

University of Georgia Appendices

Appendix A

Table 1: Enrollment and Degrees Conferred by Student Subpopulations (2010-2015)

Fall Enrollment of First-Year Students						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Full-time	4,831	5,587	5,083	5,165	5,115	5,207
Part-time	33	44	43	32	41	52
Race/Ethnicity						
American Indian	4	3	5	3	6	8
Asian	431	483	528	574	565	629
Black/African-American	412	533	410	445	444	463
Hawaiian/Pac. Islander	7	4	7	7	5	6
Hispanic	189	286	262	288	266	295
Multi-racial	149	190	165	199	176	216
White	3,501	4,096	3,744	3,680	3,639	3,587
Gender						
Male	1,851	2,194	2,042	2,031	1,978	2,102
Female	3,013	3,437	3,083	3,166	3,176	3,157
Total cohort	4,864	5,631	5,126	5,197	5,156	5,259

Undergraduate Degrees Conferred per Calendar Year						
	2010	2011	2012	2013	2014	2015
Race/Ethnicity						
American Indian	16	12	13	15	6	8
Asian	428	462	468	527	564	605
Black/African-American	405	431	413	474	436	544
Hispanic	181	200	249	282	316	383
Multi-racial	29	52	65	110	151	197
White	5,548	5,622	5,499	5,403	4,989	5,245
Gender						
Male	2,739	2,873	2,748	2,787	2,737	2,946
Female	3,872	3,908	3,959	4,030	3,776	4,091
Total cohort	6,611	6,781	6,707	6,817	6,514	7,039

Source: UGA OIR/FACTS

Table 2: UGA Freshmen Retention and Completion Rates (2004-2015)

UGA Freshmen Retention Rates

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	4,500	93.6	88.1	85.6	82.7	83.0	83.3
2005	4,654	94.2	89.2	87.1	84.8	84.3	84.6
2006	5,059	93.2	89.0	87.2	83.9	83.8	84.4
2007	4,675	93.6	89.2	87.7	84.5	84.6	84.6
2008	4,778	94.5	90.5	88.2	85.6	85.6	85.8
2009	4,675	94.5	91.0	88.7	86.7	86.2	86.7
2010	4,667	94.5	90.0	87.4	85.9	85.8	85.7
2011	5,470	94.1	89.7	88.2	86.7	86.4	
2012	4,922	94.2	90.7	89.0	87.5		
2013	5,218	94.2	91.3	89.3			
2014	5,240	95.2	92.0				
2015	5,248	95.2					

UGA Freshmen Completion Rates

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2004	4,500		0.7	2.7	53.6	78.0	81.6
2005	4,654		0.7	2.6	55.3	79.4	83.3
2006	5,059		0.7	3.0	55.2	79.4	82.5
2007	4,675		0.8	3.0	57.8	80.7	83.2
2008	4,778		0.8	3.3	60.8	82.1	84.6
2009	4,675		0.6	2.5	62.5	82.9	85.3
2010	4,667		0.6	3.1	63.1	82.4	84.8
2011	5,470		0.6	3.0	62.7	82.6	
2012	4,922		0.7	3.6	66.1		
2013	5,218		0.2	3.7			
2014	5,240		0.3				
2015	5,248						

Note: Completion is defined as graduating with a bachelor’s degree or matriculating into a professional program at UGA (federal IPEDS definition).

Source: UGA OIR/FACTS

**Table 3: UGA Freshmen Retention and Completion Rates (2004-2015)
by Subpopulations**

UGA Freshmen Retention Rates for Black/African-American Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	362	93.9	88.1	87.0	82.0	80.4	80.9
2006	379	94.2	87.9	85.0	79.2	80.5	78.9
2007	314	91.4	86.6	83.8	79.9	77.1	78.3
2008	362	96.1	92.0	88.4	83.4	81.8	82.9
2009	353	97.5	95.5	92.4	89.5	88.1	89.2
2010	343	92.7	89.2	85.4	81.9	81.6	80.8
2011	455	92.5	90.1	88.8	85.5	84.6	
2012	340	93.2	89.7	87.4	85.0		
2013	381	95.0	92.4	90.8			
2014	385	95.1	92.5				
2015	395	95.9					

