Columbus State University
2012-2013 Complete College Georgia Status Report

Introduction
   Columbus State University (CSU) has made significant progress in meeting the goals and objectives outlined in the 2012-2013 CSU Complete College Georgia plan. Over the past year, the institution has been intentional in ensuring that adequate resources were allocated to the strategies identified in the plan. The development of the CSU Complete College Georgia Council was helpful in involving key campus stakeholders; assigning responsibilities to appropriate institutional representatives; and communicating progress to the campus.

Columbus State University Updates, Progress, and Future Work
   The following is a summary of the accomplishments in each of the six strategies identified in the institutional plan. The status of each objective is noted within the text.
1. _Strengthen Partnerships with P-12_
    a. **Retain dual (joint) enrollment students as regular freshmen.** In 2012-2013, the goal was to convert at least 50% of students in dual enrollment to regular freshman status. Although the number of dual enrollment students converted this year increased from 21 to 31, the percentage was essentially the same as the previous year (43.75% in 2011-2012; 43.66% in 2012-2013). This objective will be revised to target dual enrollment students who intend to major in degrees offered by CSU.
    b. **Provide intentional academic support for Early College students.** Intentional focus was placed on providing assistance to students in the Early College program in an effort to help them to be as academically successful as possible and to provide a smooth transition to the university environment. The Academic Center for Excellence implemented mandatory tutorial sessions for these students each week. In Fall 2012, the percentage of Early College students placed on academic probation/exclusion was 30%. This was down from 77% in the previous Fall (2011). In Spring 2013, the percentage of students on probation/exclusion was 11% - down from 45% in Spring 2012. This objective is ongoing.
2. _Increase College and Career Readiness_
    a. **Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM discipline in our P-12 partners through the UTeach Columbus Program.** We believe that providing highly qualified secondary education teachers in STEM fields for our local school districts will positively impact the math and science preparation of the high school students matriculating to Columbus State University. Although the program is in its initial stage, 40 students were enrolled in UTeach courses in Fall 2012 and 56 students were enrolled in at least one UTeach course in Spring 2013. It is anticipated that the first UTeach graduates (one in biology; one in chemistry) will complete their degrees in Spring 2014. This objective is ongoing.
    b. **Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 traditional freshmen learning communities each term.** Incorporating FYRS 1105 into the Freshman Learning Communities was problematic since the course does not apply in the general education curriculum and since a number of degrees have no elective options. This would have created an additional course taken by students in fields such as education and nursing should they have selected learning communities containing this course. This objective will be revised to focus on increasing the college readiness of non-traditional students.
3. _Decrease Time to Degree_
    a. **Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU such as the College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), etc.** The Director of the Academic Center for Excellence and the Coordinator of the Adult Re-Entry program developed new advertising to include a focus on opportunities for academic credit through prior learning assessment. The Columbus State University 2013-2014 Academic Catalog was also revised to update the information on additional sources of credit for prior learning accepted by CSU. This objective will continue during the upcoming year as advisors are trained in prior learning assessment opportunities.
    b. **Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings).** Flexible course offerings were established to meet the needs of various student populations and can be viewed in the CSU Course Schedule. As a specific example, the Department of Basic Studies reconfigured the learning support courses in 8 week sessions. For the first time, the department developed a more flexible delivery option of learning support math courses and created 3 online and 3 hybrid sections. These new options will be offered for the first time in Fall 2013. This objective is complete.
    c. **Develop or revise articulation agreements with two-year and technical colleges.** The articulation agreement with Georgia Military College has undergone significant review and revision over the past year and is nearing finalization. A review of the articulation agreement with Chattahoochee Valley Community College will begin in Fall 2013. This objective will continue during the upcoming year and a schedule for review of articulation agreements will be developed and published online.
4. _Restructure Instructional Delivery_
    a. **Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses.** In Fall 2012, the Office of Institutional Research and Effectiveness (OIRE) provided information on Spring 2012 general education courses that had high rates of non-productive grades. The Academic Center for Excellence, the Math and Science Learning Center, and the Writing Center contacted students enrolled in the courses during Fall 2012 and provided tutorial services for 83% (44/53) of the core courses identified. (See Appendix A for a

complete list of the courses identified.) 1,085 students took advantage of the tutorial services available and 4,122 tutorial sessions were provided. Additionally, the Writing Center held 303 online sessions to assist students.

In Spring 2013, the OIRE provided information on general education courses offered in Fall 2012 that had high rates of non-productive grades. The Academic Center for Excellence, the Math and Science Learning Center, and the Writing Center again used this list to contact students in these courses and provided tutorial services for 88% (50/57) of the core courses identified with high percentages of non-productive grades. 815 students took advantage of the tutorial services available and 3,197 tutorial sessions were provided. (See Appendix B for information on the productivity of each center.) Additionally, the Writing Center held 351 online sessions to assist students. The overall number of non-productive grades in AY 11-12 was 7,252. The overall number of non-productive grades in AY 12-13 decreased by 13.7% to 6,262. This objective is ongoing.

b. **Promote and support faculty development in alternative pedagogical delivery approaches that address the needs of millennial learners.** The Director of the Faculty Center for the Enhancement of Teaching and Learning offered one on-campus training session each month to support faculty development in pedagogical approaches that address the needs of the modern learner. There were 96 participants in 7 single session events and 17 participants in faculty learning communities for full- and part-time faculty that spanned the entire academic year.

