



South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission statement of South Georgia State College (SGSC), approved by the Board of Regents for the institutional consolidation of former South Georgia College and former Waycross College on May 8, 2012, is as follows:

South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

Since SGSC offers three associate degree programs (AA, AS, and AS in Nursing) and two bachelor’s degree programs (BS in Nursing and BS in Biological Sciences) and no certificate programs, the college’s completion priorities focus primarily on attainment of the associate’s degree—but also on attainment of a limited number of bachelor’s degrees. The Bachelor of Science in Nursing (the first of the bachelor’s degrees) graduated 96% of its first student cohort within three years and 83% of its second cohort within two years. The BS in Biological Sciences has not been in existence long enough to produce its first graduates.

SGSC’s mission, completion priorities, and student body demographics are clearly linked. For instance, an institution consistently enrolling 75-80% “traditional” students best serves its students and promotes retention and graduation with a wide variety of student activities, athletic programs, and student-support services while emphasizing quality teaching and learning experiences. Such an institution also attracts and retains traditional students through the availability of modern residence and dining halls, as well as through focusing on support and intervention strategies for residential students. In addition, a variety of student-support services is extremely important at SGSC, where for the past three years more than half of all students have been Pell grant recipients and approximately 30% have been first-generation college students.

The “Enrollment and Demographic Trends” table below provides a good look at the SGSC student body’s characteristics. In addition to the data in the table, it is noteworthy that in the fall of 2015 SGSC enrolled students from 111 of the 159 Georgia counties, from 22 other states, from 13 other countries, and from 386 high schools. These enrollment figures help “to create a diverse, globally-focused learning environment” (SGSC mission statement). In the table that follows all data prior to fall 2013 has been combined due to consolidation of former South Georgia College and former Waycross College.

South Georgia State College Enrollment and Demographic Trends

Total Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Race/Ethnicity								
	3234	3059	2579	2611	2648	Hispanic	95	103	103	123	170			
Enrollment Status						American Indian, Alaskan Native, Pacific Islander, or Asian	47	40	33	40	36			
Full-Time	2209	2141	1877	1778	1828	Black or African American	1165	1088	839	834	832			
Part-Time	1025	918	702	833	820	White	1769	1682	1585	1581	1556			
Gender						Two or More Races	22	30	19	26	31			
Female	2008	1916	1584	1686	1678	Race Unknown	136	116	0	7	23			
Male	1226	1143	995	925	970									
Underserved														
% Pell Recipient	65.18%	63.48%	63.67%	59.25%	55.02%									
% First Generation	33.83%	33.08%	34.32%	29.80%	26.66%									
% Adult Learner	22.26%	20.04%	18.61%	17.20%	14.88%									

Source: USG Semester Enrollment Reports (fall 2010-13)/USG ADM Census
 Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

SUMMARY OF COMPLETION GOALS AND HIGH-IMPACT STRATEGIES

Completion Goals

Through its college completion plan SGSC is actively pursuing six of the USG completion goals through the strategies to be discussed below. The six completion goals are as follows:

- Increase the number of undergraduate degrees awarded by USG institutions.
- Increase the number of degrees that are earned “on-time.”
- Decrease excess credits earned on the path to getting a degree.
- Provide intrusive advising to keep students on track to graduate.
- Shorten time to degree completion through programs that allow students to earn college credit while still in high school.
- Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

