent
Fall 2013	880	52.3
Fall 2014	838	52.9

Table 15: For the 2013 – 2014 academic year, percentage of students with declared majors by the beginning of the second semester second year (bachelor's degree programs).

Fall	Spring	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Decided	Decided	476	400	298	208	170
	Undecided	75	74	70	63	50
	Not Enrolled	44	44	48	30	17
Undecided	Decided	60	59	66	52	43
	Undecided	1,705	1,501	1,332	1,216	1,203
	Not Enrolled	168	139	120	114	102
Total		2,528	2,217	1,934	1,683	1,585

Table 16: 5-year history of number of collegiate credits earned at degree conferral for students earning bachelor's degrees.

Graduation Term	Bachelors Students	Earned Credit Hours	Average Credits Earned At Graduation	Academic Year Average
Fall 2010	524	72052.03	137.50	138.22
Spring 2011	825	112496.66	136.36	
Summer 2011	294	41323.77	140.56	
Fall 2011	580	80447.36	138.70	138.56
Spring 2012	799	108700.06	136.05	
Summer 2012	289	40932.81	141.64	
Fall 2012	559	77533.01	138.70	138.46
Spring 2013	836	113840.99	136.17	

Summer 2013	281	39486.20	140.52	
Fall 2013	541	73974.21	136.74	137.82
Spring 2014	892	120479.39	135.07	
Summer 2014	288	40793.98	141.65	
Fall 2014	534	72218.10	135.24	136.13
Spring 2015	829	111260.19	134.21	
Summer 2015	301	41821.17	138.94	

Table 17: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.

Cohort	Fall	Spring	Fall & Spring
Fall 2010	76.9%	75.5%	76.3%
Fall 2011	74.5%	75.7%	75.1%
Fall 2012	78.4%	78.5%	78.4%
Fall 2013	80.3%	80.1%	80.2%
Fall 2014	82.6%	80.1%	81.4%

Table 18: Faculty Portal Use

	Fall 2012	Fall 2013	Fall 2014
Page Views	24420	56264	58436
Flags Set	1375	2164	2660

Table 19: Overall Freshmen Retention by Advising Area in Centralized Advising

						Number	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Fall 2013	Fall 2014*
College of Education and Human Services	67.3%	73.0%	74.5%	73.8%	-0.6%	196	195
College of the Arts	78.6%	67.5%	78.6%	75.9%	-2.7%	145	170
Biology	59.1%	71.2%	72.6%	69.0%	-3.6%	186	171
College of Nursing and Health Sciences	67.8%	69.6%	72.8%	67.1%	-5.6%	279	280
College of Arts and Sciences	65.2%	63.8%	63.4%	69.4%	6.0%	347	288
College of Business Administration	67.8%	63.3%	66.7%	71.5%	4.8%	201	221
Undecided	68.3%	71.9%	71.1%	63.3%	-7.8%	301	237

***as of September 9, 2015**

Table 20: Retention of Students Identified for General Risk by Advising Areas in Centralized Advising

						Number	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Fall 2013	Fall 2014
College of Education and Human Services	53.2%	57.4%	62.5%	59.6%	-2.9%	48	52
College of the Arts	68.5%	61.2%	67.3%	70.3%	3.0%	52	64

Biology	48.7%	58.6%	61.8%	50.0%	-11.8%	34	26
College of Nursing and Health Sciences	59.8%	61.1%	56.8%	62.7%	5.9%	74	75
College of Arts and Sciences	53.9%	51.5%	52.3%	60.7%	8.4%	88	84
College of Business Administration	59.2%	47.2%	55.8%	68.4%	12.5%	86	79
Undecided	59.7%	61.3%	64.1%	57.1%	-7.0%	117	84

Table 21: Retention of Students Identified as At Risk for Math by Advising Areas in Centralized Advising