UGA Freshmen Completion Rates for Black/African-American Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	362		-	2.5	49.4	74.3	79.8
2006	379		0.8	1.6	44.9	73.9	77.6
2007	314		-	1.0	50.6	71.7	76.1
2008	362		1.4	3.3	54.1	77.1	81.5
2009	353		-	1.1	59.2	83.6	87.0
2010	343		-	1.7	53.9	74.6	79.9
2011	455		-	2.0	57.4	79.6	
2012	340		1.2	2.6	59.1		
2013	381			3.7			
2014	385						
2015	395						

UGA Freshmen Retention Rates for Hispanic Students

Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	88	90.9	81.8	78.4	79.5	75.0	75.0
2006	126	94.4	89.7	88.1	84.9	84.9	84.9
2007	102	96.1	90.2	89.2	83.3	82.4	82.4
2008	151	94.0	88.7	86.1	82.1	82.8	80.8
2009	162	96.3	93.2	88.3	85.2	85.2	84.0
2010	199	97.0	94.0	91.5	87.4	87.9	87.9
2011	295	95.6	91.9	88.1	86.4	86.1	
2012	247	91.5	87.0	85.0	83.8		
2013	288	93.1	91.0	88.5			
2014	247	94.3	89.1				
2015	298	93.3					

Table 3: Continued

UGA Freshmen Completion Rates for Hispanic Students

Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	88			3.4	48.9	69.3	71.6
2006	126			3.2	50.0	81.0	82.5
2007	102			-	55.9	77.5	82.4
2008	151			-	54.3	76.2	79.5
2009	162			3.1	57.4	79.0	80.9
2010	199			3.5	62.3	81.9	86.9
2011	295			3.1	60.7	80.3	
2012	247			4.0	59.1		
2013	288			2.4			
2014	247						
2015	298						

UGA Freshmen Retention Rates for all Non-white Students

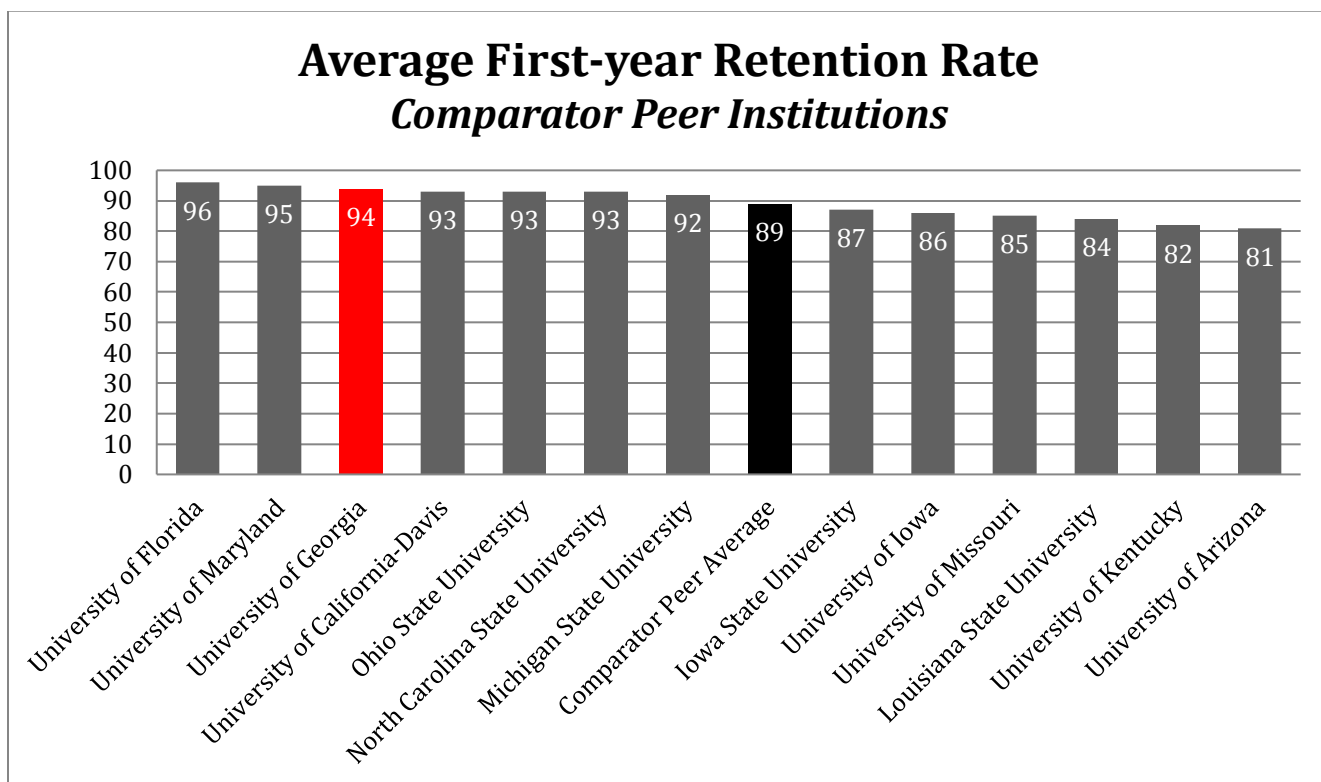
Cohort Year	N	Retention Rates (as of Fall Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	932	94.1	88.0	85.2	82.3	81.3	81.5
2006	1,036	94.1	88.2	86.6	81.2	82.1	82.6
2007	927	94.3	89.0	87.4	82.4	82.2	82.6
2008	1,013	95.6	92.0	88.5	84.0	84.6	84.7
2009	1,060	96.3	93.2	89.9	86.9	85.5	86.3
2010	1,319	94.5	90.3	86.5	83.2	83.8	83.5
2011	1,446	93.6	89.6	86.9	85.3	85.1	
2012	1,325	93.8	89.4	87.0	85.0		
2013	1,490	93.8	90.3	88.0			
2014	1,535	95.1	91.1				
2015	1,624	94.3					

