

Complete College Georgia

2015 Campus Completion Plan Updates

University System of Georgia



Houston Davis, Ph.D.

Executive Vice Chancellor & Chief Academic Officer

Robert E. Anderson, Ph.D.

Vice Chancellor

Academic Affairs and Policy



TABLE OF CONTENTS

University System Overview 1
 Background..... 1
 System Profile 1
 Goals and Strategies 3
 Summary of Goals, High Impact Strategies and Activities 5
 Observations..... 10

Abraham Baldwin Agricultural College 11
 Institutional Mission and Student Body Profile..... 11
 Institutional Completion Goals, High-Impact Strategies, And Activities 11
 Observations..... 14

Albany State University 15
 Institutional Mission and Student Body Profile..... 15
 Institutional Completion Goals and Strategies..... 15
 Summary of Goals, High-Impact Strategies and Activities 16
 Observations..... 20

Armstrong State University 22
 Institutional Mission and Student Body Profile..... 22
 Institutional Goals and Strategies 27
 Summary of Goals, High-Impact Strategies, and Activities 29
 Additional High Impact Strategies for CCG-A..... 31
 Observations..... 31

Atlanta Metropolitan State College 33
 Institutional Mission and Student Body Profile..... 33
 Institutional Completion Goals and Strategies 33
 Observations and Lessons Learned 40

Bainbridge State College 41
 Institutional Mission & Student Body Profile 41
 Institutional Goals, Strategies, and Activities 43
 General Observations 47

Clayton State University 48
 Institutional Mission and Student Body Profile..... 48
 Institutional Completion Goals, High-impact strategies and Activities..... 48
 Observations..... 52

College of Coastal Georgia..... 54
 Institutional Mission and Student Body Profile..... 54
 Institutional Completion Goals, High-Impact Strategies and Activities 56
 Observations..... 64

Columbus State University 67
 Institutional Mission and Student Body Profile..... 67
 Institutional Completion Goals, High-Impact Strategies and Activities 68
 Observations..... 74

Dalton State College 76
 Institutional Mission and Student Body Profile..... 76
 Institutional Completion Goals and Strategies (from Campus Plan Strategy Survey) 76

Darton State College 84
 Institutional Mission and Student Body Profile..... 84
 Institutional Completion Goals, High-Impact Strategies & Activities..... 86
 Observations..... 93

East Georgia State College 95
 Institutional Mission and Student Body Profile..... 95
 Institutional Completion Goals and Strategies..... 95
 Summary of Goals. High-Impact Strategies and Activities 96
 Observations..... 101

Fort Valley State University	103
Institutional Mission and Student Body Profile.....	103
Institutional Completion Goals, High Impact Strategies and Activities.....	105
Brief Observations:.....	109
Georgia College & State University	111
Institutional Mission and Student Body Profile.....	111
Institutional Completion Goals, High-Impact Strategies and Activities.....	113
Observations.....	120
Georgia Highlands College	121
Institutional Completion Goals and Strategies.....	121
Summary of Goals, High-Impact Strategies and Activities.....	122
Observations.....	127
Georgia Institute of Technology	129
Institutional Mission and Student Body Profile.....	129
Institutional Completion Goals, High-Impact Strategies, and Activities	130
Observations.....	137
Georgia Gwinnett College	138
Institutional Mission and Student Body Profile.....	138
Institutional Completion Goals and Strategies.....	138
Observations.....	147
Georgia Perimeter College	150
Institutional Mission and Student Body Profile.....	150
Institutional Completion Goals, High-Impact Strategies and Activities.....	151
Observations:	155
Georgia Regents University	157
Institutional Mission and Student Body Profile.....	157
Institutional Completion Goals, High Impact Strategies, and Activities.....	157
Observations.....	161
Georgia Southern University	163
Institutional Mission and Student Body Profile.....	163
Institutional Completion Goals and Strategies.....	164
Summary of Goals, High Impact Strategies and Activities	164
Observations.....	169
Georgia Southwestern State University	171
Institutional Mission and Student Body Profile.....	171
Institutional Completion Goals, High-Impact Strategies and Activities.....	171
Observations.....	174
Georgia State University	176
Overview	176
Institutional Mission and Student Body Profile.....	177
Institutional Completion Goals, High-Impact Strategies and Activities.....	178
High Impact Strategies.....	180
Observations.....	185
Gordon State College	188
Institutional Mission and Student Body Profile.....	188
Institutional Completion Goals, High-Impact Strategies and Activities.....	188
Observations.....	194
Kennesaw State University	196
Institutional Mission and Student Body Profile.....	196
Institutional Completion Goals, High-Impact Strategies and Activities.....	198
Summary of Goals, Activities, Interim Measures of Progress, and Measures of Success	199
Observations.....	202