						Number	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Fall 2013	Fall 2014
College of Education and Human Services	58.2%	64.4%	66.7%	60.0%	-6.7%	66	75
College of the Arts	72.7%	64.3%	71.7%	72.6%	1.0%	60	84
Biology	54.2%	66.0%	63.5%	45.5%	-18.0%	52	44
College of Nursing and Health Sciences	64.5%	59.7%	63.8%	63.0%	-0.8%	116	108
College of Arts and Sciences	58.8%	55.5%	55.3%	64.2%	9.0%	114	109
College of Business Administration	61.5%	50.0%	58.3%	68.0%	9.7%	96	100
Undecided	63.0%	62.3%	65.7%	61.1%	-4.6%	143	108

Table 22: Retention of Students Identified as At Risk for Reading by Advising Areas in Centralized Advising

						Number	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Fall 2013	Fall 2014
College of Education and Human Services	55.0%	25.0%	87.5%	42.9%	-44.6%	8	7
College of the Arts	70.0%	52.6%	62.5%	80.0%	17.5%	8	15
Biology	52.9%	47.1%	33.3%	25.0%	-8.3%	6	8
College of Nursing and Health Sciences	66.7%	57.9%	61.9%	70.0%	8.1%	21	20
College of Arts and Sciences	61.1%	41.0%	65.2%	58.3%	-6.9%	23	24
College of Business Administration	73.3%	56.5%	45.0%	61.9%	16.9%	20	21
Undecided	52.6%	51.2%	66.7%	44.4%	-22.2%	24	18

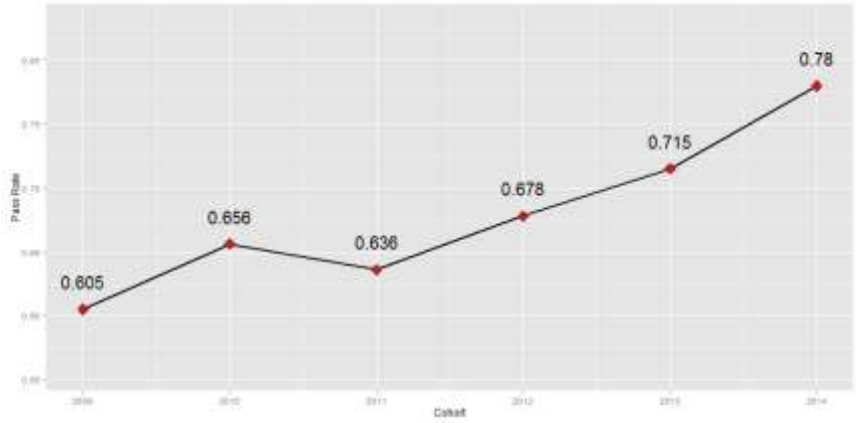
Table 23: Retention of Students Based on Percentile by Advising Areas in Centralized Advising

						Number	
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Difference 2013-2014	Fall 2013	Fall 2014
0-25th Percentile							
College of Education and Human Services	37.2%	42.2%	42.9%	40.7%	-2.1%	28	27
College of the Arts	64.1%	36.0%	47.8%	40.0%	-7.8%	23	30
Biology	42.0%	47.4%	43.6%	28.1%	-15.5%	39	32
College of Nursing and Health Sciences	42.2%	43.6%	45.1%	33.3%	-11.7%	71	54
College of Arts and Sciences	44.1%	35.4%	28.8%	44.4%	15.6%	104	63
College of Business Administration	51.0%	28.1%	30.9%	49.2%	18.3%	55	61
Undecided	41.6%	42.2%	44.6%	34.7%	-9.9%	74	49
26-50th Percentile							