STRATEGIES

Strategy #1	Quantway remedial mathematics
Goal	Transform remediation to increase likelihood of degree attainment; increase the number of undergraduate degrees awarded.
High-Impact Strategy	<p>The vast majority of SGSC remedial students require only remedial mathematics. Consequently, this strategy is quite significant.</p> <p>The Carnegie Foundation for the Advancement of Teaching’s Quantway remedial mathematics strategy is in its 5th year of implementation at SGSC and its 5th year of funding and professional development support from Carnegie. The Quantway course (formerly MLCS 0099, “Mathematical Literacy for College Students”; as of fall 2015 MATH 0987, “Foundation for Quantitative Reasoning”) affords non-STEM (Science/Technology/Engineering/Mathematics)) students the opportunity to complete a remedial mathematics requirement, no matter at what level of initial placement, in one semester. The successful student is then eligible to enroll in the credit-level MATH 1001 Quantitative Skills course. The Quantway course is comprised of modules developed by a network of colleges nationwide working with Carnegie staff. The modules use “real-life” situational mathematical problems, significant student participation both individually and in groups, and instructor guidance to help students build a solid foundation of mathematical literacy and critical thinking skills.</p> <p>Additionally, the Carnegie Foundation for the Advancement of Teaching awarded SGSC a grant last year, one of only five grants awarded nationally, to develop a bridge course that will allow a student who has passed the Quantway course to go directly to college algebra (MATH 1111), rather than pursue the Quantitative Skills (MATH 1001) route. SGSC was informed in June 2015 that the grant has been extended for another year. SGSC is the only college in the nation developing the bridge course from Quantway to college algebra; the other four institutions are developing bridge courses from a remedial statistics course (Statway) to college algebra.</p>
Summary of Activities	<p>This strategy is fully implemented. Activities include faculty development, development of courses in collaboration with the Carnegie Foundation for the Advancement of Teaching, collaboration with other institutions nationwide, and the piloting of a bridge and co-requisite remedial mathematics course. Activity highlights include the following:</p> <p>The SGSC Quantway team has been active in professional development in collaboration with the Carnegie Foundation for the Advancement of Teaching. The team is comprised of mathematics faculty members, a campus Quantway administrator, and a campus Quantway institutional researcher. All SGSC team members attend training sessions in California and continue to attend annual Carnegie Pathways forums, the most recent of which was this year (2015). At Carnegie’s request, one of the SGSC mathematics instructors works with Carnegie apart from the regular meetings and forums to assist in developing processes, procedures, and teaching materials and pedagogy.</p> <p>The Quantway course has been offered on the Douglas Campus each semester for over five years. The course was offered at the Waycross Campus for the first time spring 2015.</p> <p>Bridge course/co-requisite course lessons were piloted summer 2015 on the Douglas Campus.</p> <p>The bridge course from Quantway to college algebra, “Support for College Algebra” (MATH 0999) will be fully implemented on both the Douglas and Waycross Campuses fall 2015. The bridge course is the co-requisite course for college algebra (MATH 1111). The bridge course will enable a student who has passed the Quantway remedial mathematics course to go directly into the “Support for College Algebra” co-requisite course and the college algebra course (MATH 1111) at the same time.</p> <p>Beginning fall semester 2015 the Quantway course will be renumbered and renamed to be more in keeping with the USG’s new Learning Support policies. The new nomenclature is</p>

MATH 0987, "Foundation for Quantitative Reasoning."

Interim Measures of Progress The success rate in the Quantway course has shown steady improvement since the baseline semester of fall 2012. "Success" is defined as earning a grade of C (70%) or better. At the end of fall semester 2012 the success rate for the Quantway course (MLCS 0099) was 29.5%. For fall 2013 the success rate increased to 64%. At the conclusion of fall 2014 the success rate had climbed to 70%, while the rate for the "traditional" remedial math course (MATH 0099) was 36%. SGSC's goal is to maintain at least the 70% success rate for each fall semester's student cohort and to encourage more non-STEM students to enroll in the Quantway course. The table below records course success rates for MLCS 0099 and MATH 0099 for each fall semester from 2012 through 2014.

Term	N Successful	N Unsuccessful	% Successful
MLCS 0099			
Fall 2012	18	43	29.51%
Fall 2013	25	14	64.10%
Fall 2014	21	9	70.00%
MATH 0099			
Fall 2012	180	342	34.48%
Fall 2013	119	205	36.73%
Fall 2014	88	158	35.77%

Source: SGSC Banner, Fall 2012-Spring 2015

Note: Success is defined as earning a grade of S and unsuccessful is defined as earning a grade of F, W, I, IP, or U.