Complete College Georgia | Campus Plan Updates 2015

Middle Georgia State University	203
Institutional Mission and Student Body Profile.....	203
Institutional Completion Goals, High-Impact Strategies and Activities	205
Observations.....	208
Savannah State University	209
Institutional Mission and Student Body Profile	209
Summary Of Goals, High Impact Strategies, And Activities	211
Observations.....	212
South Georgia State College	214
Institutional Mission and Student Body Profile.....	214
Summary of Completion Goals and High-Impact Strategies	215
Strategies	215
General Observations	224
University of Georgia	225
Institutional Mission and Student Body Profile.....	225
Institutional Completion Goals and Strategies.....	226
Matrix of Institutional Strategies	226
University of North Georgia	233
Institutional Mission and Student Body Profile.....	233
Institutional Completion Goals, High-Impact Strategies, and Activities	233
Observations.....	236
University of West Georgia	238
Institutional Mission and Student Body Profile.....	238
Institutional Completion Goals, High-Impact Strategies & Activities.....	238
General Observations	245
Valdosta State University	246
Institutional Mission and Student Body Profile.....	246
Institutional Completion Goals, High-Impact Strategies and Activities	247
Observations.....	250



**BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF GEORGIA**

**TECHNICAL COLLEGE
SYSTEM OF GEORGIA**

December 1, 2015

The Honorable Governor Nathan Deal
State Capitol
Atlanta, Georgia 30334

Re: Submission of Campus Plan Updates for Complete College Georgia

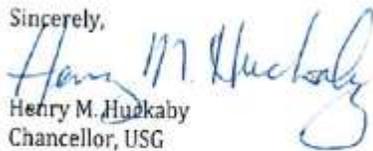
Dear Governor Deal:

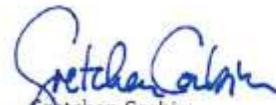
We are pleased to submit these 52 campus-level plan updates in support of Complete College Georgia. The University System and TCSG have worked diligently to facilitate the implementation of the campus plans submitted during the past several years. These enclosed updates are a reflection of the work at the institutional level to increase access and graduation for all learners. All campuses continue to receive ongoing assistance to improve on these plans and are held accountable for progress.

As you are aware, Georgia's future is dependent on a highly educated citizenry and the opportunities that only public institutions can provide. The goals you set for Complete College Georgia have placed our state on the path to lead this change, rather than simply respond to it. This work is reinforced by our partnership efforts with K-12, the independent colleges, the business community, and national organizations including Complete College America.

During this last year both systems have secured additional funds to support the implementation of high impact, research-based activities for campuses and to sponsor system-wide workshops focusing on student success and completion. As we continue to strengthen our understanding of the state's workforce needs, we will focus on those high impact strategies that will help us achieve our goal of increasing college completion by 2025. We look forward to continue working with you on the creation of a more educated Georgia, building on the momentum created since the beginning of the CCG project.

Sincerely,


Henry M. Huakaby
Chancellor, USG


Gretchen Corbin
Commissioner, TCSG

"Creating A More Educated Georgia"
www.usg.edu



University System Overview

BACKGROUND

Georgia became one of the inaugural states in the Complete College America coalition in 2009, committing to a comprehensive approach to improving post-secondary certificate and degree attainment in the state. A partnership was forged between the University System of Georgia (USG), the Technical College System of Georgia (TCSG) and the state's independent colleges. These groups adopted an ambitious agenda to better prepare Georgia's workforce for the demands of a 21st Century workplace.