UGA Freshmen Completion Rates for all Non-white Students

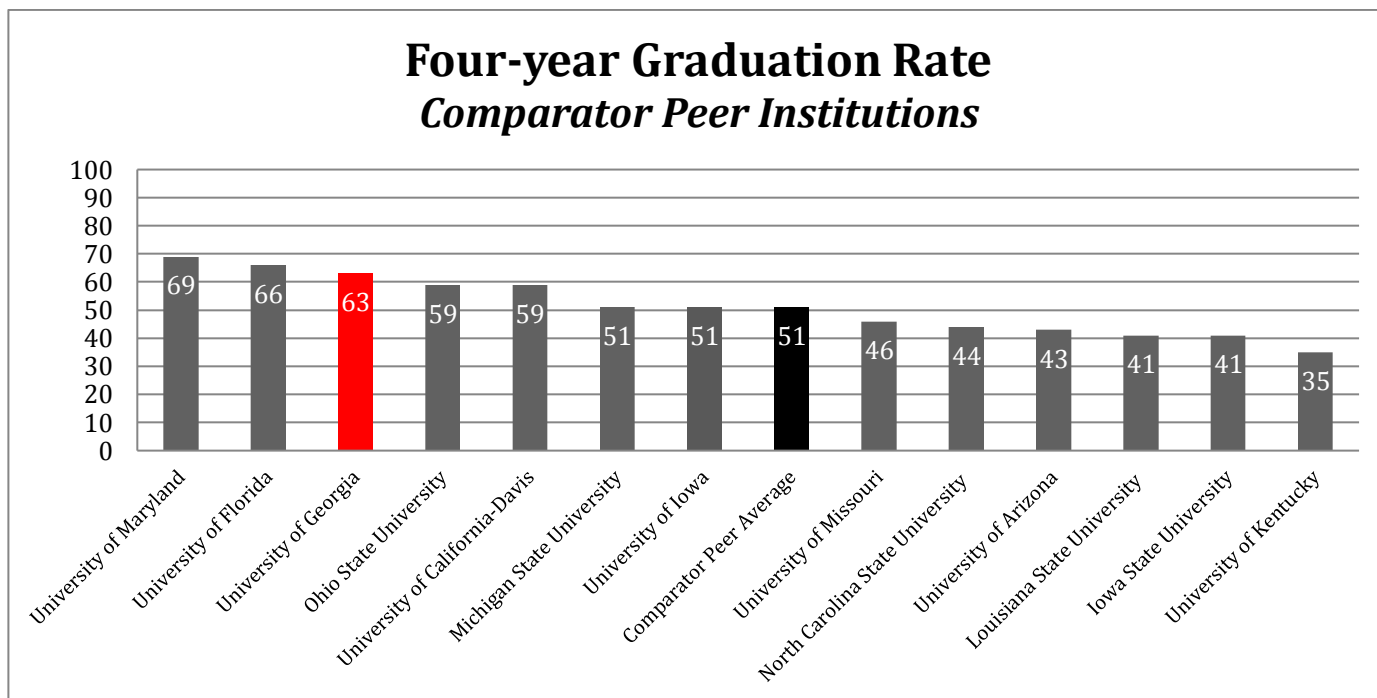
Cohort Year	N	Cumulative Completion Rates (through Summer Terms)					
		1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	6 Yrs
2005	932		1.3	3.4	53.3	75.6	80.2
2006	1,036		1.0	3.6	50.6	76.6	80.1
2007	927		1.0	3.3	54.6	76.4	80.6
2008	1,013		1.2	3.8	57.2	78.1	82.8
2009	1,060		0.6	2.2	58.7	80.8	84.2
2010	1,319		0.5	3.4	58.4	78.5	82.4
2011	1,446		0.6	3.0	57.1	79.4	
2012	1,325		1.0	4.4	60.1		
2013	1,490		0.4	4.0			
2014	1,535		0.3				
2015	1,624						