If the institution is to be successful in increasing retention, progression, and graduation rates, it is imperative that part-time faculty members teaching core courses have an understanding of the initiative and that they be provided professional development opportunities as well. One specific faculty learning community provided support and training for part-time faculty teaching core courses in English. Two full-time faculty members, Judi Livingston and Erinn Bentley, were granted Faculty Center Fellowships to pilot this learning community which was very positively reviewed by the participants. This project could serve as a model to provide learning community activities for part-time faculty in other disciplines. To view a full description of the project, go to: http://columbusstateplc.wikispaces.com. This objective is ongoing.

c. **Review each major to identify scheduling barriers to degree completion.** In Spring 2013, department chairs with undergraduate programs were contacted to obtain information on areas in their curriculum where bottlenecks occur (i.e. students are unable to progress because they cannot get the courses they need or for some other reason). Of the 22 department chairs contacted, 15 responded to the survey. Of the 15 respondents, 73% (11) reported that they had course availability issues within their department and identified lack of adequate faculty resources as the issue. 66.7% (10 of 15 respondents) reported that there were courses required of their majors offered outside of the department that inhibited student progression. These courses were in a variety of disciplines. Several chairs postulated that the departments offering the courses did not have adequate faculty resources. The Provost has already utilized this information to begin addressing this issue and has provided funding for additional faculty resources in the Department of Biology. This information will continue to be used in financial allocations. When asked about institutional requirements that slow student progress, two were mentioned: 1) the Wellness requirement as applied to the RN to BSN program and 2) First Year Experience requirements as applied to Theatre majors. This objective will be ongoing and will focus on student perspectives of bottleneck courses and institutional requirements.

d. **Provide existing online programs resources which allow for expansion.** In Spring 2013, 3,630 undergraduate students took at least one online class. 81 faculty members taught 120 undergraduate level online classes with a student to faculty ratio of 45:1. 39 (37.8%) of the online classes had enrollment at, or higher than, the official maximum enrollment for the class. 16 undergraduate courses had the maximum capacity set to "0" and were excluded from this data since it was impossible to determine whether an online class was actually filled or overenrolled.

Although the data indicates that over one-third of the online courses were operating at or above capacity in Spring 2013, the inconsistency in the process of determining course capacity for these courses, as well as the use of "0" as the course capacity, make it difficult to draw a reliable conclusion about online course/program availability. This objective will be modified this year to address increase in online course capacity through the development and implementation of scalable online courses through the use of academic coaches.

e. **Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success.** In September 2012, the Provost and Vice President of Academic Affairs invited an array of campus constituents to serve on the CSU Complete College Georgia Council. The Council met 4 times during the year to discuss the progress toward meeting the goals and objectives of the plan. This objective was completed and the CSU Complete College Georgia Council will continue to operate during the upcoming year.

5. *Transform Remediation*

a. **Train faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support.** The Academic Center for Excellence trained 112 professional advisors, faculty advisors, and faculty members in the use of the early alert and MAP-Works systems. The number of student referrals increased from 30 in 2011-2012 to 119 in 2012-2013, a 296% increase. It is posited that this training, in combination with the implementation of midterm grade reporting in core courses, has contributed to this increase. This objective is ongoing.

b. **Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.** In Fall 2012, 24 tutors from the Writing Center, the Math & Science Learning Center and Tutorial Services participated in a training session facilitated by the Director of Disability Services. The session included information on various types of disabilities and study skills that would be helpful for each. This objective is ongoing.

c. **Redesign remediation to feature modules that address specific student needs and provide "just-in-time" instruction to shorten the time needed to complete certificate or degree requirements.** The Department of Basic Studies collaborated

with the Department of English to develop a cross-listed model for ENGL 0099 and ENGL 1101. Students assigned to ENGL 0099 can satisfy learning support requirements and complete ENGL 1101 in one semester. The Department of Basic Studies also collaborated with the Department of Mathematics and Philosophy to develop 3 modules for remedial math for a new online degree program. These modules will precede modules for MATH 1101 for students needing math remediation in a competency-based online course. This objective will continue during the upcoming year as these new formats are implemented.

6. *Identify and Utilize Appropriate Analytics, Metrics, and Data*
   a. **Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives.** CSU partnered with Oracle and developed Enrollment, Degrees Awarded, Progression, and Retention and Graduation dashboards. (See Appendix C for sample screenshots.) The Financial Aid dashboard is currently in the validation stage. All these dashboards will track the Complete College America data, and support the Complete College Georgia, and Complete College CSU initiatives. This objective is will be revised to focus on training and use of the dashboard.
   b. **Align CSU's short term and long term strategic plans with CCG.** Columbus State University's [Strategic Plan](#) (2013-2018) presents a two-pronged approach toward accomplishing the University's vision. The first strategic focus targets improving student success by attracting more student scholars, engaging students both academically and socially, employing creative instruction, and fostering student well-being. The second strategic focus addresses sustaining the University's growth by enhancing in-demand and innovative programs, improving faculty/staff retention, and advancing organizational stewardship. This Plan incorporates goals and strategies recommended by the University's Master Plan (updated in 2012), and Columbus State's Complete College Georgia Plan. (See Appendix D for a copy of the 2013-2018 CSU Strategic Plan with specific Complete College Georgia Initiatives highlighted.) This objective is complete.
   c. **Investigate institutional membership in a research collaborative.** The institution explored joining Education Advisory Board, a research collaborative. The organization did not offer specific research assistance and were more interested in selling canned reports. The annual membership fee was also cost-prohibitive. The cost/benefit analysis clearly indicated that it was not productive for CSU to join this consortium. This objective is complete.

