

# COMPLETE COLLEGE GEORGIA- ARMSTRONG



9/3/2013

FY2013 Status Report

# Complete College Georgia-Armstrong

## FY2013 STATUS REPORT

The Complete College Georgia-Armstrong plan supports Armstrong's institutional mission of providing diverse and transformative learning experiences that support student success, with the overarching aim of assisting students from matriculation through graduation. The plan identifies three broad goals, supported by nine strategies and a diverse, integrated array of implementation tactics. This report summarizes progress in executing the plan and outlines next steps to apply these strategies toward measurable accomplishment of the three goals:

Goal 1: Improve ACCESS for traditionally underserved groups

Goal 2: Improve student success and rates of credential COMPLETION.

Goal 3: Increase alumni and donor engagement to support student ACCESS and SUCCESS.

### Updates, Progress, and Future Work

Armstrong's Enrollment Management Council (EMC), comprised of key leadership\* from all divisions and chaired by the Provost, has overseen implementation and accountability for the plan. EMC reviewed work plans for each of the plan's 39 tactics and evaluated their progress and outcomes in December 2012 and May 2013. The full effects of these tactics will emerge over time and completion for some will occur in phases, but all have been implemented and demonstrable progress is being made.

Based on current data, targets for student retention and credential completion and for alumni and donor engagement are being met. Assessment measures for improving access to traditionally underserved groups, applications and admissions of students from the immediate six-county region, show declines. However, other measures indicate progress toward the broader goal of access.

#### Goal 1: Improve ACCESS for traditionally underserved groups

As of June 3, 2013, Chatham County applications and admissions are up by 7.4% and 12.0%, respectively, as are those from Bryan County (up 5.7% and 3.0%, respectively); these are down in the other four counties (Effingham, Liberty, Tattnall, Toombs). In December 2012 total applications and admissions from the six counties combined were down slightly (approximately 1.5% and 2.5%, respectively), and final Fall 2013 figures likely will reflect this trend. Overall undergraduate applications are down 7.3% compared to the same time in 2012, and overall undergraduate admissions are down 8.8%.

##### ACCESS Objectives

- Increase by 1% each year the number of Armstrong applicants from the 6-county area.
- Increase by 1% each year the number of students from the 6-county area admitted to Armstrong.

Two factors likely have had an impact in the downturn in applications. One strategic decision last year was to enhance the freshman profile by raising high school GPA admissions standards. These enhanced admissions requirements led to a significant increase in denied applications from the year before. In addition, a recruitment strategy by the previous enrollment manager included a significant reduction in purchased SAT names and the absence of a recruitment plan for students who would be graduating seniors fall 2013. Recruitment efforts this year include

information sharing with the counselors in the six-county area about the enhanced freshman profile, and the recruitment team has now had opportunities to speak with many more prospective students about the change. Further, the new recruitment plan includes non-seniors and the purchasing of more SAT names.

Despite this aggregate decline, there are significant increases in enrollments of new students other than traditional first-time, full-time freshmen (FTFTF). Preliminary enrollments for Fall 2013 show a 15.9% increase in post-baccalaureate degree-seeking students (from 88 to 102), and an increase in dual enrollment (26.4%). The summer bridge program, initiated in 2012, increased enrollment 73.5% for Summer 2013, from 34 to 59 students, with 54 (92%) successfully completing the program. Of the students in last year's program, 100% enrolled for Fall 2012, 90% were retained in Spring 2013, and currently 53% are enrolled for Fall 2013. The university is analyzing data from the Summer 2012 cohort to identify factors contributing to the attrition rate and this fall significant new follow-up and intervention strategies are being introduced to support these students. These efforts include, for example, academic coaches meeting with students several times throughout the year, including during Weeks Four and Five when Early Alerts/Early Grades will be provided by faculty, during advisement for Spring registration, and in early January to adjust schedules if necessary based on their Fall academic performance. All of these meetings will focus on mapping pathways to success and referring students to support services as appropriate. New outreach efforts undertaken this year aimed at prospective non-traditional, military-affiliated, and Hispanic/Latino students should yield additional results in the next admissions cycle.