Source: UGA OIR/FACTS

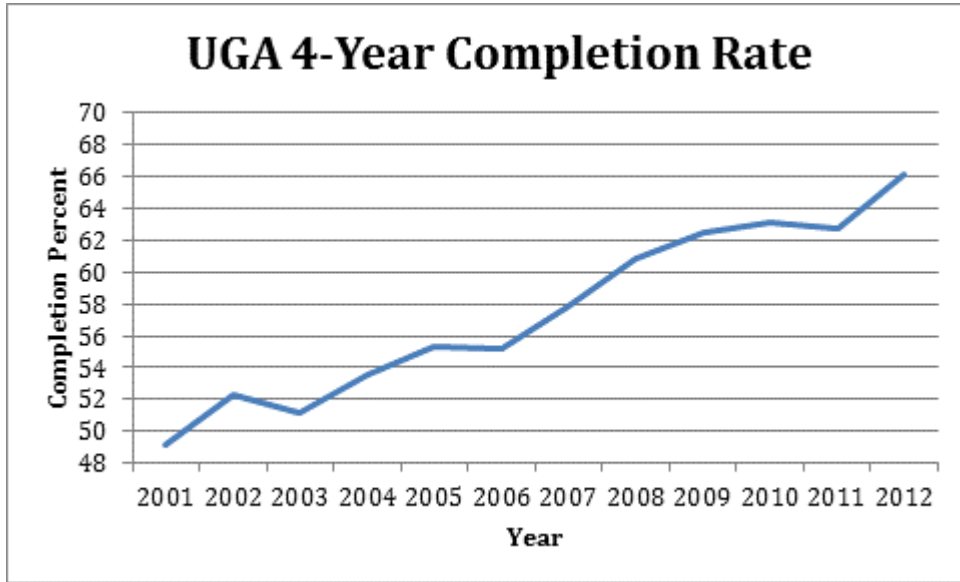
Table 4: UGA Comparisons to BOR Comparator Peer Institutions



Note: First-time, Full-time Freshmen Retention Rate.
Source: 2017 Edition, US News and World Report, Fall 2015 data