- Measures of Success
1. The MLCS 0099 (MATH 0987) course success rate. Baseline is fall 2012 rate of 29.51%. See table above.
 2. The MATH 0099 course success rate (for comparison). See table above.
 3. The MATH 1001 course success rate of students who came to that course after passing MLCS 0099. Baseline is fall 2012 rate of 37.50%. The success rate for fall 2013 jumped to 66.67%. There has not been sufficient time for fall 2014 students to have more than one attempt at passing MATH 1001; therefore, no data for fall 2014 is reported.
 4. The number of attempts it takes MLCS 0099 students to pass that course and exit Learning Support. Due to USG restructuring of Learning Support, SGSC will establish a baseline and begin tracking data fall 2015.
 5. The number of attempts it takes MATH 0099 students to pass that course and exit Learning Support (for comparison). Due to USG restructuring of Learning Support, SGSC will establish a baseline and begin tracking data fall 2015.

Strategy #2 Increase Move on When Ready (formerly Dual Enrollment or ACCEL) Offerings on Area High School Campuses

Goal Shorten time to degree completion through programs allowing students to earn college credit while still in high school.

High-Impact Strategy The strategy is to increase Move on When Ready offerings on area high school and SGSC campuses in order to help those students graduate in as little time as possible and to develop a relationship with high schools that will positively affect overall enrollment.

Summary of Activities **The 2013-2014 goal of increasing the number of high school students enrolled at SGSC by 25% from a baseline of 95 students in fall 2013 has been far exceeded** through the efforts of SGSC Enrollment Services personnel and others in communication with area high schools. In addition, SGSC has been tracking grade distribution and course success rates (grade of "C" or better) of Move on When Ready students to monitor any need for intervention strategies.

Interim Measures of Progress

1. Numbers of students participating in Move on When Ready depicted in the table below reveal that such participation has increased by 300% since the baseline fall semester 2013.

Number of Move on When Ready (MOWR) Students (formerly Dual Enrolled and/or Joint Enrolled)

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dual Enrolled/Joint Enrolled	114	129	96	234	280

Source: USG Academic Data Collection, fall 2010-Fall 2015

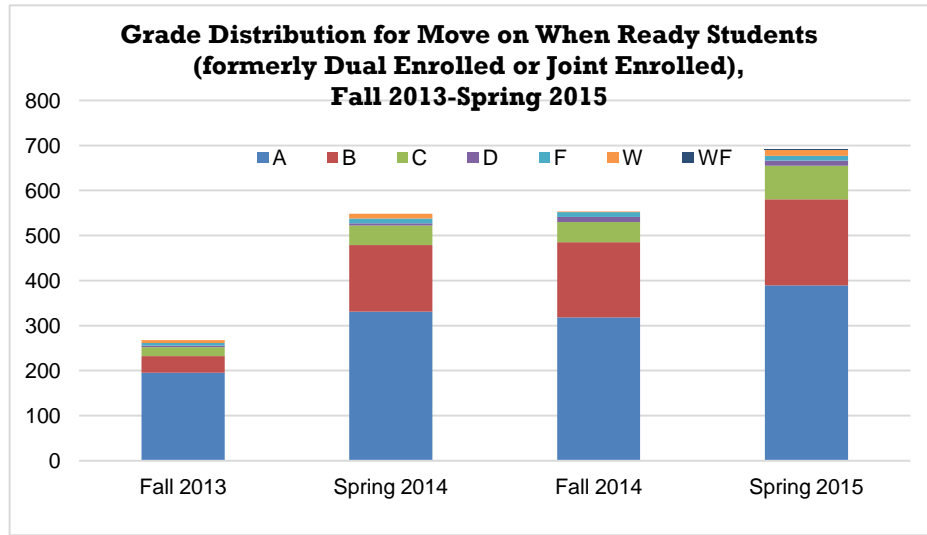
Note: All data prior to Fall 2013 has been combined due to institutional consolidation

- Move on When Ready course success rates (A, B, or C) and grade distribution are quite positive. **During the period fall 2013 through spring 2015, the overall course success rate for such students is 95%**, and in no semester during that period has the course success rate been below a low of 94.03% (which occurred during the baseline semester of fall 2013).

