

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.

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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).
Measures of Success	Fall 2014 – 1,040 Fall 2013 – 1,019 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>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%)</p> <p>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</p> <p>In 2014-2015, 26 majors offer internships; 349 students participated. Number of freshman learning communities in Fall 2015: 24.</p>
Interim Measures of Progress	<ul style="list-style-type: none"> • Increase student enrollment in summer. • Increase number of students enrolled in internships. • Increase number of sections of freshman learning communities.
Measures of Success	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Identify students who may need special interventions in the semester.

Summary of the Activities	<ul style="list-style-type: none"> • Offer training workshops for faculty. • Select academic analytics software (such as EAB). • 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	<ul style="list-style-type: none"> • Fall 2014 percentage of credits successfully completed was 83% (See chart under Measures of Success below)
Interim Measures of Progress	<ul style="list-style-type: none"> • Increase faculty referral rate of EAS by 10% in 2015-2016. Student referrals from faculty increased from 48 in 2013-2014 to 75 in 2014-2015, 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	<p>Success is measured by student pass rate and retention.</p> <p>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.</p> <p>For freshmen, the percentage of earned to enrolled credits were:</p> <ul style="list-style-type: none"> Fall 2014: 83% Fall 2013: 82% Fall 2012: 74% Fall 2011: 73% Fall 2010: 66% Fall 2009: 70% <p>Retention rate:</p> <ul style="list-style-type: none"> Fall 2014 - Spring 2015 retention rate for students seen in ACE = 85% Fall 2014 - Fall 2015 retention rates for students seen in ACE = 79% <p>Overall retention increase from FY14 to FY15 was 1.21 %</p>

Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.	
Goals	<ul style="list-style-type: none"> • Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High-impact strategy	<ul style="list-style-type: none"> • Fine-tune and expand activities performed by the Academic Center for Tutoring (ACT).
Summary of the Activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • In Fall 2014, productive grade rate in MATH 1111 was 73.4%.
Interim Measures of Progress	<ul style="list-style-type: none"> • Increase of students visting 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• Put these forms online (2015-2016) for ease of use by all students:<ul style="list-style-type: none">○ Change of Major form,○ DER Adjustment form (for transfer students), and○ 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	<ul style="list-style-type: none">• Increased retention of online students: compare 2014-2015 online retention rate to 2015-2016 online retention rate.• Completion of three specified online forms.