**Goal 2: Improve student success and rates of credential COMPLETION**

<p>COMPLETION Objectives</p> <ul style="list-style-type: none"><li>• Attain a one-year retention rate of 80% for FTFTF, transfer, and non-traditional students by 2020.</li><li>• By 2020 attain 6-year graduation rates of 32% for FTFTF, 51% for transfer students, and 38% for non-traditional students.</li><li>• Increase by 10% annually the number of associate degrees and undergraduate certificates awarded, doubling the number awarded annually compared to 2012.</li></ul>
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First-to-second semester retention rates for FTFTF and non-traditional FTFTF were slightly better than rates for the Fall 2011 cohorts, at 89.4% and 77.8%, respectively, while dropping slightly for full-time transfers to 86.4%. As of September 3, 2013, Fall 2013 registrations show a slight drop in first-to-second year retention for the Fall 2012 FTFTF cohort, but the university anticipates 30 or more of these students returning in the second Flex term beginning in October. These students faced financial obstacles and are being assisted in the re-enrollment process. First-to-second year retention for non-traditional FTFTF is up from 51.9% to 66.7%.

New six-year graduation rate data are not yet available, but five-year rates are up significantly for the Fall 2007 cohorts of FTFTF (from 22.4% to 26.0%), full-time transfers (from 42.3% to 51.0%), and non-traditional FTFTF (from 25.6% to 31.0%) compared to Fall 2006.

Armstrong granted 16% more associate's degrees in FY2013 compared to FY2012 (64 vs. 55). The university's first undergraduate certificates will be awarded in the coming year. The number of bachelor's degrees conferred increased by four per cent, from 881 in FY2012 to 914 in FY2013.

**Goal 3: Increase alumni and donor engagement to support student ACCESS and SUCCESS.**

Approximately 2,000 current and prospective students participated in events involving alumni. Several of the initiatives to increase alumni and student interaction are scheduled for implementation in Summer and Fall 2013.

Estimated financial contributions to the university for FY2013 exceed FY2012 totals by 13%. The Armstrong Commitment Fund raised and distributed \$104,000 in gap funding to currently enrolled students in FY2013.

**Additions to Original Plan**

Five significant new initiatives warrant mention: (1) Expansion of capacity in high demand programs; (2) Establishment of a student call center; (3) Revised scholarship award process and timeline; (4) Early attention to students at risk of losing financial aid due to unsatisfactory academic progress; and (5) Using analysis of DFW rates to evaluate academic support initiatives and to identify candidates for course redesign.

Program size limitations in health professions programs impede students' progress and completion. Students may extend their time in school or stop out waiting for admission slots to open or leave college altogether. There are plans to expand capacity in several programs, including nursing, rehabilitation sciences/physical therapy, and health sciences. Through combinations of new faculty positions, repurposing of space, and new partnerships, several expansions will launch in AY2013-14, including:

- Add 16 slots to each BSN cohort by expanding clinical placements in Liberty County.
- Establish a new Accelerated BSN option with 24 new slots.
- Expand capacity of the Doctor of Physical Therapy program by increasing the entering cohort size by 20% in Fall 2013 (from 20 to 24) and by another third in AY2014-15 (from 24 to 36), eventually increasing the total number of slots in the program by 80% in AY2016-17 (from 60 to 108 annually).

A new student call center, begun in Spring 2013, will expand our capacity to reach prospective and current students as well as stop outs. In addition to traditional recruitment activities, the call center will enhance outreach to adult students with substantial credit hours but no degree and contact current students during registration cycles.

The divisions of Advancement and Academic Affairs have collaborated to overhaul Armstrong's scholarship award process to make optimal use of private scholarship funds for recruitment and retention. Former procedures awarded scholarship dollars too late to impact substantially students' decisions to attend or persist.

Internal data show that significant numbers of students stop out due to loss of financial aid eligibility. Through a combination of an early alert program, professional advising, and financial aid counseling, the university is identifying earlier students at risk of losing financial aid eligibility to due SAP and using intrusive advising to help students avoid that eventuality.

The Colleges of Liberal Arts and Science & Technology have targeted high DFW courses using supplemental instruction and peer mentoring as strategies. Evaluation of the effectiveness of these strategies will continue

**ENGAGEMENT Objectives**

- Facilitate alumni interaction with 1325 prospective and current students each year through 2020.
- Increase financial contributions to the university by 5% per year through 2020.
- Raise and distribute at least \$100,000 annually through the Armstrong Commitment Fund.

this year, and additional course augmentation and/or course redesign possibilities will be identified and pursued.