Improving post-secondary outcomes does not occur in a vacuum. Achieving meaningful increases in the number of Georgians with certificates and degrees requires dedicated partnerships among K-12 education, the TCSG, the USG and the private sector. A greater number of high school students will need to move through post-secondary education more efficiently and more adults must be encouraged and supported as they enter or return to college in order to meet Georgia's ambitious goals. CCG in Context

When Governor Nathan Deal launched the Complete College Georgia (CCG) initiative in August 2011, he called for specific measures at all institutions in the state's University System and TCSG to increase access, retention and completion. At the time, the percentage of Georgians with post-secondary credentials was 42 percent, considerably below the level of attainment that the state will require in the near future to remain competitive nationally. This increase in degree attainment will allow more Georgians the opportunity to participate in furthering the state's economy at an optimal level.

Governor Deal announced CCG at the depth of the Great Recession, when college enrollment nationally and in Georgia surged as displaced workers returned to school to improve their skills and expand their opportunities. As the weight of the economic downturn has abated, post-secondary enrollment has declined as many of these students have been re-tooled and re-trained to enter Georgia's workforce with meaningful credentials that have made them workforce ready. This shift of students to the workforce has amplified the challenges of meeting the ambitious goals set out for the state in 2011 and made the efforts underway even more critical.

SYSTEM PROFILE

The University System of Georgia includes 31 institutions, with fall 2014 enrollment of 312,936 students. This figure is down from the record high enrollment of 318,027 the System experienced in fall 2011, but an increase of 3,467 students from Fall 2013. From that high point, enrollment has declined as the pinch of the economic downturn diminishes. Fall 2013 enrollment fell below Fall 2010 enrollment, and by Fall 2014, enrollment had dropped down to near Fall 2009 levels.

The University System's institutions range in headcount from 2,226 at South Georgia State College to 34,4518 at the University of Georgia. Nearly 90 percent of students served by USG institutions are from Georgia, with just under 7 percent of students from out of state, and 4 percent of enrollment consisting of international students. The University System serves a diverse population:

- » 52 percent white » 28 percent Black
- » 8 percent Asian » 7 percent Hispanic
- » 5 percent other categories/unreported

Over the past five years, the number of Hispanic students has increased by 46 percent and the percentage of Asian students has increased by 19 percent. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.

Student preparation for college remains a significant challenge for college completion in Georgia. While the Georgia Department of Education has been making tremendous efforts to improve the preparation of K-12 graduates, one in five students admitted to a University System institution required learning support in 2014. While this is down considerably from 2010, when the figure was 30 percent, the number of students who enter requiring support poses significant challenges for our institutions. The overwhelming majority of USG students enrolled in learning support—80 percent—are being served by one of the state's 13 state colleges. Even though the number of students has declined (in large part do to change in admissions requirements in 2012 prohibiting students with the lowest indicators of preparation from being admitted), the University System enrolled more than 10,000 freshmen in learning support in 2014. For this reason, the emphasis on improving student outcomes in these programs, largely through changes in delivery mode, is a significant priority for the University System's Complete College Georgia work.

