Albany State University
Complete College Georgia Plan
Dr. Everette J. Freeman, President
August 22, 2012

Albany State University's completion plan is based on the goals and strategies identified in the *Graduation and Retention Improvement Plan* submitted to the University System of Georgia (USG) in December 2011. The primary academic goal expressed in the plan was to reduce midterm and final grade academic deficiencies in the core curriculum by 10% each academic year through 2011-2012 and 2012-2013, respectively. Specific courses targeted for improvement are core curriculum English and mathematics courses.

Academic Goals:
1. Reduce midterm and final grade academic deficiencies 2% per year over the next 5 years.
2. Increase Albany State University's retention rate to 70% by 2017.
3. Increase Albany State University's graduation rate to 45% by 2017.

Following the report from the BOR review team, ASU decided to revise the time periods in the goals (see above) to coincide with dates established in the ASU Strategic Plan for 2012-2017 (Appendix A).

I.   Retention

ASU will reduce midterm and final grade academic deficiencies by improving the use of academic and student support services through the following: a) faculty in each course will track and monitor attendance of undergraduate students and refer those who are not attending one or more classes to the Advising and Retention Center for support; b) faculty will, from the beginning of each semester, provide an adequate amount of course materials to students in order to provide a reliable midterm grade; c) e-reports will be generated for each student's advisor, department chair, designated instructors and the VPAA one quarter of the way through each semester (to begin Spring Semester 2013); and d) the University will expand the number of on-campus engagement opportunities available to students that leverage sound principles of service learning (e.g. peer educator programs or federal work study, etc.) to improve student retention (Appendix C, Tables 1 & 5).

II.   Graduation

ASU will use several methods to increase our graduation rate: a) faculty advisors will assist students in developing a program of study in DegreeWorks and will monitor the program of study with the students to measure progression toward graduation; b) faculty will monitor midterm and final grades with students to support student performance and to update DegreeWorks; and c) if possible, same faculty advisor will remain with students throughout the student's time at ASU (Appendix C, Tables 2, 3, & 4).

The remainder of ASU's response outlines how the plan will be implemented, who will be responsible for leading the plan, and time periods for assessment and completion of the plan.

A. *Alignment and Partnership with K-12 Schools*

Implementation leader: Dean of the College of Education

ASU's revised goals are to increase retention to 70% by 2017 and to increase the graduation rate to 45% by 2017. Implementation will require establishment of a coordinating structure, allocation and monitoring of necessary fiscal resources, recruitment of high school students for dual enrollment, and the convening of an advisory committee and the launching of the Summer Bridge Program and the Saturday Academy of Excellence. We project that college preparedness, dual enrollment, and credits earned by students enrolled concurrently in high school and college courses will increase by 2% per year through 2017. The proposed programs will serve a minimum of 200 students from at least two surrounding school districts during the projected period.

Several benchmarks of success have been identified. The number of College of Education faculty members with a portfolio including coordination of K-12 partnerships will increase 5% per year. Collaborative agreements with local high schools are projected to increase the number of high school students jointly enrolled at Albany State by 6% per year annually. The Summer Bridge Program will increase preparedness of local students by serving a minimum of 200 local high school students per year.

The COE will transfer the goals and strategies which are in place (Summer bridge Program, etc.) as well as work with area P-12 teachers in their classrooms and as part of their Professional Development Programs to incorporate best practice into their teaching.

ASU will develop baseline data and update the data each summer to reflect P-12 involvement over the past year and identify where efforts are succeeding and where they are not and implement strategies to improve in areas of less success.

B. *Improving College Access and Completion*

Implementation Leader: Associate Provost for Enrollment Management

The goal is to increase access, retention, and completion for traditionally underserved students in postsecondary education at ASU. Implementation will entail communication of information about the importance of a college education and available financial aid resources through traditional recruitment methods, and also to reach places of work where this information is expressly needed. Working relations between ASU and southwest Georgia employers will be enhanced to help ensure that qualified employees may enroll in degree or certification programs.