**Course Success Rates and Grade Distribution for Move on When Ready Students
(formerly Dual or Joint Enrolled)**

TERM	A	B	C	D	F	W	WF	Grand Total	% Successful
Fall 2013	195	37	20	4	5	7		268	94.03%
Spring 2014	331	148	43	5	11	10		548	95.26%
Fall 2014	318	167	45	11	11	1		553	95.84%
Spring 2015	389	191	75	11	11	14	1	692	94.65%

Source: SGSC Banner, Fall 2013-Spring 2015



Source: SGSC Banner, Fall 2013-Spring 2015

- Credits awarded to MOWR students have more than doubled for the period FY 11 – FY 15.

**Credits Awarded to Move on When Ready (MOWR) Students
(formerly Dual Enrolled and/or Joint Enrolled)**

	FY11	FY12	FY13	FY14	FY15
Number of Credits Awarded	1518	1441	1706	2535	3808

Source: SGSC Banner, FY2011-FY2015

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

- Continued SGSC enrollment data on MOWR students after high school graduation reveals that less than half of SGSC’s MOWR students continue at the institution through graduation. However, it is assumed that most MOWR students not remaining at SGSC do go on to graduate from other USG institutions. That assumption needs to be researched.

**Enrollment Follow-Up of New MOWR Students Returning as First-Time Freshmen at SGSC
(formerly Dual Enrolled and/or Joint Enrolled)**

	Total New Dual Enrolled	N Returned as First-Time Freshmen	% Returned as First-Time Freshmen
Fall 2013	47	21	44.68%

Spring 2014	86	40	46.51%
Fall 2014	123	20	16.26%

Source: SGSC Banner, Fall 2013-Fall 2014

Measures of Success

1. Numbers of students participating in Move on When Ready
2. Move on When Ready course success rates and grade distribution
3. Credit awarded to MOWR students
4. Continued SGSC enrollment data on Move on When Ready students after high school graduation

Strategy #3

Near Completers Initiative

Goal

Increase the number of undergraduate degrees awarded.

High-Impact Strategy

Piloted in spring 2014 and in full operation summer 2014, the Near Completer strategy identified students who have “stopped out” within 15 semester credit hours of earning an associate degree at SGSC. Staff in SGSC’s Student Success unit contacted such students to schedule an appointment to determine what it will take for them to complete their degree, not simply in terms of courses needed, but also in terms of options to facilitate completion—such as online and independent study courses, legitimate course substitutions, change of program of study, and the like. The goal of the pilot was that at least 30% of those re-enrolled would complete their associate’s degree within one calendar year.

The “Near Completers” strategy (strategy #3) is terminated as a college completion strategy as of the conclusion of academic year 2014-2015 for two chief reasons. It has become evident that this strategy is a one-time effort which achieved success in academic year 2014-2015 with a cohort of near completers of 22 students, approximately half of whom re-enrolled and graduated. Subsequent attempts at establishing a second cohort have revealed that any future cohort would consist of so few students that campus resources devoted to the strategy are more effectively tasked with other aspects of recruiting and advising. Also, the creation of the USG’s “Go Back. Move Ahead” initiative is a significant umbrella under which to cover the same kind of effort. SGSC is developing a flagging process in the Office of Admissions to identify students who reapply after two years since last attendance and who are within 15 hours of completion of an associate’s degree. The institution’s goal is to shepherd those students to graduation within one calendar year.

Summary of Activities

The academic year 2014-2015 near completer strategy continued and produced useful enrollment and graduation data.

Interim Measures of Progress

Of the 22 students in the cohort beginning spring 2014, 10 (45.45%) have since graduated from SGSC as of the end of spring semester 2015. The target of graduating at least 30% of those re-enrolled within one calendar year of re-enrollment was met.

Measures of Success

Numbers of re-enrolled students who are retained from semester-to-semester. Original baseline of 10 students re-enrolled spring 2014 and retained to graduation. This strategy is discontinued in favor of Go Back. Move Ahead initiative.
 Percentage of re-enrolled students who graduate. Original baseline of 45.45% spring 2014. This strategy is discontinued in favor of Go Back. Move Ahead initiative.

Strategy #4

“Strategies to Emerge, Progress, and Succeed” (STEPS)

Goal

Increase the number of undergraduate degrees awarded; provide intrusive advising to keep students on track to graduate.