Significant changes in the goals and strategies from the original campus plan

While Columbus State did not have significant changes in the goals and strategies from the original campus plan, some goals had to be revised based on the resources available. For example, Objective 3.3 regarding the revision of existing articulation agreements and the development of new agreements was much more time-consuming than anticipated. It was determined that it would be more effective to establish a schedule for the review of existing agreements than to attempt to review them all in one year.

Significant work undertaken not identified in the original campus plan

1. Math Readiness: A significant item that was undertaken was the issue of math readiness for new students enrolling in Area A math courses. Over spring term (2013), many discussions occurred regarding the Math Placement Test and how to best facilitate the placement process for students. During the course of the discussion, it was determined that the math readiness formula (which was developed by the Math Department and is published in the academic catalog) could be automatically calculated for each student in Banner. The readiness score helps to ensure that students are appropriately prepared for the math course in which they are enrolled thereby increasing their chance of successful completion.

Effective Summer 2013, traditional students admitted to CSU will have their math readiness score calculated using this formula (found at http://academics.columbusstate.edu/catalogs/2013-2014/acaregs_undergrad.php#Math). Although some student populations will still be required to take the COMPASS test for admission, this change will allow many students to bypass the need for testing; reduce the summer workload of the Testing Center; and free up valuable time for orientation programming.

New students registering for Fall 2013 received a letter indicating their initial math placement and were informed that they could discuss this further at orientation or that they can contact the Academic Center for Excellence for more information. They were also able to view their math course placement in the Academic Advising Record in the Student Information System.

Some students may wish to take the Math Placement Test at the CSU Testing Center if one or more of the following conditions apply:

1) The student's math readiness score indicates that he/she is not eligible to take the math course required by his/her major;
2) The student does not feel that the score he/she earned on the mathematics portion of the SAT or ACT is indicative of his/her true mathematical ability; or
3) The student wishes to enroll in MATH 1131: Calculus with Analytic Geometry 1.

Additional curriculum changes include the removal of a prerequisite from MATH 1101: Mathematical Modeling and the addition of a new Area A course option, MATH 1001: Quantitative Skills and Reasoning. We believe that using the math readiness formula will save students time and will allow them to complete their math requirement and move forward toward the completion of their educational goals.

2. Midterm Grades: Like faculty members at other institutions, faculty members at CSU give midterm examinations, grade them, and return them to students. However, this approach did not provide the student or the faculty member with an overall picture of each student's progress in the course. In Fall 2012, the faculty members teaching general education courses in the College of Letters and Sciences were asked to calculate their students' overall midterm grades and report them in the Student Information System. In Spring 2013, the Faculty Senate endorsed a recommendation from the Retention, Progression, and Graduation Committee that all faculty teaching general education courses report midterm grades for their students.

An analysis of the Fall 2012 and Spring 2013 final grades indicated that a significant number of students raised their course grade between the midterm and the final exam. (See Appendix E for specific data for each term.) It was also noted that there was a 296% increase in early alert referrals 2012-2013. One possible explanation for this increase is that the training provided relative to early alert reporting combined with the calculation of the midterm grade for each student made faculty members more cognizant of individual student progress and provided a clear avenue for referring students in need of assistance. As previously noted, the overall number of non-productive grades decreased from 7,252 (AY 2011-2012) to 6,262 (AY 2012-2013). This reflects a 13.7% drop in the number of non-productive grades.

Partnerships

Summit 2013 provided a unique opportunity for colleagues from Georgia Southwestern University, Columbus Technical College, South Georgia Technical College, and area P-12 schools to begin focusing on a regional approach to college completion and workforce development. Resulting from this initial step, previously existing partnerships have been strengthened and new partnerships are developing.