ASU will identify and list all outreach programs, summer institutes and financial aid communication frameworks by program names, objectives/foci, and contact names and numbers. The data will be disseminated to all faculty/staff for use in the advisement of students.

Each department chair/program director will develop and implement plans for recruitment as well as support of all students (full-time, part-time, students with disabilities, adult learners, first generation and military).

ASU will identify campus resources by names and contact numbers for all programs, including military liaison and ROTC and place on ASU's homepage by December 15, 2012.

Student Affairs will increase visibility of study tables, supplemental instruction and tutoring by placing information on ASU's homepage. Recently purchased multimedia boards will be placed in each academic building by October 15, 2012 and the same information will be placed on the multimedia boards beginning no later than October 20, 2012.

During Fall Semester 2012 the Office for Academic Affairs will work with SGA Officers to recruit and interview students who have completed (with grades of C or higher) both online and face-to-face courses to identify positive and negative aspects of both delivery methods.

Working through the Faculty Senate, ASU will develop faculty initiatives to incorporate identified positive course methods into both online and face-to-face courses, beginning with courses in Summer Semester 2013.

Each department will develop relationships with employers in the region in order to supply information on their degree and/or certification programs. Additionally, chambers of commerce in each community will receive information on degree and certificate programs as will the area high schools, technical colleges, and community organizations as part of ASU's student recruitment efforts.

Each department will provide a report to the Provost/VPAA each semester on sites visited and students recruited through these efforts.

Financial Aid assigns a financial aid counselor for each student, regardless of instructional delivery method. Contact information for the counselor is provided to each student. Financial aid has posted information on financial aid and financial resources on the ASU's Financial Aid website.

C. *Strategies to Shorten the Time to Degree*

Implementation Leader: Provost
The goal of this strategy is to provide students all the necessary resources with respect to course availability and multiple instructional delivery methods to assist full-time students to graduate in three to no more than six years. The goal is to decrease the average number of years to completion from 4.84 to 4.2 years by 2017, and to decrease time to degree for adult students who enter as full time enrollees from 7.29 to 6 years by 2017.

ASU will inform its students of the existence and availability of eCore, eMajor and GOML courses and encourage student use of same through working with the SGA officers who will hold

town hall meetings with the ASU student body, with the first town hall meeting to be in Fall Semester 2012.

The Office of Academic Services & Registrar will publish separate online listing as part of semester course schedule, beginning with Spring Semester 2013 schedule. ASU will advertise eCore courses to all ASU students, beginning with Spring Semester 2013 and will identify the process for enrolling in eCore courses.

The Academic Advisement and Retention Center provides year-round advisement (began in 2011), utilizing the current programs of study provided by each academic program. Each department is charged to update the programs of study for their majors as changes occur in the majors.

Academic department chairs will coordinate a calling campaign plan with department faculty to identify students who have stopped out of college after one or two years, identify why they left and encourage them to return to ASU. Department Chairs will submit a report on their recruiting activities to the Provost/VPAA each semester.

The concerns of online students with disabilities will be addressed by having faculty use colors for their online courses that are appropriate. A PDF or webpage is available through ITS for online course resources. Both Moodle and Blackboard Vista 8 are able to be read by screen readers.

Implement additional Prior Learning Assessment (PLA) activities by recruiting faculty (in subject areas to assess portfolios by November 1, 2012). Train recruited faculty in portfolio assessment by December 15, 2012. Add newly approved course PLA 2000 to Spring Semester 2013 schedule for students who wish to have a portfolio assessed for content.

Dual enrollment programs for high school students at the ASU Early College and at Deerfield-Windsor Academy were initiated in August 2012, with the intention of adding one new dual enrollment program per year for the next four academic years.

ASU will collect baseline data of Technical College System of Georgia (TSCG) graduates who attended ASU in 2011-2012 and compare to that information to TCSG graduates who enroll in Fall Semester 2012. ASU will seek to expand the contract with TCSG in selected programs such as Fire Services, when appropriate.