High-Impact Strategy

The STEPS initiative began in fall 2012 as a collaboration between Academic Affairs, Academic Support Services, and Residential Life as an effort to increase the persistence and retention of residential students. The student profile of those students who are primarily focused on and monitored is as follows:

- First-year residential students enrolled in at least one Learning Support course at SGSC or who had a high school GPA of ≤ 2.5.

Summary of Activities

The STEPS strategy involves numerous activities: student success workshops, Academic Success Center tutoring, STEM center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the semester, and individual academic, personal, and disability counseling.

A section of SGSC 1000, the first-year-experience course, was formed for first-year residential students meeting the STEPS student criteria and offered in fall 2014. This course was led by a team of instructors from the Division of Student Success, including the Vice President for Student Success, Director of Campus Life, and the Director of Academic

Support. In addition, the team of instructors served as academic coaches for the course enrollees. Another cohort of STEPS-eligible students from fall 2013 was selected as a comparator group, since they had participated in non-STEPS sections of the SGSC 1000 first-year experience course, in order to generate data on the apparent effects of the STEPS intervention. Comparative data appear in the table below and indicate that STEPS interventions are very positive.

Interim Measures of Progress

First Academic Year Metrics for the Fall 2014 STEPS Cohort and Fall 2013 Comparator Group

Metric	Fall 2013 Comparator First-Time Freshmen Residential Student Group (N=96)	Fall 2014 STEPS Cohort (N=45)
Fall to Spring Persistence Rate	87.50%	88.89%
Fall to Fall Retention Rate	48.96%	63.04%
First Term Comparison		
Average Fall Term GPA	1.85	2.12
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%
Course Success Rate for Fall Term	67.00%	67.74%
Second Term Comparison		
Average Spring Term GPA	1.51	2.30
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%
Course Success Rate for Spring Term	50.13%	72.14%

Source: SGSC Banner as of 11/4/15

Note: Course success rates are defined as the sum of A, B, C, and S divided by the total of A, B, C, D, F, S, U, W, WF.

Measures of Success

Because the goals and focus of the STEPS program have changed quite significantly since the implementation of the SGSC Complete College Georgia Plan, most measures of success listed below will be assessed after the creation of a data repository to be developed by the SGSC Office of Institutional Effectiveness and the SGSC Academic Student Support Center. Predictive analytics and an early alert system will be implemented. Research necessary to the development of an assessment plan is currently being carried out (fall 2015). Measures of success are as follows:

1. Relationship between visits to the Academic Success Center or STEM Center and grade distribution, as well as persistence.
2. Relationship between early intervention grade monitoring and grade distribution.
3. Comparison of grades of those students participating in academic coaching to those students not participating in academic coaching.
4. Comparison of learning support success rates for the following populations:
 - a. First-year residential students enrolled in the Student Success SGSC 1000 Orientation course, compared to first-year residential students enrolled in SGSC 1000 with the general first-year SGSC population.
 - b. First-year residential students from Fall 2013 with a high school grade point average or ≤ 2.5 or enrolled in a learning support course during the first semester of enrollment, compared to the first year residential students from Fall 2014 with a high school grade point average of ≤ 2.5 and enrolled in learning support courses during the first semester of enrollment.
5. Graduation rates for the fall 2013 STEPS cohort will be computed at the end of fall 2015.

Strategy #5

Academic Advising

Goal

Provide intrusive advising to keep students on track to graduate; decrease excess credits on the path to getting a degree.

High-Impact Strategy

SGSC believes that academic advising can be the single most significant factor contributing to

college completion. Academic advising has always been a responsibility of the faculty, and the institution's college completion agenda calls for enhancing faculty responsibility. It also calls for educating students about academic advising and making use of the DegreeWorks technological tool that can be employed by both faculty advisors and student advisees. However, usable student data related to the consolidation of former South Georgia College and former Waycross College has been problematic for students matriculating prior to fall 2013. The further we move from that term the more functional DegreeWorks has become. Also, prior to the completion agenda, the institution had not assessed academic advising in any fashion. Now there is a very deliberate and ongoing process of both faculty and student training, participating in, and assessing the academic advising process.