- During the 2012-13 school year, the College of Education and Health Professions (COEHP) made great advancements within the greater Columbus education community. Heeding the call of P-12 administrators within the Partner School Network, COEHP heavily focused student candidate field experience placements into two elementary schools: Fox and Mulberry Creek. Combining practicum and student teaching candidates in the 2012-13 school year, Fox Elementary hosted thirty-eight CSU students and Mulberry Creek, fourteen. Student candidates participated hands-on in standards-based lessons and activities, and perhaps most importantly, their presence permitted small-group instruction and individual help in classroom settings for the greater part of the school year. While official test results have not been confirmed at Fox, the administrators and academic coach were very encouraged in their preliminary data.[1] Mulberry Creek boasted increases across the board in their yearly CRCT scores. Combined third and fourth grade CRCT scores increased 14% in the "Exceeds" category, from 38% in 2012 to 52% in 2013. Other outstanding data include an increase of 24% in the yearly assessment of Reading Subgroups for students with disabilities, a 26% increase in achievement of black students in the third and fourth grade combined Math Subgroups, and a 20% for students with disabilities in the combined third and fourth grade Social Studies Subgroups.
- Columbus State University and Columbus Technical College are developing a joint venture where students attending Columbus Technical College may live in residential facilities at Columbus State University and utilize university facilities to include being able to participate in university life. It is our hope that students engaged in this venture will matriculate to Columbus State through existing articulation agreements.
- Columbus State and Columbus Technical College are partnered in the RN-BSN program with full articulation and regular interaction.
- Columbus State University and West Georgia Technical College (WGTC) are developing a joint venture to optimize existing articulation agreements. This will allow students earning an Associate of Science (AS) degree in Business at WGTC to seek a Bachelor of Business Administration (BBA) degree at CSU. Business courses will be offered at the LaGrange campus of West Georgia Technical College.
- Columbus State University and Georgia Southwestern University are engaged in a collaborative venture to offer a Master of Science in Nursing degree online. Discussions are beginning regarding offering a Master's degree in Family Nurse Practitioner as a partnership which will serve the growing health care industry in the area served by both institutions.
- Provosts at Columbus State University and Georgia Southwestern University have had initial discussion regarding jointly hosting a regular regional collaborative meeting for discussions and planning sessions with colleagues from Columbus Technical College, West Georgia Technical College, and South Georgia Technical College, colleagues from area P-12 systems, and representatives from area businesses in order to plan regional ventures that increase capacity for college completion and resulting workforce development.
- Work in collaboration with senior leaders at the Muscogee County School District has resulted in the following:
  - Tripled successful course completion numbers of Muscogee County Early College students at Columbus State University in the last year;
  - The addition of on-site dual enrollment classes being piloted at a Muscogee County High School with plans to bring that initiative to scale at several other area high schools (discussions have begun with Harris County School District officials); and
  - The development of an active Principal's Roundtable (including area superintendents) that advises Columbus State's educator preparation programs.
- Information Technology services at Columbus State University and Georgia Southwestern University work closely together particularly on issues related to cyber security and telecommunications. This close relationship will be leveraged to open possibilities for collaboration in the areas of data storage and analysis related to college completion.

All the initiatives listed above have tremendous potential as we continue to develop relationships, follow through on action steps, and leverage available technology to analyze data and assess the effectiveness of these initiatives.

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[1] Until officially published, this data is considered embargoed. Official data can be expected for release sometime in October.

Key Observations and Evidence

• How is your institution tracking and analyzing data to assess progress made to date?

CSU developed a Retention, Progression, and Graduation dashboard to track progress of student cohorts from enrollment to graduation. Metrics analyzed are freshman to sophomore retention, sophomore to junior progression, four-year and six-year graduation rates. Data is examined at the gender, ethnicity, age, and student status levels. (See Appendix C for sample screenshots of the dashboard.)

To assess progress of students, the Office of Institutional Research analyzed mid-term grades to identify students with a 'C', 'D', or 'F', grades in the Fall and Spring semesters. The Academic Center for Excellence used this data to develop supplemental instruction for students in courses with high rates of non-productive grades. More than 30% of the students increased their final grade by at least one letter grade. (See Appendix E for specific data.)

• The campus-specific metrics your institution has or will monitor as indicators of success.

The metrics CSU will monitor are freshman to sophomore retention, sophomore to junior progression, four-year and six-year graduation rates, and number of degrees awarded. Increase in retention and graduation rates, and number of degrees awarded will be indicators of success. As an example, CSU graduated 108 more students with a Certificate, Associate, or Bachelor's degree in FY 13 compared to FY 12, an increase of 11.2%.

	FY 12	FY 13
Certificates	90	145
Associate degrees	33	41
Baccalaureate degrees	839	884
Total	962	1070

• The strategies that have been/will be developed to sustain data collection and evaluation of effectiveness.

In the next phase of the dashboard project, CSU will add the financial aid module. This will help us track the retention, progression, and graduation metrics for students on Pell grants, HOPE, and scholarships. CSU will identify student cohorts with low retention, progression, and graduation rates and develop strategies to support the success of high risk students.

Lessons Learned

Lesson #1: Inclusion of the Complete College Initiative in the institutional strategic planning process is a valuable means of underscoring the significance of this endeavor and ensuring that the Initiative receives appropriate attention and funding during the life of the strategic plan.

Over the past year, Columbus State University engaged in the strategic planning process and developed the institutional plan for 2013-2018. During this process, the institution intentionally included the CSU Complete College Initiative as a factor in determining the strategic priorities of the university. Integrating the Complete College plan into the development of the strategic plan allowed the university to develop internal consistency between the two. (See Appendix D for the 2013-2018 Columbus State University Strategic Plan.) This could be a helpful suggestion to institutions about to embark in the strategic planning process for their campus.

Lesson #2: Development of the CSU Complete College Georgia Council ensured campus-wide involvement and provided clear direction for individuals responsible for the implementation and collection of data for each objective.