The ROTC Program at ASU is a branch of the program at FVSU. While few students avail themselves of the ROTC benefits, the military science instructor will be included in recruitment plans at the University, beginning Fall Semester 2012.

In the summer of 2012, the office of Admissions initiated a calling program to students who were not fully enrolled for Fall Semester 2012. Results were that the calling list needed to be purged of students who had graduated and that calling might better be handled at the departmental level.

D. Restructuring Instruction to Support Student Learning

Implementation Leader: Assistant Vice President for Academic Affairs
Goals identified for restructuring instructional delivery are to increase opportunities for enrolling in online courses by expansion of online offerings and to enhance the quality of instruction and integrity of online course offerings.

ASU will identify the number of online courses in each subject area and will support faculty in the development of at least one additional course in each subject area each year, beginning with 2012-2013.

The online staff members will support the development of additional courses and programs in each subject area with a goal of adding two online certificates or degree programs each year for the next four years.

The Office for Academic Affairs will employ two people for online learning – one person will focus on student support including any needs from admission to the University to study support, including eCore course access. The second person will work with faculty to increase the quality of online learning, from review of current courses to faculty development of courses reflecting best practices for the content area. The Learning Management System (LMS) support firms currently used by ASU will hire an on-site enrollment counselor to assist students in the enrollment process each semester.

All ASU online courses scheduled beginning Fall Semester 2013 will be rated at Level 3 or higher, according to the rating format. To enhance the quality of instructional delivery, pedagogy training will be provided for faculty on a continuing basis. Beginning in Spring Semester 2013, faculty training workshops will be held during the faculty-staff conferences and will focus on topics such as student engagement strategies in the classroom (online and face-to-face). The outcomes will be that each faculty member will integrate at least one new strategy in each online and face-to-face course during the semester. Effectiveness will be evaluated through increased student engagement as indicated by attendance, assignment completion, successful test performance and a 5% increase (each year) in successful course completion. Benchmarks for this initiative will be obtained at the end of the Fall Semester 2012. University-wide, a decrease in the rate of "D", "F" and "W" in courses should be noted as a positive outcome. In addition, while few online faculty members in 2012 have voice lectures, faculty will be encouraged to develop scripts and present voice lectures. The Online Director will assist online faculty seeking to add voice lectures to their courses, adding voice to at least 1 course per area each semester, beginning Spring Semester 2013.

E. Transforming Remediation.

Implementation Leader: Dean of the College of Arts and Humanities
The University is changing the definition of Learning Support from remediation to academic support available to all students. Success of the goals is defined as increasing the course completion ratio from 81% for full-time students, 84% for part-time students, and

84% for transfer students to 90% overall by 2017. Goals to achieve this are: (1) restructure Learning Support (LS) so that it becomes an integral part of faculty instruction and evolves into Academic Support, which represents a new paradigm for retention at Albany State University; and (2) engage faculty in enhancing the delivery of instruction.

ASU's LS students will participate in either an on-campus Summer Bridge Program or enroll in an approved distance education course(s), which should be in English, Math or Science beginning Fall Semester 2012. ASU will review baseline numbers for each category (Learning Support, full-time, part-time and transfer students) for completion times.

LS students will begin the academic year immediately enrolled in credit bearing courses taught by instructors certified in enhancing the delivery of instruction and will be required to sign an agreement to enroll in a non-credit Lab attached to their courses and taught by Peer Instructors. (Peer instructors are identified as those who work with students in a Lab and with faculty so that they can help to enhance students' understanding of content.)

LS students will be placed in a structured learning community designed to instill the types of skills that are necessary to succeed in and complete college.

The COE will develop a seminar designed to enhance faculty's ability to differentiate instruction while maintaining high standards for student performance. Differentiated instruction involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability. By the end of 2017, 30% of the faculty would have undergone this process and will be certified to offer differentiate instruction. All faculty who successfully complete certification will receive an incentive for their work developing Peer Instructors.