## Partnerships

The purposes of the 2013 Summit were consistent with Armstrong's ongoing commitment to regional partnerships. For example, Armstrong is entering the second year of the CAMINO partnership designed to increase the number of Hispanic and Latino students attaining post-secondary credentials in this region. This partnership includes Armstrong, Savannah State University and Savannah Technical College in cooperation with a variety of corporate, civic and non-profit entities.

As an outgrowth of the CAMINO partnership, the Presidents and CAOs of the three Savannah institutions now meet monthly to discuss common concerns and to develop collaborations. These have included, for example, transfer articulation agreements between the universities and Savannah Technical College.

Expansion of higher education opportunities in the Ft. Stewart/Hinesville/Liberty County region is a result of partnerships among Armstrong, city and county leadership, state legislators, the U.S. Army, secondary schools, and business leaders. A combination of local and state funding will support construction of an expanded Armstrong Liberty Center. New partnerships with area military and civilian hospitals will open new opportunities for health care education and services in the region. Collaborations with Ft. Stewart will provide educational paths for active duty military and their families as well as for the growing number of troops redeployed from overseas.

Each year, Armstrong hosts a Community Summit with leaders from all sectors of the region for the purpose of identifying opportunities for partnering to meet regional needs. One result from the Fall 2013 summit has been development of a proposed collaborative B.S. in Engineering Science involving Armstrong and Savannah State University in response to a demonstrated shortage of engineers in this area. Recently Armstrong hosted a meeting with area professionals to discuss employer needs for graduates trained for jobs at the intersection of health care and information technology to begin partnering very intentionally with major employers to design curriculum and provide internship placements in these areas.

Finally, preliminary discussions with Savannah-Chatham County Public School System about the possibility of establishing a Middle College program at Armstrong are promising.

## Key Observations and Evidence

The attached Scorecard contains the key outcomes data measuring progress toward the goals of increasing access, success and completion. As described above, the Enrollment Management Council, reporting to President's Cabinet, is responsible for tracking and analyzing data to assess progress toward our goals.

One realization this year has been that, while the plan effectively identified global measures and targets, such as retention and completion rates, and established accountability for implementation of tactics, more thorough assessment of effectiveness in the intermediate range is needed. In other words, the plan must identify desired outcomes for initiatives (not simply outputs) and establish the extent to which they are or are not contributing to stated objectives.

This realization extends beyond the Complete College Georgia-Armstrong plan and informs a broader university-wide commitment to improving institutional effectiveness practices. In Fall 2013 Armstrong's first Director of Assessment will be hired, with responsibilities for directing and facilitating assessment plans across

divisions. A revised assessment cycle begins in AY2013-14, with special emphasis on outcomes tied to Complete College Georgia goals.

## Lessons Learned

*Train and equip key units and individuals to conduct meaningful assessment.* This is especially true for mid-level assessment. Although the plan identified key “big picture” targets and a range of strategies to achieve them were developed, in too many cases those persons responsible did not establish clear, measurable outcomes for specific initiatives. This became evident as the EMC reviewed end-of-year progress reports that focused largely on tasks accomplished rather than specific outcomes. This shortcoming will be remedied during FY2014 by applying sound assessment practices and providing expertise and resources as needed.

*Identify successes in targeted areas and transfer effective strategies to other contexts.* For example, the professional colleges have long histories of using professional advisors to enhance student progression and completion, but the arts and sciences traditionally have relied on faculty advisors. This year the Colleges of Liberal Arts and Science & Technology added professional advisors, and they have greatly enhanced follow-up with academically at-risk students in those colleges. Similarly, new freshman learning communities, consisting of a first-year seminar paired with a Core class, incorporate aspects of intrusive advising and mentoring that have been used in Armstrong’s Hispanic/Latino and African-American Male initiatives as well as practices that have proved effective in living learning communities.

*Foster critical internal as well as external partnerships.* Most, if not all, of the major initiatives have required close collaboration across divisions. For example, expansion of the Armstrong Liberty Center required development of a comprehensive, cross-divisional plan to set funding priorities; coordinate business, academic, student affairs and IT functions; and align recruitment, marketing, hiring, and fundraising priorities. Similarly, expanding access through online and blended formats or enlarging face-to-face capacity has required alignment of divisional activities with institutional priorities.