Summary of Activities

1. During spring semester 2014, an academic advising task force under the leadership of the VPAA became involved in a number of activities with consulting support from the National Academic Advising Association (NACADA).
2. New vision and mission statements, as well as guiding values, goals, and outcomes for academic advising, were created.
3. An academic advisement module was completed for the college's first-year experience course, SGSC 1000, a course in which 75% of new students enroll each fall semester. Goals, student learning outcomes, and assessment measures for this module were also created. One focus of the advisement module is to help students understand their own roles and responsibilities in degree completion.
4. During the major registration days that serve very large numbers of students, academic advising, financial aid processes, and registration take place in one location to keep students from having to trek across campus for various services.
5. All academic program maps have been revised so that students have a ready guide for program completion. These maps were recognized by the USG Academic Affairs staff for their quality and serve as models for the USG.
6. Advising "tip sheets" have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education; and information sheets on learning support policies and rules are available.
7. "15-to-Finish" is being promoted through a three-pronged approach: distribution to students and faculty of a bar-coded brochure linked to an information video; the addition of a "15-to-Finish" logo on every course registration form; and the training of faculty advisors to define "15-to-Finish" in terms of program completion rather than course enrollment.
8. Revision of the assignment method for matching students with faculty advisors is underway.
9. Development and implementation of assessment tools for advising continues. A student and faculty advisor survey assessing numerous aspects of the SGSC advising process was administered to both students and faculty during the spring semester 2014.
10. Training opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year.

Interim Measures of Progress

Three separate learning outcomes for student advising were assessed in each semester of the 2014-2015 academic year. In addition, the college tracked the percentage of students enrolling for 15 or more credit hours in each 2014-2015 semester, as well as for the fall semester 2015 as of 06.18.15. Finally, a survey recording opinions on the SGSC advising process was administered to first-time full-time students in the SGSC 1000 first-year experience course, and a survey on the advising process was completed by students from the general SGSC student population and by faculty advisors. Data highlights of all these activities are as follows:

1. The achievement target for the student learning outcome to identify steps to avoid academic probation was not met for fall 2014 but was met for the spring semester 2015.
2. The achievement target for the student learning outcome on knowledge of the requirements of the academic advising checklist was met and far exceeded for both fall 2014 and spring 2015.
3. The achievement target for the student learning outcome on identification of differences in mathematics requirements for STEM and non-STEM students was not met in either semester of the 2014-2015 academic year.
4. While the percentage of students enrolling in 15+ credit hours for academic year 2014-2015 averaged 24%, the percentage of students enrolling in 15+ credit hours for fall 2015 is 27.83%. The following table shows the steady progress from fall 2011 to fall 2015.

Number and Percentage of Students Enrolling in 15 or More Credit Hours

N Enrolled	%	of Enrollment
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Fall 2011	469	14.51%
Fall 2012	579	18.94%
Fall 2013	550	21.33%
Fall 2014	671	25.70%
Fall 2015	737	27.83%

Source: USG Academic Data Collection, Fall 2011-Fall 2015

Note: All data prior to Fall 2013 has been combined due to institutional

consolidation.

The table below reports data on student success when enrolling in 15 or more hours:

Number and Percentage of Students Successfully Completing 15 or More Credit Hours

	N Enrolled in 15 or More CH	N Successfully Completing 15 or More CH	% Successfully Completing 15 or More CH
Fall 2013	549	258	46.99%
Spring 2014	480	242	50.42%
Fall 2014	665	327	49.17%
Spring 2015	560	305	54.46%