Beginning with the Quality Enhancement Plan (QEP) in 2011, writing intensive courses were identified in each program. ASU delivers writing intensive courses in three ways: ENGL 1101 and ENGL 1102 for all freshmen, regardless of program, select major courses identified by each department, and through QEP. Beginning with Fall Semester 2012, student grades will be reviewed for each of the writing intensive courses each semester to track student progress.

Transforming remediation to academic support will include the following immediate actions: (1) launching of a Faculty Development Initiative for current LS faculty by Fall Semester 2013, and (2) the establishment/enhancement of programs for Academic Success – i.e., Summer Bridge Program, Peer Instructor Program and the Residential Learning Community.

Strategies targeting academic support will be implemented in Fall 2012 resulting in increased course completion ratio of participating students by 5% per year through 2015. LS learning communities will be implemented with new students entering fall semester 2013, since the 2012 learning communities have already been established. Expansion of writing initiatives to encompass all LS courses will begin implementation in Fall 2012. Beginning with the Spring Semester 2013, all LS faculty members will be trained and required to include writing intensive strategies in every learning support course. Implementation of referral strategies will begin in

Spring Semester 2013 and special efforts will be made to ensure that students who enter Albany State University are academically prepared to succeed.

IV. Ongoing Feedback and Evaluation

University leaders responsible for strategy implementation will monitor progress and communicate results of the plan to all stakeholders through 2020. Progress toward benchmarks and outcomes will be monitored continuously. The plan will be reviewed every three years and adjusted as needed based on results measured by achievement of goals using CCGP metrics and campus data.

The key metrics of the Albany State University's plan are to decrease time to degree, increase the ratio of earned credit hours to attempted credit hours, increase retention, increase graduation and increase the number of degrees conferred. Course completion ratios, student participation in academic support activities and midterm grade distributions will be tracked immediately. Long term completion outcomes for all populations will not be fully realized until 2016 at the earliest; therefore, incremental gains must be documented. Evaluation results will be disaggregated by traditionally underserved populations. Course completion ratios will be monitored each semester for students served by the plan. Time to degree, retention, graduation, and number of degrees conferred will be calculated and reviewed annually. Results will be communicated using a series of standard reports extracted and summarized by Institutional Research staff members. The reports will be disseminated via a secure web site and notification regarding available information will be sent to decision makers to inform appropriate action to revise strategies designed to increase college completion. Summaries of findings and detailed reports and with implications for action will be posted on the website for review.

A critical data dashboard will be developed and updated at the conclusion of each semester to provide information about progress of the plan. The dashboard will display:
- Graduation: 3-year rolling averages of 4, 6 and 8-year completion rates of first time fall freshmen disaggregated by full time, part time, students entering on learning support programs and students entering on federal financial aid. Successful completion will be recognized if a student graduates from any USG institution.
- Retention: 1-year retention rates calculated as a 3-year rolling average disaggregated by full-time students, part-time students, students entering on learning support programs and students entering on federal financial aid. Students will be counted as retained if they are retained from any USG institution.
- Total credit hours at time of completion: Total credit hours earned at the time the degree is granted, tracked for both native freshmen and transfer students as a 3-year rolling average.
- Course completion ratio: Ratio of hours successfully completed (A, B, C, P, S) to hours attempted (A, B, C, D, F, U, W, WF) will be tracked by a 3-year rolling average and disaggregated by student cohort, academic program, and specific courses identified by academic deans as gateway courses for full acceptance into the program.
- Degrees conferred annually: The total number of Bachelor Degrees awarded annually calculated as a 3-year rolling average.

- <u>Increased access:</u> The number of students enrolled who are first-generation, Pell eligible, or adult learners (as defined by the USG) calculated on a 3-year rolling average.

Implementation Leaders:

Dean of the College of Education – Dr. Kimberly King-Jupiter
Associate Provost for Enrollment Management – Dr. Mike Miller
Provost – Dr. Richard Green
Assistant Vice President for Academic Affairs – Dr. Linda Grimsley
Dean of the College of Arts & Humanities – Dr. Leroy Bynum

Appendix A: Albany State University Strategic Plan, 2012-2017

Core Values: Learning, Intellectual Freedom, Diversity, Service, Innovation, Justice, History and Heritage, Excellence and Effectiveness

Vision Statement
> By 2017 Albany State University will be known for its:
> - Diverse, academically focused campus;
> - Discovery, learning, and teaching;
> - Community and global prominence;
> - Operational effectiveness and agility;
> - and Centers of Excellence.