## Summary

Armstrong remains committed to the goals, strategies and objectives articulated in the 2012 Complete College Georgia-Armstrong plan. Implementation of tactics identified in the plan is well underway and the university continues to refine and add to those strategic initiatives. Although overall applications and admissions from the six-county region are lagging behind targeted increases, there is growth within specific sectors of traditionally underserved populations. The university is on track to meet annual targets for increased retention and completion rates and is exceeding goals for increasing private scholarship aid. Outcomes assessment will be a key focus in year two of implementation.

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\*EMC membership: Provost & VPAA (chair), AVP for Enrollment Management, Director of Marketing & Communications, Director of University Housing, Budget Director, Director of Financial Aid, Registrar, Bursar, Director of Admissions & Student Recruitment, Director of Finance for Academic Affairs, Chief Information Officer, Director of Academic Orientation & Advisement, Director of First Year Experience, Assistant Director of Academic Support-Armstrong Liberty Center, Director of Graduate Admissions, Dean representative, President’s Chief of Staff (ex officio)



# Complete College Georgia Scorecard

## Goal 1: Improve ACCESS for Traditionally Underserved Groups

### Outcome: To Increase Applications 1% Per Year and 10% Overall by 2020

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Applications Submitted:								
Freshmen	2163	3827	2682	3916	2280	3542		
Freshmen from 6-County Area*	528	1312	519	1068	511	1080		
Non-Traditional Freshmen	12	165	15	115	9	144		
Non-Traditional Freshmen from 6-County Area*	10	146	5	86	5	110		

### Outcome: To Increase Applicants Admitted 1% Per Year and 10% Overall by 2020

	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Applicants Admitted:								
Freshmen	911	2158	1066	1924	896	1686		
Freshmen from 6-County Area*	247	854	226	607	220	618		
Non-Traditional Freshmen	9	133	3	47	0	65		
Non-Traditional Freshmen from 6-County Area*	7	121	3	36	0	56		

\*Targeted six-county area includes Chatham, Bryan, Effingham, Liberty, Tattnall, and Toombs  
 For Mid-Year, Week 26 of the Application cycle was used.

**Goal 2: Improve Student Success and Rates of Credential COMPLETION**

**Outcome: Attain a one-year retention rate of 80% by 2020 for FTFTF, transfer, and non-traditional students**

Cohort:	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final*	Mid-Year	Final
I-Year Retention:								
First-Time Full-Time Freshmen	90.0%	65.3%	88.5%	68.6%	89.4%**	67.1%		
Full-Time Transfers	88.4%	66.3%	88.2%	68.7%	86.4%**	68.9%		
Non-Traditional First-Time Full-Time Freshmen	84.8%	69.6%	77.4%	51.9%	77.8%**	66.7%		

*\*Preliminary data based on Day 162 of Fall Registration*

*\*\*Note: These values are based on preliminary Spring 2013 data.*

**Outcome: Attain the following 6-year graduation rates by 2020: FTFTF - 32%, Transfer - 49%, & Non-Traditional FTFTF - 38%**

Cohort:	Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	5-Year	6-Year Final	5-Year	6-Year Final	5-Year	6-Year Final	5-Year	6-Year Final
6-Year Graduation:								
First-Time Full-Time Freshmen	23.3%	31.7%	22.4%	31.0%	26.0%	NA		
Full-Time Transfers	42.9%	47.5%	42.3%	50.0%	51.0%	NA		
Non-Traditional First-Time Full-Time Freshmen	27.9%	27.9%	25.6%	33.3%	31.0%	NA		

**Outcome: Increase the completion of associate's degrees and certificates by 10% per year**

	FY 2011		FY 2012		FY 2013		FY 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Undergraduate Certificates Completed	---	---	---	---	---	---		
Total Associate Degrees Conferred	26	63	38	55	40***	64***		
Total Bachelors Degrees Conferred	458	908	401	881	464***	914***		

*\*\*\*Note: These values are based on local Banner data.*

**Goal 3: Increase Alumni and Donor Engagement to Support Student ACCESS and SUCCESS**

**Outcome: To engage with at least 1325 prospective and current students each year through FY20**

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Total Current Students Engaged in Alumni Events	1218	1525						
Total Prospective Students Engaged in Alumni Events	30	48						

**Outcome: Increase contributions to the university by 5% per year**

	FY 2013		FY 2014		FY 2015		FY 2016	
	Mid-Year	Final*	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Contributions to the University	\$519,152.30	\$750,858.00						