Figure 1: USG Enrollment by Ethnicity, Fall 2010 to Fall 2014

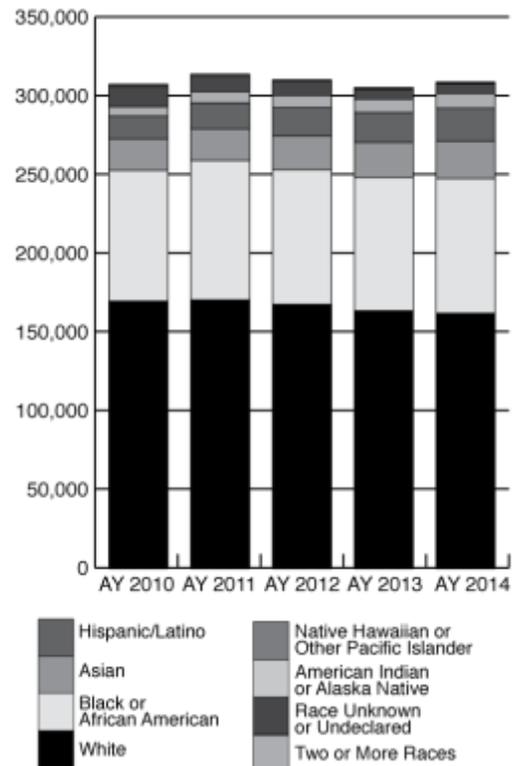
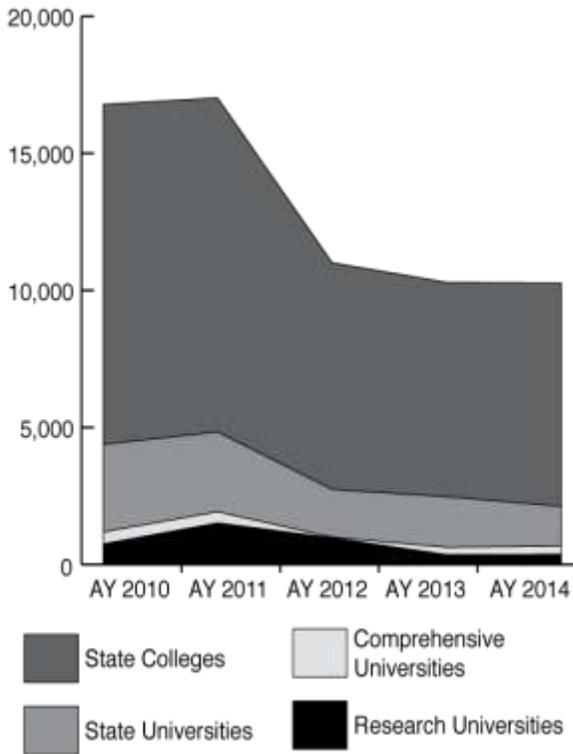


Figure 2: USG Freshmen Enrolled in Learning Support by Sector, 2009-2014



Reaching the learners who are the core of the working age population is a major imperative for the University System. After increasing by 3.3 percent in 2011 over 2010, non-traditional enrollment has fallen since 2012 (by 5.9 percent in 2012, more than 10 percent in 2013, and 6.6 percent in 2014). During this time, the percentage of enrollment that is non-traditional has fallen from a high of 13.2 percent in 2011 its current level of 10.6 percent. Within the System, however, non-traditional enrollees are range from less than 5 percent of undergraduates at Research Institutions to almost 20 percent of enrollment at State Colleges. Across all sectors the decline in enrollments can be observed as a decline in both absolute numbers and the share of enrollment that is non-traditional. This is not unexpected, of course, as the economy continues to improve and some non-traditional students who entered or returned to college during the recession have either completed their studies or returned to the workforce.

The University System’s mission is to create a more educated Georgia. Census data from 2014 indicate that 40 percent of young adults (ages 25-34) and nearly 39 percent of all working age adults (age 25-64) possess at least an associate’s degree. Twenty-two percent of working age Georgians—well over a million—indicate that they have some college, but no degree. Georgia’s young adult population has educational attainment levels above the national average for associate degrees and higher, but across the working age population, the situation is reversed. See Figure 3.

Figure 3: Educational Attainment among Young Adults (25-34) and Working Age Adults (25-64), Georgia and United States, 2013