GOAL 1: Creating an environment that nurtures academically focused learners from diverse backgrounds
> *Strategies*
> 1.1. Ease access for onsite, online and global learners.
> 1.2. Foster success of onsite, online and global learners.
> 1.3. Create a Center for Social Justice.

GOAL 2: Excellence in discovery, learning, teaching and the use of technology
> *Strategies*
> 2.1. Create a distinctive culture of discovery with enhanced opportunities for all University stakeholders.
> 2.2. Transform the learning culture to one that encourages developmentally focused teaching-coaching.
> 2.3. Create a Center for Innovation.

GOAL 3: Leadership in community and global partnerships and service
> *Strategies*
> 3.1. Promote University-wide participation in global programs and study abroad.
> 3.2. Expand the University community's appreciation for and mastery of World Languages and Cultures.
> 3.3. Create a Center for Community Engagement.

GOAL 4: A workforce that collaboratively achieves operational efficiency, effectiveness and agility
> *Strategies*
> 4.1. Become an environmentally friendly, technologically agile campus.
> 4.2. Build a high morale campus providing exemplary internal and external customer service.
> 4.3. Create a Center for Process Improvement.

Appendix B: Albany State University Complete College Georgia Plan Development Team
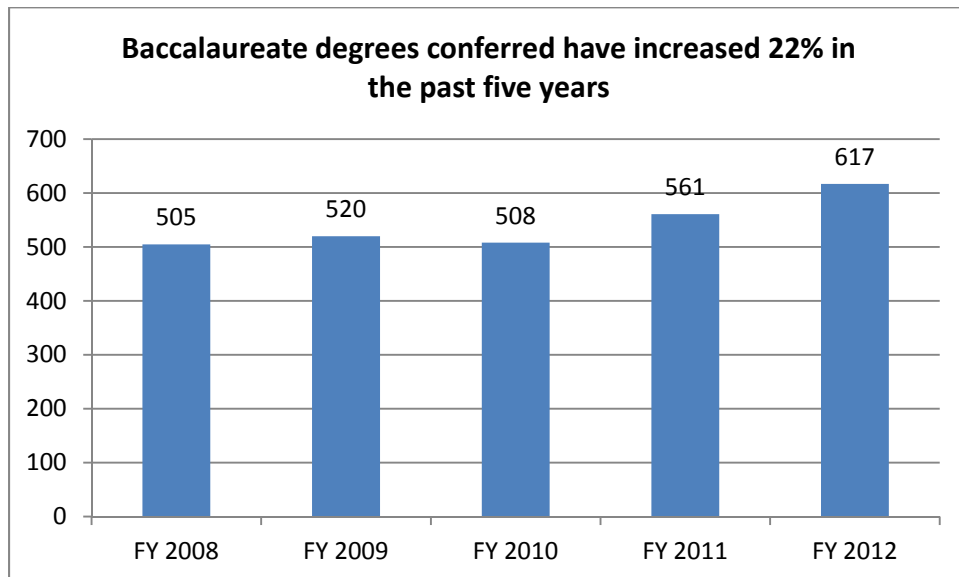
Devi Akella, Faculty
Arna Albritten, Dean
Sherrell Alexander, Success Center
Leticia Alvira-Watson, Faculty
Adansi Amankwaa, Department Chair
Abraham Andero, Faculty Senator
Kayano Bell, Information Technology
Harriett Bells, Information Technology
Edgar Berry, V.P. Student Affairs
Rhonda Bryant, Faculty
James Burrell, Director
Leroy Bynum, Dean
E. Chris Carrow, CIO
Bonnie Chambers, Director
K.C. Chan, Faculty
Janet Cooks, Advisor
Stephanie Cooper, QEP Coordinator
J. Ferguson, ROTC
Zajeria Godfrey, Student
Linda Grimsley, Assistant Vice President
Catherine Hall, Faculty
Thomas Harris, Director
Stephanie Harris-Jolly, Director
Barbara. Harvey, Early College
Flo Hill, Department Chair
Fidelis Ikem, Dean
Danielle Johnson, Sponsored Programs
Joyce Johnson, Dean
Sherryl Johnson, Faculty
Don Kagay, Faculty Senate President
Kimberly King-Jupiter, Dean
Emmanuel Konde, Faculty
Connie Leggett, Director, Faculty
Antonio Leroy, Director
Florence Lyons, Faculty
Ravindra Malik, Director, Faculty
Mike Miller, Associate Dean
Dorene Medlin, Instructor
Bruce Neubauer, Faculty Senator
Peter Ngwafu, Faculty, Program Coordinator
Abiodun Ojemakinde, Vice President
Quadriyyah Quawiy, Director