Source: SGSC Banner, fall 2013-Spring 2015

5. The spring 2015 student survey on advising administered in the SGSC 1000 first-year experience course provides the following data:
 - (a) 87% of students agreed or strongly agreed that as a result of class sessions they have declared a specific program of study.
 - (b) 93% agreed or strongly agreed that they know the course requirements for their program of study.
 - (c) 57% agreed or strongly agreed that they know how to generate a DegreeWorks audit for their path to graduation. This topic needs further action to better student learning.
 - (d) 89% agreed or strongly agreed that they know the name and office location of their academic advisor.
 - (e) 89% agreed or strongly agreed that they know the general education learning outcomes of the SGSC core curriculum.
 - (f) 82% of students agreed or strongly agreed that they know the differences between the math and science requirements for STEM and non-STEM programs of study.
 - (g) 92% agreed or strongly agreed that they believe themselves to be competent in using components of Desire2Learn (D2L).
6. The fall 2014 advising survey administered to the overall student population provides the following data highlights:
 - (a) 82% of students surveyed said that they had met with their advisor one or more times during the semester.
 - (b) 81% of students were satisfied or strongly satisfied with the quality of their advising.
 - (c) 75% of students were satisfied or strongly satisfied with the information received from their advisor on courses, programs, and requirements.
 - (d) 79% of students agreed or strongly agreed that overall, their advisor is a good source for academic advice about a degree and/or program of study.
7. The fall 2014 advising survey administered to the faculty provides the following data highlights:
 - (a) 88% of faculty surveyed believe that they give accurate advice and answers to student questions.
 - (b) 88% of faculty stated that they found advising rewarding or very rewarding.
8. 100% of spring and summer term 2015 students declared a specific program of study by the beginning of their second semester of enrollment. The following table depicts progress toward 100% since summer 2013:

Percentage of New FTFT Students Declaring Specific Program of Study by Beginning of Second Semester

	N	%
Summer 2013	167	82.67%
Fall 2013	1019	97.33%
Spring 2014	182	95.29%
Summer 2014	76	83.52%
Fall 2014	863	97.51%
Spring 2015	171	100.00%
Summer 2015	78	100.00%

9. Source: SGSC Banner, summer 2013-Summer 2015. Note: All data prior to fall 2013 has been combined due to institutional consolidation.

One of the goals of the SGSC completion plan directly related to the importance of academic advising is to reduce the number of excess credit hours students earn on their path to graduation. The baseline for capturing data related to this effort is established as FY 14, the first year of the consolidated institution's curriculum and course offerings. The table below identifies the baseline numbers for each of the college's academic programs.

Average Credit Hours Earned at Graduation by Degree Conferred

	FY11	FY12	FY13	FY14	FY15
Associate of Arts core curriculum					
Overall Credit Hours Earned	72.00	71.75	73.61	72.41	71.87
Institutional Hours Earned	67.00	65.87	65.66	64.45	66.65
Transfer Hours Earned	20.03	17.79	16.85	19.79	13.47
Associate of Science core curriculum					
Overall Credit Hours Earned	73.77	74.96	73.71	73.44	75.29
Institutional Hours Earned	68.50	68.87	68.07	69.78	69.18
Transfer Hours Earned	16.40	17.80	18.01	15.24	20.08
AS in Nursing					
Overall Credit Hours Earned	95.34	91.18	96.01	95.99	97.98
Institutional Hours Earned	74.55	79.59	82.09	80.15	83.73
Transfer Hours Earned	46.34	29.57	32.46	40.22	32.19
BS in Nursing					
Overall Credit Hours Earned	-	-	-	150.97	145.30
Institutional Hours Earned	-	-	-	135.12	131.83
Transfer Hours Earned	-	-	-	27.17	20.20
BS in Biological Sciences					
Overall Credit Hours Earned					
Institutional Hours Earned					
Transfer Hours Earned					

Source: SGSC Banner

Note: (1) Duplicate graduates were removed from the averages. (2) BS Biological Sciences program began in Fall 2014 and students are expected to graduate in Spring 2016.

Because effective academic advising is so crucial to college completion, several of the most important completion metrics are reported here. The following data tables focus on one-year retention rates, percentage of credit hours successfully completed, and degrees conferred. The data shows that, while not much time has transpired since the fall 2013 initial semester of institutional consolidation, the trend for all metrics has been positive.

SGSC First-Time Full-Time Degree-Seeking Freshmen One-Year Retention Rates

	Institutional Rate for SGSC			System-Wide Rate for SGSC	
	# Cohort	# Retained	% Retained	# Retained	% Retained
Fall 2009	1010	497	49.21%	615	60.89%
Fall 2010	1088	509	46.78%	613	56.34%
Fall 2011	1131	582	51.46%	688	60.83%
Fall 2012	965	465	48.19%	590	61.14%
Fall 2013	878	427	48.63%	563	64.12%

Source: USG Retention Report, fall 2009-Fall 2013. Fall 2013 is the most recent data available from the USG.