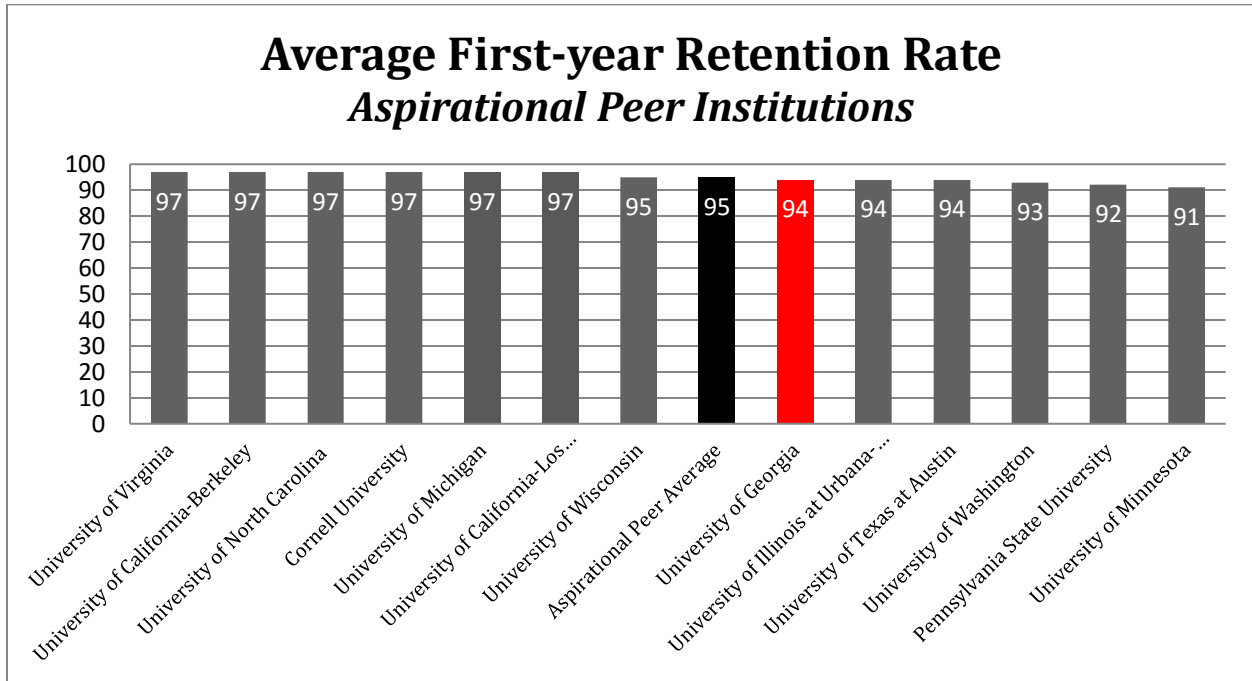


Note: This table reflects the graduation rates for the 2008 entering cohort of first-time, full-time freshmen. Source: 2017 Edition US News and World Report, 2015 data

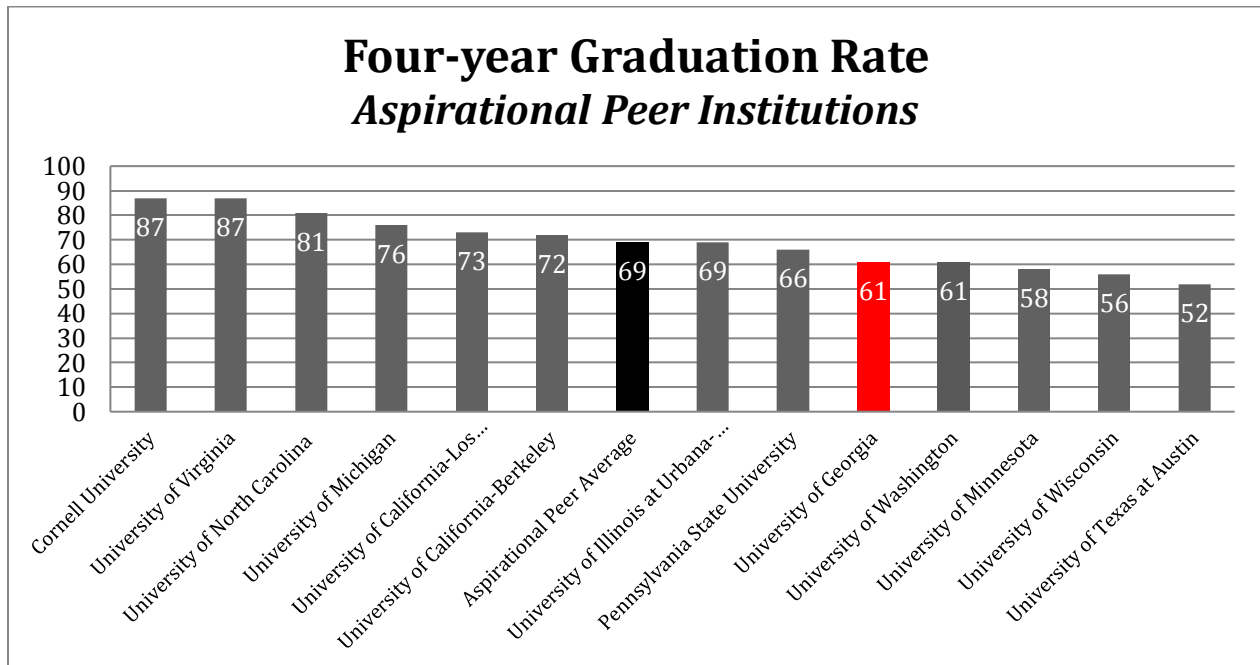


Source: UGA OIR/FACTS

Table 5: UGA Comparisons to BOR Aspirational Peer Institutions



Note: First-time, Full-time Freshmen Retention Rate. UGA’s most recent first-year retention rate is 95.2%.
Source: 2016 Edition US News and World Report, Fall 2014 data



Note: This table reflects the graduation rates for the 2008 entering cohort of first-time, full-time freshmen. However, UGA’s four-year graduation rate for the 2011 cohort is 62.5%.