Michael Rogers, Department Chair
Judith Rosenbaum-Andre, Faculty
Ruth Salter, Assistant Vice President
Melvin Shelton, Director, Faculty
Joseph Sweeny, Faculty
Natalie Tomblin, Academic Services
Nyota Tucker, Office of the President
Larry Wakefield, Vice President
Clarence Washington, Student
Troycia Webb, Information Technology
Tom Wilkerson, Office of the President
Claven Williams, Sponsored Programs
Richard Williams, Department Chair
Mary Pat Wohlford, Interim Associate VP

Appendix C: Supporting Data

Table 1: Albany State University ranked third in retention among its USG selected peers

University System of Georgia Selected Peer Institutions	Retention Rates Fall 2009	Rank
Albany State University	77	**3**
Austin Peay State University	67	6
Cameron University	57	11
Cheyney University of Pennsylvania	60	9
Georgia Southwestern State University	69	4
Louisiana State University-Shreveport	62	8
Southeastern Oklahoma State University	59	10
SUNY at Genese	90	1
Texas Southern University	67	5
University of Montevallo	79	2
Virginia State University	67	7

Table 2: Baccalaureate degrees conferred annually is increasing

Baccalaureate degrees conferred have increased 22% in the past five years

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
	505	520	508	561	617

Sources: FY 2008 – FY 2011 data were extracted from census files; FY 2012 data were extracted from both census and Banner data as Spring 2012 graduation official data are not yet available

Table 3: The number of degrees awarded to students who are not members of a first time full time cohort has increased eight percentage points over five years to equal nearly half of all degrees conferred in FY 2012
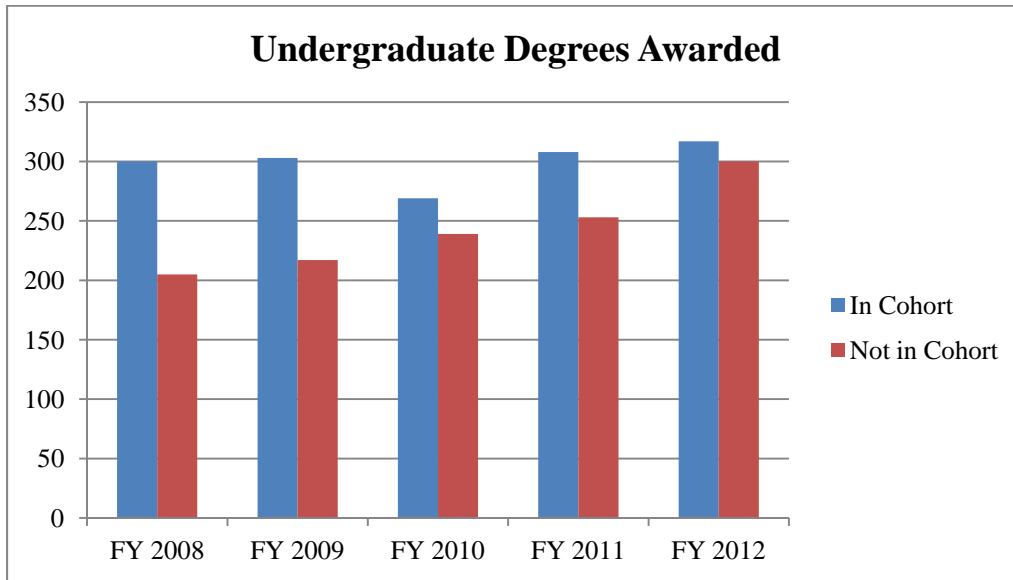
Undergraduate Degrees Awarded