College of Education and Human Services	67.2%	77.1%	64.3%	72.9%	8.6%	28	48
College of the Arts	86.0%	75.6%	81.3%	85.7%	4.5%	32	42
Biology	62.8%	75.9%	72.5%	62.8%	-9.8%	51	43
College of Nursing and Health Sciences	74.2%	77.3%	77.8%	64.3%	-13.5%	72	56
College of Arts and Sciences	73.7%	76.7%	71.6%	72.7%	1.1%	74	77
College of Business Administration	73.5%	84.6%	81.3%	74.0%	-7.3%	48	50
Undecided	75.8%	74.3%	72.4%	71.7%	-0.7%	76	60
51-75th Percentile							
College of Education and Human Services	81.8%	82.4%	81.5%	75.5%	-6.0%	54	53
College of the Arts	83.3%	72.5%	84.2%	75.6%	-8.7%	38	45
Biology	71.7%	87.8%	80.7%	88.9%	8.2%	57	45
College of Nursing and Health Sciences	79.7%	75.6%	81.5%	75.0%	-6.5%	65	92
College of Arts and Sciences	82.4%	78.3%	74.4%	73.8%	-0.6%	86	65
College of Business Administration	82.0%	78.6%	82.1%	82.3%	0.1%	56	62
Undecided	78.2%	80.7%	79.3%	75.0%	-4.3%	87	72
76-100th Percentile							
College of Education and Human Services	88.1%	83.6%	83.7%	87.9%	4.2%	86	66
College of the Arts	88.7%	85.0%	86.5%	93.9%	7.3%	52	49
Biology	77.1%	87.5%	89.7%	83.7%	-6.1%	39	49
College of Nursing and Health Sciences	78.7%	80.0%	87.3%	83.3%	-4.0%	71	78
College of Arts and Sciences	84.5%	82.5%	88.0%	81.9%	-6.0%	83	83
College of Business Administration	84.2%	85.7%	76.2%	87.0%	10.8%	42	46
Undecided	83.9%	82.3%	89.1%	67.9%	-21.1%	64	53

Graph 1: Overall Math Pass Rate, Fall 2009-2014

The overall pass rate for these courses for 2014 cohort was 0.780. As shown in the exhibit below the pass rate has been increasing. The 2009 cohort's pass rate was 0.605. The pass rate has increased 0.175 points since 2009 cohort. With the VMI's first year beginning with the 2013 cohort, the pass rate was 0.715, which was an increase of 0.037 points from 2012 cohort. When comparing 2013 and 2014 cohorts, 2014 cohort increased 0.065 points, totaling an increase of 0.102 points within the two years.

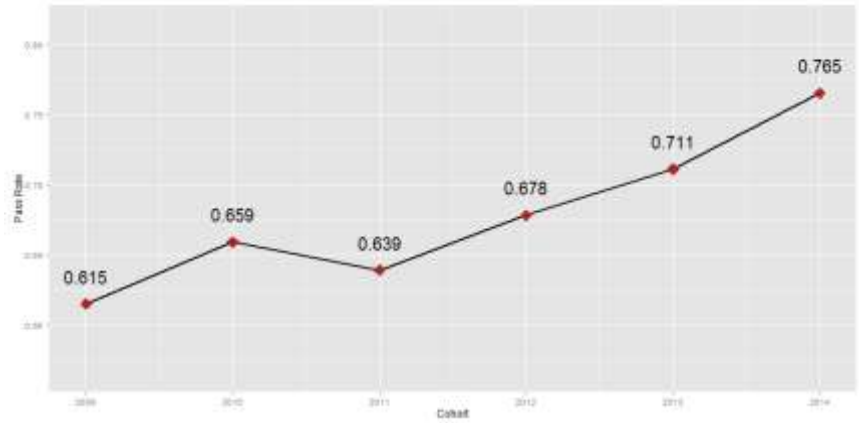


n	1,958	1,908	1,805	1,605	1,321	1,161

Source: VSU OIR analysis of VSU Data Warehouse, 2015.

Graph 2: Math Level I Course Pass Rate, Fall 2009-Fall 2014

The pass rate for Math Level I courses over the course of the six-years has increased 0.150 points, from 0.615 in 2009 to 0.765 in 2014, as shown in Exhibit 2. The pass rate from the 2012 to 2013 cohort increased 0.033 points. Additionally the pass rate increased 0.054 points from 2013 to 2014, totaling a 0.087 point increase from 2012 to 2014.



n	1,598	1,624	1,544	1,328	1,122	947

Source: VSU OIR analysis of VSU Data Warehouse, 2015.