Developing the CSU Complete College Georgia Council and holding at least two meetings each term helps to ensure that the CSU Complete College plan is not simply an administrative initiative, but one which involves the entire campus. The Council provides a means to involve key campus stakeholders; assign responsibilities to appropriate institutional representatives; and communicate progress to the campus. (See Appendix F for the 2012-2013 Plan of Work.) The Council has been instrumental in keeping this initiative on the radar of the campus community. Recommending the development of this type of organizational structure might be particularly helpful for institutions that do not already have a committee, task force, or council designated to focus on matters related to college completion.

Conclusion

Columbus State University has made significant progress toward accomplishing the goals and objectives identified in the CSU Complete College Georgia plan. The successful implementation of the goals and objectives can be credited in part to the buy-in created through the involvement of all campus stakeholders in the development of the plan. Another factor contributing to its success was the distribution of appropriate responsibilities and assignments to key constituents across the campus. We look forward to continuing this work as we believe that it will positively impact the lives of our students.
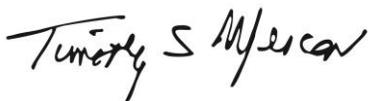
Timothy S Mescon

_____   September 3, 2013_____
Timothy S. Mescon, Ph.D.   Date
President

APPENDICES

Core Courses with High Rates of Non-Productive Grades

The inclusion of a course on this list does not imply that all sections of the course from the previous term had high rates of non-productive grades; however, all students in all sections of the course were offered tutorial services.

Spring 2012

ASTR 1105: Descriptive Astronomy: The Solar System
BIOL 1215K: Principles of Biology
BIOL 1225K: Contemporary Issues in Biology with Lab
CHEM 1151: Survey of Chemistry 1
CHEM 1152: Survey of Chemistry 2
CHEM 1211: Principles of Chemistry 1
CHEM 1212: Principles of Chemistry 2
ENGL 0099: Developmental Writing 2
ENGL 2157: Writing for the English Major
GEOL 1110: Natural Disasters: Our Hazardous Environment
MATH 0097: Developmental Math 1
MATH 0098: Developmental Math 2
MATH 0195: Preparatory Algebra
MATH 1101: Introduction to Mathematical Modeling
MATH 1111: College Algebra
MATH 1113: Pre-Calculus
MATH 1125: Applied Calculus
MATH 1131: Calculus with Analytic Geometry 1
MATH 1132: Calculus with Analytic Geometry 2
MATH 1165: Computer-Assisted Problem Solving
PHIL 2010: Introduction to Philosophy
PHYS 1111: Introductory Physics 1
PHYS 2211: Principles of Physics 1
PHYS 2311: Principles of Physics 1 Lab
STAT 1127: Introductory Statistics

Fall 2012

ANTH 1105: Cultural Anthropology
ASTR 1106: Descriptive Astronomy: Stars and Galaxies
BIOL 1215K: Principles of Biology
CHEM 1151: Survey of Chemistry 1
CHEM 1152: Survey of Chemistry 2
CHEM 1211: Principles of Chemistry 1
CHEM 1212: Principles of Chemistry 2
COMM 1110: Communication
CPSC 1105: Introduction to Information Technology
ECON 2105: Principles of Macroeconomics
ECON 2106: Principles of Microeconomics
ENGL 0099: Developmental Writing 2
ENGL 1101: English Composition 1
ENGL 1102: English Composition 2
ENGL 2157: Writing for the English Major
FREN 1101: Elementary French 1
GEOL 1110: Natural Disasters: Our Hazardous Environment
GEOL 1121: Introductory Geo-sciences 1: Physical Geology
HIST 1111: World History to 1500
HIST 1112: World History since 1500
HIST 2111: U. S. History to 1865
MATH 0097: Developmental Math 1
MATH 0098: Developmental Math 2
MATH 0195: Preparatory Algebra
MATH 1101: Introduction to Mathematical Modeling
MATH 1111: College Algebra
MATH 1113: Pre-Calculus
MATH 1125: Applied Calculus
MATH 1131: Calculus with Analytic Geometry 1
MATH 1132: Calculus with Analytic Geometry 2
MATH 1165: Computer-Assisted Problem Solving
PHIL 2010: Introduction to Philosophy
PHIL 2030: Moral Philosophy
PHYS 1111: Introductory Physics 1
PHYS 1312: Introductory Physics 2 Lab
PHYS 2211: Principles of Physics 1
PHYS 2311: Principles of Physics 1 Lab
PSYC 1101: Introduction to General Psychology
SPAN 1001: Elementary Spanish 1
STAT 1127: Introductory Statistics

Fall 2012

	Number of Students Served	Number of Visits
Academic Center for Excellence	213	1026
Math and Science Learning Center	437	2070
Writing Center	435	1026
Total	**1085**	**4122**

Spring 2013

	Number of Students Served	Number of Visits
Academic Center for Excellence	206	929
Math and Science Learning Center	307	968
Writing Center	302	1300
Total	**815**	**3197**