Table 4: Undergraduate student enrollment and degrees awarded have increased over the past decade

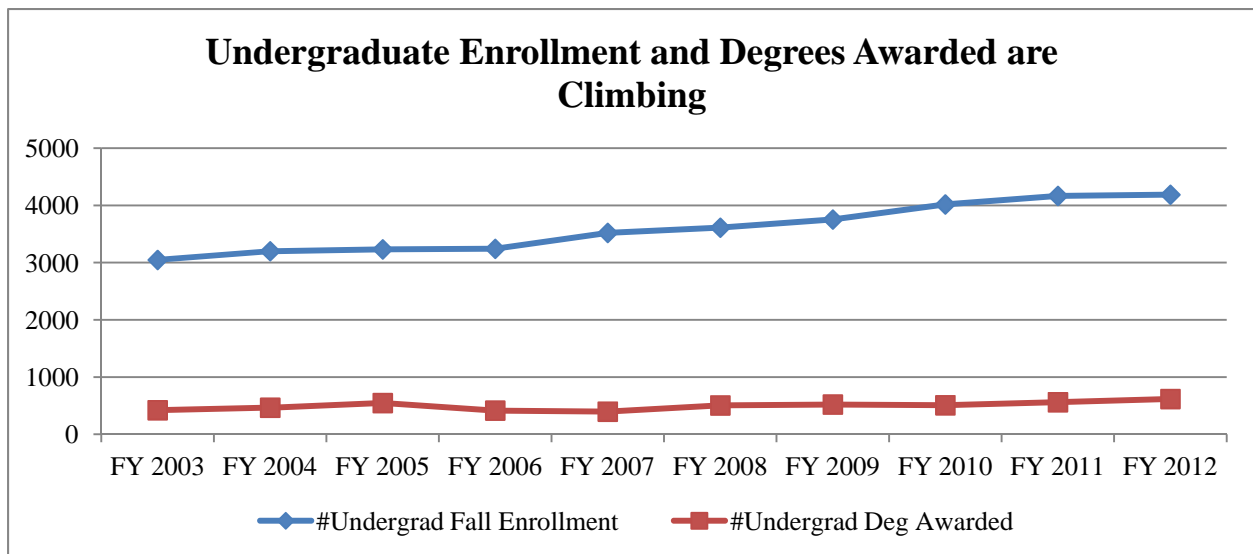**Undergraduate Enrollment and Degrees Awarded are Climbing**

Table 5: Transforming remediation is needed to increase retention of and credits earned by Learning Support Students

Start Term	# New Freshmen in LS	Exited LS within 1 Yr		Exited LS in 2nd Yr		Retained for 2 Yrs		Avg Earned Hrs	Avg Cum GPA
		Count	Percent	Count	Percent	Count	Percent		
Fall 07	49	18	36.7%	9	18.4%	28	57.1%	35.4	2.43
Fall 08	106	44	41.5%	16	15.1%	64	60.4%	35.6	2.34
Fall 09	153	59	38.6%	21	13.7%	85	55.6%	35.0	2.28

Those with one or more LS requirements are included in the count. If a student satisfied all LS requirements within 1 year, s/he was counted as "Exited LS within 1 Yr". Similarly, if a student satisfied some requirement(s) in one year while the rest within two years, s/he was counted as "Exited LS in 2nd Year". Those who did not satisfy all requirements within two year period are not included in the count. These data were extracted from Banner.