*\*Unofficial estimate as of June 3, 2013*



## Complete College Georgia Supplemental Assessment

### Goal 1: Improve ACCESS for Traditionally Underserved Groups

<i>Workshops</i>	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Attendance		811				
Participant satisfaction surveys		NA				

<i>Armstrong Summer Challenge</i>	Summer	Summer	Summer	Summer	Summer	Summer
	2012	2013	2014	2015	2016	2017
High School GPA	3.06	2.89				
Mean SAT Verbal	445	452				
Mean SAT Math	437	441				
Mean SAT Combined	882	893				
Mean ACT English	20	19				
Mean ACT Math	18	18				
Mean ACT Composite	19	18				
Summer Challenge GPA	3.11	2.9				

<i>Armstrong Summer Challenge</i>	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Cumulative GPA	2.55	2.29				
Total Credit Hours Earned	18.4	28.2				

<i>Summer Programs</i>	Summer	Summer	Summer	Summer	Summer	Summer
	2012	2013	2014	2015	2016	2017
STEP Participation	33	33				

<i>Fall Programs</i>	Fall	Fall	Fall	Fall	Fall	Fall
	2012	2013	2014	2015	2016	2017
Dual Enrollment Participation	58	69				

**Goal 2: Improve Student Success Rates of Credential COMPLETION**

<i>Advisement</i>	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
<i>Number of Students Advised:</i>						
College of Education	360	659*				
College of Health Professions	2086	4819*				
College of Liberal Arts	1520	2654*				
College of Science & Technology	1764	3133*				
Undeclared	459	742*				
Academic Help Hub Page Views	5476	10837				

<i>Student Success</i>	(Fall 2011 Cohort)		(Fall 2012 Cohort)		(Fall 2013 Cohort)	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
<i>African American Male Initiative:</i>						
1-Year Retention	n/a	n/a	93.3%**	NA		
Cumulative GPA	n/a	n/a	2.32**	NA		
Total Credit Hours Earned	n/a	n/a	28.24**	NA		
<i>Hispanic/Latino Outreach Programs:</i>						
1-Year Retention	0.931	0.862	93.2%**	NA		
Cumulative GPA	2.90	3.03	2.99	NA		
Total Credit Hours Earned	24.78	39.72	58.81	NA		
<i>First-Time Full-Time Freshmen</i>						
1-Year Retention	0.886	0.686	89.4%**	NA		
1-Y r Retention -Living On-Campus	0.896	0.674	89.2%**	NA		
1-Y r Retention -Living Off-Campus	0.872	0.699	89.5%**	NA		
1-Y r Retention -Attended Orientation	0.894	0.697	89.3%**	NA		
<i>FTFTF in Living Learning Communities:</i>						
1-Year Retention	0.871	0.677	89.3%**	NA		
Cumulative GPA	2.67	2.61	2.43	NA		
<i>FTFTF in FYE Seminar:</i>						
1-Year Retention	n/a	n/a	90.5%**	NA		

Cumulative GPA	n/a	n/a	2.46	NA		
<i>FTFTF Undeclared</i>						
1-Year Retention	0.886	0.675	86.1%**	NA		
Cumulative GPA	2.55	2.56	2.47	NA		
Total Credit Hours Earned	11.49	23.3	12.03	NA		
<i>Full-Time Transfers Undeclared</i>						
Cumulative GPA	2.62	2.42	2.69	NA		
Total Credit Hours Earned	10.5	20.0	11.74	NA		
<i>Non-Traditional FTFTF Undeclared</i>						
Cumulative GPA	1.87	1.74	3.01	NA		
Total Credit Hours Earned	6.33	12.22	11.52	NA		

<i>Curriculum</i>	FY 2012		FY 2013		FY 2014	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Core Curriculum DFW Rates	22.0%	0.232	0.213	0.224		
Online Course/Program Development						
<i>Online Course Enrollment:</i>						
Military Enrollment	114	122	143	105**		
Non-Traditional Enrollment	514	550	623	593**		

\*\*Note: These values are based on preliminary Spring 2013 data.

### **Goal 3: Increase Alumni and Donor Engagement to Support Student ACCESS and SUCCESS**

	FY 2013		FY 2014		FY 2015	
	Mid-Year	Final	Mid-Year	Final	Mid-Year	Final
Events Held						
<i>Attendance:</i>						
Current Students	1218	1525				
Prospective Students	30	48				