Student Enrollment

Degrees Awarded

Retention & Graduation

Progression
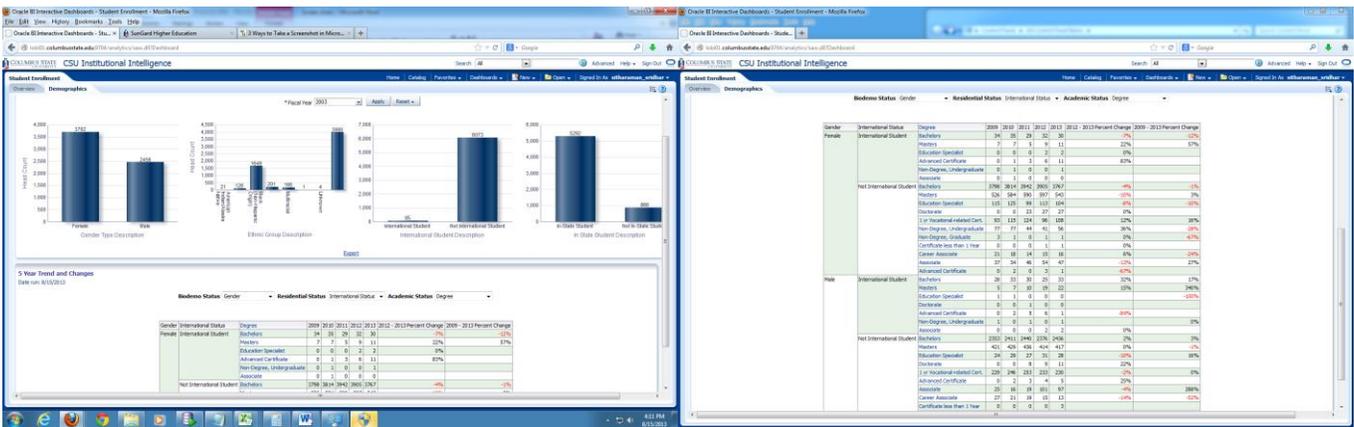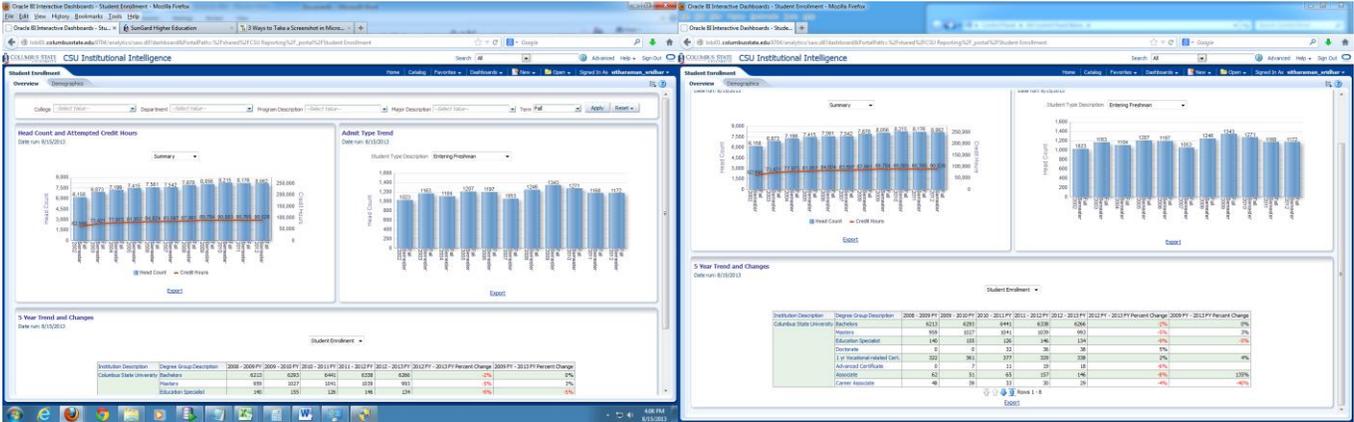
STRATEGIC FOCUS #1
Becoming a "First Choice" Institution

PRIORITY #1:
Attract a higher percentage of students with the motivation and preparation to complete a degree

Goal #1: Improve CSU's name recognition, academic reputation, and ranking

Recommended strategies:
- Market our value, location, creative instruction, and student engagement opportunities in the large population areas in Georgia and the Southeast
- Sustain a diverse student body
- Increase funding and support for faculty and student research and creative endeavors that bring regional, national, and international attention to CSU[B-3,16*]
- Ensure consistency in program admission and quality standards across all CSU degree programs[B-1,2]
- Raise entering test scores to match aspirant schools[B-2]

Goal #2: Increase the number of student scholars

Recommended strategies:
- Build on-campus Honors housing and increase Honors programming and scholarships[B-1,5]
- Recruit more students who can maintain Hope eligibility[B-1,4]
- Introduce more dual enrollment programs (high school, bachelor's/ master's dual enrollment, etc.)[B-1]
- Increase international student enrollment[B-6]
- Raise scholarship funding to achieve a distribution of scholarship funds based on program demand (% of students) and strategic plan emphasis (*see Exhibit A*)[B-1,2,3]

Goal #3: Continue to offer a "best value" educational experience

Recommended strategies:
- Continually evaluate competitiveness in our tuition and fee structure compared to peer institutions[B-1,3]
- Increase financial aid opportunities, especially on-campus work/study opportunities for undergraduate and graduate students (GTA's/GRA's)[B-3,4,7]
- Increase the value of degrees by adding resources and support for graduates leaving the university and entering the job market or applying to graduate schools[B-8]

Benchmark measures related to Strategic Focus #1, Priority #1:
Benchmarks #1-8, 16