Source: 2016 Edition, US News and World Report, 2014 data

Table 6: Number of Online-only or Online Versions of Courses Satisfying Undergraduate Requirements

	summer courses taught for the first time in 2013	summer courses taught for the first time in 2014	summer courses taught for the first time in 2015	summer courses taught for the first time in 2016
General Education				
Area I	1		1	
Area II	2	1		4
Area III	1		1	2
Area IV	5	6	6	3
Area V	2	2	2	3
General Education				
Area VI	17	10	2	7
Other Requirements				
Entrance/High Demand	14	3		3
Major Required	26	10	13	16
Major Electives	20	6	2	1
General Electives	8	1		17
University Requirements				
Cultural Diversity	2	3	5	5
Environmental Literacy	1	1		12
US and Georgia Constitution		1	1	1
US and Georgia History				1
Physical Education	1			
Total Number of Courses Added	100	44	33	75

Total Number of Students Enrolled in Online Courses:

SEMESTER	UNDERGRADUATE	GRADUATE	TOTAL
FALL 2014	852	921	1773
SPRING 2015	834	1144	1978
SUMMER 2015	3421	1078	4499
FALL 2015	1649	1211	2860
SPRING 2016	2055	1350	3405
SUMMER 2016	6209	1437	7646
FALL 2016	2173	1362	3535

Table 7:
The service-learning component of this course:
Positively influenced my intention to complete my degree.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.2	1.4	1.4
	Disagree	8	3.1	3.9	5.3
	Neutral	32	12.4	15.5	20.8
	Agree	68	26.3	32.9	53.6
	Strongly Agree	96	37.1	46.4	100.0
	Total	207	79.9	100.0	
Missing	System	52	20.1		
Total		259	100.0		

Table 8: Undergraduate Time-to-Degree by Student Type 2005-2015

Application Type	Graduating Cohort	Number of Degrees Awarded*	Average T2D in Years	
Freshman	2005	3773	4.28	
	2006	3724	4.25	
	2007	3922	4.20	
	2008	4055	4.21	
	2009	4030	4.19	
	2010	4156	4.12	
	2011	4210	4.15	
	2012	4268	4.12	
	2013	4225	4.06	
	2014	4257	4.05	
	2015	4505	4.02	
Transfer	2005	2000	2.93	
	2006	1883	2.85	
	2007	1833	2.80	
	2008	1828	2.77	
	2009	1764	2.66	
	2010	1775	2.69	
	2011	2034	2.63	
	2012	1963	2.63	
	2013	2032	2.68	
	2014	1779	2.65	
	2015	1797	2.58	

Note: Time-to-degree is calculated by subtracting the degree recipient's matriculation date from their graduation date. Graduates who first matriculated ten years ago were limited from the time-to-degree calculation as outliers. Only the first degree earned per student is included in this report. Graduating cohort is based on the fiscal year. Fiscal Year 2015 degree and time-to-degree data are preliminary.

Source: Office of Institutional Research

Appendix B

Programs Sponsored by the University of Georgia's Center for Teaching and Learning that Support Strategy 6

Strategy 6: Provide both a range of high impact curricular opportunities, including service learning, undergraduate research, study abroad, internships, a first-year experience, and learning communities, and additional resources such as open educational resources to promote student success. (Goals 1, 2 and Other)