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.
 Note: Retention rates are defined as the percentages of students in a given cohort who are enrolled in a USG institution in a specified term (in this case, one year later) or are not enrolled in the specified term but have graduated from a USG institution between matriculation and that term. The number of students in the cohort is the denominator of the rate; the number of students enrolled or graduated but not enrolled one year later is the numerator of the rate. The one-year institution-specific retention rates for South Georgia State College are the sum of the first-time full-time freshmen retained at SGSC divided by the total SGSC first-time full-time freshmen cohort. The one-year system-wide retention rates for South Georgia State College are the sum of the first-time full-time freshmen retained at SGSC or with the University system of Georgia divided by the total SGSC first-time full-time freshmen cohort.

Percentage of Credit Hours Successfully Completed –All Students

	Hours Earned	Hours Attempted	% Successfully Completed
Fall 2011	25433	35187	72.28%
Fall 2012	25220	34504	73.09%
Fall 2013	22236	30073	73.94%
Fall 2014	23003	30331	75.84%

Source: SGSC Banner, fall 2011-Fall 2014

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

South Georgia State College Degrees Conferred by Degree Offered

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Associate of Arts/Science	272	269	262	178	239
Associate of Nursing	84	74	63	66	70
Bachelors	0	0	0	22	33
Total	356	343	325	266	342

Source: USG Degrees Conferred Report, FY2011-FY2015

Note: All data prior to Fall 2013 has been combined due to institutional consolidation

Measures of Success

Metric	Baseline	Goal
Enrolling in 15 credit hours	Fall 2013-21.33%	Increase by 2% each year
Completing 15 credit hours	Fall 2013-46.99%	
Retention Rates for First-Time Full-Time Freshmen	Fall 2013-48.63%	

Graduation Rates for First-Time Full-Time Freshmen	Fall 2011- 9.99%
Percentage of credit hours successfully completed	Fall 2013- 73.94%

Note: fall 2013 was the first semester of consolidated institution curriculum and course offerings.

GENERAL OBSERVATIONS

1. Gathering data on the strategies of the institutional College Completion Plan has been extremely fruitful, not only in terms of assessing completion strategies, but also in terms of analyzing overall institutional effectiveness. There are clear strategic “successes” and equally clear opportunities for improvement.
2. Implementation of the institution’s College Completion Plan has underscored the importance of effective academic advising as probably the chief contributor to student success, persistence, retention, and graduation.
3. With the matriculation of the first and subsequent Bachelor of Science in Nursing degree students beginning in 2013 and the matriculation of the first cohort of Bachelor of Science in Biological Sciences students in fall 2014, SGSC is offering two new bachelor’s degree programs that will help produce more college degrees.
4. South Georgia State College has been a leader in the creation of academic program maps to guide students on a pathway to success and graduation. In fact, as part of the USG’s “Guided Pathways” program USG Assistant Vice Chancellor for Transitional and General Education Dr. Barbara Brown selected SGSC as a “vanguard” institution for Guided Pathways to Success,” citing the institution’s “beautifully organized program maps for all of its degree programs.” In addition, Dr. Brown invited a team of SGSC leaders to participate in a Guided Pathways to Success Policy Institute in Atlanta in June 2014 and a GPS Academy in September 2014.
5. SGSC was also singled out by the USG for its efforts with “15 to Finish,” focused on maximizing student course loads each semester. From fall 2012 to fall 2014 SGSC had more than double the state college sector average of students enrolled in 15 or more hours. Quoting Dr. Barbara Brown again, “South Georgia State College was at the top of the state college sector in percentage of students taking 15 or more credits in fall 2014.”
6. One challenge to SGSC’s college completion efforts is the institution’s need for additional technology personnel to support the generation of data needed to assess and inform completion strategies, particularly as SGSC continues to develop a predictive analytics effort based on the Georgia State University model.
7. It would be helpful to the college completion agenda if the USG were to resume providing to institutions student transfer data within the System to facilitate tracking student progress toward a degree. Another significant transfer student data resource that might be resumed is grade point average data at receiving institutions.
8. It would be helpful for the USG to provide “official” institutional retention and graduation rate data in a timelier manner.