PRIORITY #2:
Employ more creative instructional methods

Goal #1: Improve the quality of instruction through improvements in classrooms, labs, professional development, instructional quality and instructional technology

Recommended strategies:

- More funding for targeted instructional facility improvements throughout the main campus including labs (based on the Sasaki Plan)[B-9]
- Increase professional development in alternative pedagogical approaches that address the needs of millennial learners[CCG,B-1]
- Provide highly-trained supplemental instruction for remedial and core courses with high percentages of non-productive grades[CCG,B-1]
- Provide "best-in-class" technology and information-based services to meet the increased needs for RPG, instruction, research, and administrative services.[B-1,9]

Goal #2: Improve flexibility in course design and resources for *all* students

Recommended strategies:

- Improved "after-hours" and online services on the main campus for CSU's large number of nontraditional students[B-1,8,11]
- Employ more creative scheduling (such as an 8-week "half-mester" model) and innovative course delivery methods (such as hybrid courses)[CCG,B-1]
- Publish a two-year schedule of courses and review each major to identify scheduling barriers to degree completion[CCG,B-1]

Benchmark measures related to Strategic Focus #1, Priority #2:
Benchmarks #1, 8-9, 11

PRIORITY #3:
Increase student academic and social engagement and sense of belonging

Goal #1: Promote student participation in CSU's global, academic, and experiential learning programs

Recommended strategies:

- Increase the enrollment in study abroad programs and International Learning Communities[B-11,12]
- Increase student participation in internships, co-ops, research and creative endeavors, and service learning programs[B-7,11,14]
- ==Improve the integration and impact of the First Year Learning Experience by cultivating learning communities and creating seminars that target distinct sub-populations such as military, adult re-entry, honors, etc.[CCG,B-12,14]==

Goal #2: Cultivate student participation in CSU's cultural and social activities

Recommended strategies:

- Increase the number of living/learning communities[B-9,11,12,13]
- In keeping with the Sasaki Plan, attain funding to enhance the functionality, usability, and the "coolness" factor of the main campus to attract and engage students in campus life[B-9,13]
- Increase student engagement through diverse cultural and social activities (Greek life, professional/social organizations, sports, etc.)[B-13]
- Encourage community investments that support and encourage student life immediately surrounding the main campus[B-11,13]
- Cultivate one cohesive community between CSU's two campuses[B-11,13]

Goal #3: Focus more on student satisfaction and well-being

Recommended strategies:

- Increase staff training in key service areas to cultivate a "culture of customer service"[B-8,11]
- Promote fitness activities and healthy lifestyles (e.g., healthy food options, student recreation center, intramural clubs, bike trails, etc.)[B-11]
- Increase the number/percentage of full-time faculty teaching in the core while decreasing reliance on adjuncts at all levels[B-1,10]
- Train and evaluate faculty on student advising methods[B-1,10]
- Maintain high quality of safety and security on CSU's campuses[B-1,8,11]

Benchmark measures related to Strategic Focus #1, Priority #3:
Benchmarks #1, 7-14

Priority #1:
Sustain the University's growth by focusing resources in areas with strong potential based on emerging opportunities

Recommended strategies:

- Increase the relevance, efficiency, and value of degree programs through interdisciplinary collaboration and credentialing options (e.g., minors, certificates, endorsements)[B-1]
- Provide support to sustain innovative and grant-funded programs that prove successful[B-1,16]
- Explore programs that support growth areas:
  - Increase funding, resources, and support for graduate programs and for faculty who teach graduate courses[B-7,15]
  - Maximize faculty expertise and commitment through increased funding for new endowed positions in growth areas
  - Increase funding for student scholarships in growth areas[B-3]

Benchmark measures related to Strategic Focus #2, Priority #1:
Benchmarks #1, 3, 7, 15-16

Priority #2:
Improve faculty/staff retention, job satisfaction, and productivity

Recommended strategies:

- Embrace and expand opportunities for broad-based shared governance through implementation of the policy proposed by the Shared Governance Task Force[B-16]
- Achieve competitive salaries for faculty and staff to retain a strong, diverse and versatile workforce[B-8,11,16]
- Recognize faculty/staff performance and achievements, and develop a program to support faculty applications for state, regional and national awards[B-16,17]
- Develop a policy to return a share of indirect grant funds to faculty[B-17]
- Balance instructional, service, and research loads to enhance faculty productivity[B-1,11,16]

Benchmark measures related to Strategic Focus #2, Priority #2:
Benchmarks #1, 8, 11, 16-17

Priority #3:
Improve stewardship through leadership in sustainability programs, the efficient use of resources, and external partnerships

Recommended strategies:

- Develop an infrastructure to coordinate and implement a sustainability master plan[B-19]
- Encourage the use of mass transit or alternative commute options (for students, faculty, and staff)[B-18]
- Integrate sustainability in the curriculum
- Develop an incentive program to reward individuals for new ideas to increase resource efficiencies within the University[B-17]
- Promote faculty research and expertise that builds relationships within the University's local, regional, national and global communities[B-3,9,16]
- Expand alumni engagement
- Encourage public/private partnerships and outreach programs that focus on mutually beneficial exchanges[B-1,14,16]