FLIPPED INSTRUCTION

- Workshops. CTL has offered a variety of faculty development workshops on the topic of flipped instruction including: “Flipping the Classroom: Best Practices for Engaged Learning,” “Reacting to the Past: Flipping Your Course and Engaging Your Students,” “Why Flipping Flops, Perfecting the Practice,” “Designing Learning Activities for SCALE-UP Science Classes,” “SCALE-ing UP Student Engagement and Learning in Science Classes,” “The Nuts and Bolts of Teaching SCALE-UP: A Workshop,” and “The Student-Centered Active Learning Environment with Upside-down Pedagogies (SCALE-UP) Project.” The average participation rate to these seven workshops was 25.4 attendees.
- Continuation of CTL Innovative Teaching Fellows. The CTL announced a new faculty development opportunity for individuals who teach full-time at the University of Georgia. The CTL Fellows for Innovative Teaching, a program funded in part by the Office of the Vice President for Instruction, changes focus each academic year to align with topics of strategic importance for the University. The 2015 activities for the CTL Fellows for Innovative Teaching, which began in December 2014 and concluded in December 2015, focused on “Flipping the Classroom.” A total of 24 faculty were selected to participate in the inaugural year of this program. For an introduction to “Flipping the Classroom,” see <http://www.ctl.uga.edu/flipping-the-classroom>. **The goals of the program are**
 - To provide faculty who teach challenging and/or high-demand courses with support and collaboration to institute robust “flipped” pedagogical approaches in their courses;
 - To provide faculty with opportunities for the sharing of ideas with other dedicated, highly-motivated, and innovative teachers from a variety of disciplines who have similar interests and who face similar teaching challenges;
 - To provide funding for a “flipped” instructional project designed to strengthen courses and teaching methods in each participant’s academic department;
 - To further integrate what research tells us about how people learn into key courses at the University; and
 - To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus.
 - An additional opportunity for the faculty cohorts was experiencing hands-on workshops with UGA faculty who have experimented with flipping, often in partnership with CTL, as well as two nationally-recognized scholars on flipped instruction: Dr. Peter Doolittle (VA Tech) and Dr. Jose Bowen (Goucher College).

As 2015 concluded, the CTL Fellows for Innovative Teaching program was continued into 2016. The topic was revised for 2016 to focus of SCALE-UP teaching, a specific variant of “Flipping the Classroom” that is found within the sciences. Twelve science faculty were selected to participate in this year long program, all of which are scheduled to teach in UGA’s new Science Learning Center, which opened for instruction in August 2016. The goals for this second iteration of this fellows program include the following:

- To provide faculty who will be teaching in the Science Learning Center’s SCALE-UP classrooms with development, support, and collaboration to institute robust pedagogical approaches in this new learning space setting;
- To provide faculty with opportunities for the sharing of ideas with other dedicated, highly-motivated, and innovative teachers from science-related disciplines who have similar interests and who face similar teaching challenges;
- To provide funding (\$2,000) to support SCALE-UP instructional innovation designed to strengthen courses and teaching methods;
- To further integrate what research tells us about how people learn into key courses at the University; and
- To reinforce an instructional environment that honors and recognizes dedicated teaching scholars and promotes a learning-community spirit on a large campus
- An additional opportunity for the faculty cohorts was experiencing hands-on workshops with UGA faculty who have experimented with flipping, often in partnership with CTL, as well as two nationally-recognized scholars on SCALE-UP and flipped instruction: Dr. Jill Sible (VA Tech) and Dr. Bob Beichner (North Carolina State).

MENTORING PROGRAMS

- Continuation of CTL Lilly Teaching Fellows. Each spring semester ten tenure-track assistant professors who are recent recipients of a Ph.D. or terminal degree in their discipline or profession and who are in their first, second, or third year at the University are selected for the Lilly Teaching Fellows Program. **The goals of this program are**
 - Provide opportunities for the Fellows to further develop skills associated with effective teaching;
 - Provide opportunities for the Fellows to further develop their ability to appropriately balance teaching with the research and service roles required by a research university;
 - Provide the Fellows information concerning the instructional policies, resources, and services at the University of Georgia;
 - Offer a support system for the Fellows for sharing of ideas with colleagues from other disciplines who may have similar interests and who face similar challenges;
 - Develop the instructional skills of the Fellows through exposure to and interaction with faculty mentors who are master teachers;
 - Provide the Fellows an opportunity to complete an instructional project designed to strengthen courses and teaching methods in their academic department; and
 - Reinforce an instructional environment that honors and recognizes dedicated teaching scholars; values a synergistic relationship between teaching, research, and service; and promotes a learning community spirit on a large campus.
- Continuation of CTL Senior Teaching Fellows. The CTL Senior Teaching Fellows Program was originally established at the University of Georgia in 1987 through a three-year grant from the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE).

