

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

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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
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).

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	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%

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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%