Benchmark measures related to Strategic Focus #2, Priority #3:
Benchmarks #1, 3, 9, 14, 17-19

Percentage of Students Improving Course Grade from Midterm to Final Exam

Midterm Grade	Percent	Final Grade
2012 Final Grades		
B	28%	A
C	42%	A or B
D	55%	A, B, or C
F	23%	A, B, or C
Spring 2013		
B	33%	A
C	47%	A or B
D	61%	A, B, or C
F	23%	A, B, or C

Strategies and Objectives	Responsible Individuals	Goals
Strategy 1: Strengthen partnerships with P-12		
Objective1.1: Retain dual (joint) enrollment students as regular freshmen.	Director of Undergraduate Recruitment	Increase matriculation rates of dual enrollment students to at least 50% in Fall 2013
Objective1.2: Provide intentional academic support for Early College students.	Director of the Academic Center for Excellence and Coordinator of the CSU Early College Program	Reduce the number of Early College students placed on probation and exclusion by 10%
Strategy 2: Increase college and career readiness		
Objective 2.1: Increase the number of highly-qualified secondary education teachers in math and science to meet the demand for teachers in the STEM disciplines through the UTeach Columbus Program.	UTeach Project Co-Directors	Increase the number of students prepared to teach in the STEM disciplines
Objective 2.2: Incorporate FYRS 1105: First-Year Seminar in a minimum of 3 freshmen learning communities each term.	Director of the First Year Experience	Provide specific sections of FYRS 1105 that target distinct sub-populations such as military students, online students, and/or adult learners
Strategy 3: Decrease Time to Degree		
Objective 3.1: Use online and print media to advertise and promote existing prior learning assessment opportunities available at CSU (e.g. CLEP, DANTES, etc.) to all adult students.	Coordinator of Adult Re-Entry	Develop new online and print advertising for prior learning assessment in Fall 2012
Objective 3.2: Establish flexible course offerings to meet the needs of various student populations (including early morning and late evening offerings; five and eight week offerings; and weekend course offerings).	Deans (Baxter, Buckner, Flynn, Hadley and Lanoue) with assistance from Department Chairs	Develop flexible course schedules for Spring 2013
Objective 3.3: Develop or revise articulation agreements with two-year and technical colleges.	Associate Provost for Undergraduate Education	Update all existing agreements in Fall 2012 and begin the development of new agreements in Spring 2013
Strategy 4: Restructure Instructional Delivery		
Objective 4.1: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction for those courses.	Director of the Academic Center for Excellence, Director of the Writing Center, and Director of the Math & Science Learning Center	Provide supplemental instruction in a minimum of 25% of the core and remedial courses with high non-productive grade rates beginning Fall 2012 and incrementally increase the percentage of students served by 15%-20% each year
Objective 4.2: Promote and support faculty development in alternative pedagogical approaches that address the needs of millennial learners.	Director of the Faculty Center for the Enhancement of Teaching and Learning (FCETL)	Organize and provide at least one on-campus training each month to address this topic
Objective 4.3: Review each major to identify scheduling barriers to degree completion.	Associate Provost for Undergraduate Education; Department Chairs; Deans; and Provost	Survey department chairs in Fall 2012 to gather data regarding transition points or courses that negatively impact student progress (i.e. too much student demand/not

			enough availability of courses). Collaborate with the Deans and the Provost to analyze the data to determine where resources are most needed to address the need for additional faculty, physical space, and/or course materials.
	Objective 4.4: Provide existing online programs resources which allow for expansion**.**	Director of Institutional Research and Effectiveness and Department Chairs	Determine if courses or services in existing online programs are currently staffed at a level to meet student demand
	Objective 4.5: Establish the CSU Complete College Council in Fall 2012 to consider the strategic implementation of new initiatives that have proven potential to support student learning and increase student success.	Provost	Organize the Council and schedule monthly meetings to ensure the implementation and progress of each strategy and objective
Strategy 5: Transform Remediation			
	Objective 5.1: Train at least 70% of faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support**.**	Director of the Academic Center for Excellence	Host monthly training sessions for all faculty members in Fall 2012
	Objective 5.2: Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.	Coordinator of Tutorial Services and the Director of Disability Services	Schedule initial training for tutors in Fall 2012
	Objective 5.3: Redesign remediation to feature modules that address specific student needs and provide "just-in-time" instruction to shorten the time needed to complete certificate or degree requirements.	Chair of the Department of Basic Studies	Commission the development of these modules (number of modules to be determined) in Fall 2012
Strategy 6: Identify and utilize appropriate analytics, metrics, and data			
	Objective 6.1: Create a dashboard to track data that will support the Complete College Georgia and Complete College CSU initiatives.	Director of Institutional Research and Effectiveness and the Chief Information Officer	Complete the development of this product in Summer 2012
	Objective 6.2: Align CSU's short term and long term strategic plans with Complete College Georgia.	Provost and Vice President for Academic Affairs and the Vice President for Student Affairs and Enrollment Management	Facilitate the strategic planning process scheduled for completion in December 2012
	Objective 6.3: Investigate institutional membership in a research collaborative.	Provost and the Director of the Office of Institutional Research and Effectiveness	Review the costs and benefits of various research collaboratives to determine if membership would be productive for CSU.