In 1990, the program was continued with full support from the University of Georgia. **The goals of this program are**

- To provide senior faculty with an opportunity to focus on undergraduate instruction;
 - To provide senior faculty with opportunities for the sharing of ideas with other dedicated, highly motivated, and innovative teachers from other disciplines who may have similar interests and who face similar teaching challenges;
 - To provide senior faculty with opportunities for professional and personal renewal;
 - To provide funding for an instructional project designed to strengthen courses and teaching methods in each participant's academic department; and
 - To help reinforce an instructional environment that honors and recognizes dedicated teaching scholars; that values a synergistic relationship between teaching, research, and service; and that promotes a learning-community spirit on a large campus.
- Continuation of CTL Writing Fellows program. The CTL Writing Fellows program was established in 2007 by the Office of the Vice President of Instruction; up to twelve faculty selected as CTL Writing Fellows meet regularly to discuss the most effective ways to teach and respond to student writing. The cohort of twelve fellows meets regularly to discuss the most effective ways to teach and to respond to student writing. Each Writing Fellow receives a stipend of \$1,000 to subsidize projects aimed at constructing courses, resources, or initiatives that will support student writing at UGA. All permanent UGA faculty are eligible to apply for a Writing Fellowship.
 - Continuation of CTL's Faculty Learning Communities program. A Faculty Learning Community is a specifically structured community of practice that includes the key goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the Scholarship of Teaching and Learning (Cox & Richlin, 2004). The CTL provides \$500 to each FLC to support community activities. FLCs may have as few as six or as many as fifteen participants. Participants (totaling 145 individuals for AY 2014-2015) meet approximately once every three weeks during the academic year. CTL FLCs have the additional goal of sharing the outcomes of their discussions with the larger teaching and learning community (either at UGA or beyond). This FLC Engagement Project (the FLC EP) might take many forms, such as a CTL workshop, a two-page summary of what was learned through the FLC distributed by the CTL, the submission of a journal article, a conference presentation, etc. Each FLC establishes the parameters of the FLC EP within the first two or three meetings and working toward the EP will be an integral activity of the FLC.

OPEN EDUCATIONAL RESOURCES

- OER grants and partnerships. Open Educational Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an open copyright license that permits everyone to freely reuse, revise, remix, and redistribute them. OERs include full courses, course materials, modules, textbooks, streaming videos, tests, journal articles, and any other tools or materials used to support learning. While OER initiatives receive media attention, the uptake of OERs in formal, credit-bearing settings has not been as great as predicted. Now a new wave of initiatives is leveraging OERs to dramatically decrease the cost, improve access, and increase the quality of higher education for the average student. UGA is actively engaging in the promotion and adoption of OERs by providing faculty members, especially those who teach large enrollment courses, with resources and assistance to transition away from expensive textbooks to open education resources. AY 2015-2016 saw the CTL securing and implementing two new Affordable Learning Georgia grants. One focused on the adoption of free OpenStax textbooks in Introductory Psychology in partnership with UGA Psychology faculty, Dr. Janet Frick and Dr. Kacy Welsh. The CTL also worked with a faculty team, led by Dr. DeLoris

Hesse, who teach Anatomy and Physiology. In addition to adopting a free OpenStax textbook in their courses, these A&P faculty also authored their own OER, a lab manual that they are freely sharing with their students and the larger OpenStax/OER community. July 1, 2015 also saw the launch of an additional grant received from the Gates Foundation in partnership with Rice University, the home of OpenStax. One of the Gates Foundation's Next Generation Courseware Challenge grants, this grant is enabling additional adoptions of OpenStax textbooks in Sociology (Dr. James Coverdill) and Biology (Dr. Norris Armstrong); however, it is also providing a testbed for the exploration of OpenStax' new adaptive learning tools (called Concept Coach / Concept Tutor). In addition to provide these tools for free to students to further their learning experience, we are performing research studies in collaboration with Rice University to determine the overall efficacy of such an OER approach within the UGA context. In addition to these grant activities, the CTL hosted an OER day on September 14, 2015, that brought David Harris, the editor-in-chief, from OpenStax to campus. This day included a "Lunch and Discussion with OpenStax College" as well as a workshop entitled "Institutional models to increase student success through the use of Open Educational Resources." In spring 2016, the following workshops on OER were offered to further encourage awareness and adoption of OER at UGA: "Introduction to OERs: What Open Access Course Materials Can Do for You," "What Can Open Educational Resources (OER) Do for You? Personal and Professional Advantages," and "Faculty Perspectives on OERs in Practice." Since, 2003, University of Georgia students have saved about \$2 million in book purchases with our use of OERs.