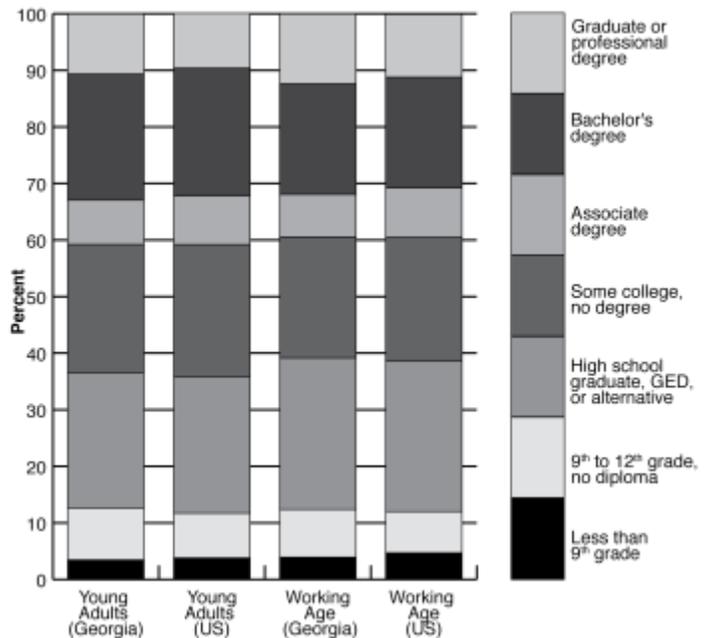
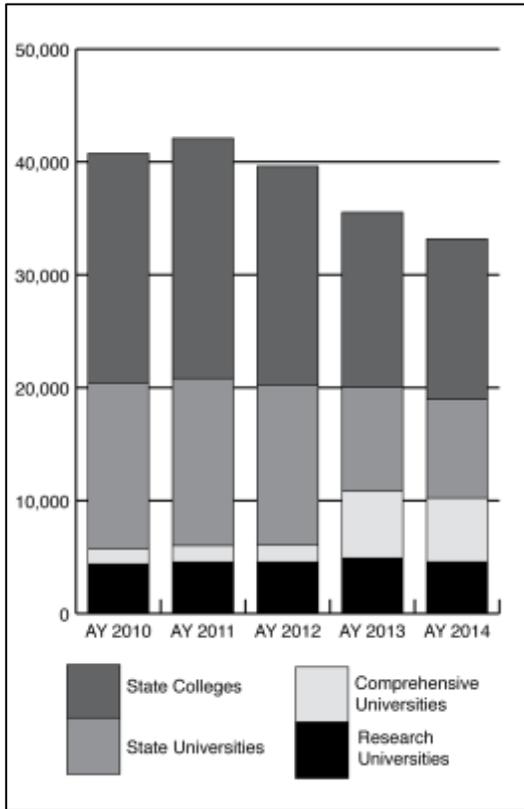
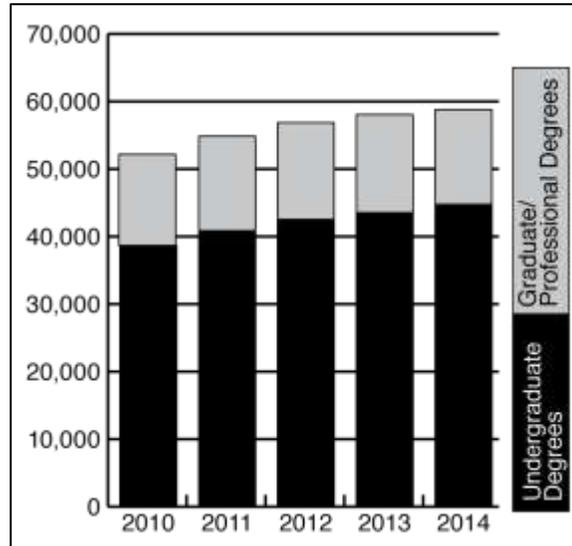


Figure 4: Non-Traditional Enrollment 2010-2014



Georgia’s educational attainment rates have improved over the past five years, due in part to degree conferrals at all levels rising by 18 percent since the 2010 Academic Year. While the state has been able to exceed its goals for degree production since the announcement of the Complete College Georgia initiative in 2011-2012, demographic and economic trends underscore the significant work still needed to maintain the state’s momentum. Figure 5 provides a view of degree production from 2010-2014.

Figure 5: USG Degree production 2010-2014



Georgia’s colleges and universities provide a wide range of programs to meet the state’s diverse needs. The System office has continued to work with institutions to focus on research-based, high-impact strategies that have the potential to improve student outcomes. Top-level work areas that have been the focus of the System’s Complete College Georgia activities are:

- College Readiness
- Improving Access and Completion for Underserved Students
- Academic Advising
- Shortening the Time to Degree
- Restructuring Instructional Delivery, and
- Transforming Remediation

These top level strategies have in some instances been further refined to provide more flexibility to serve the range of institutions within the University System.

GOALS AND STRATEGIES

The overarching goal for Complete College Georgia is to increase the number of undergraduate degrees awarded by USG institutions. In order to achieve this goal, the University System has adopted seven strategically-oriented, supporting goals:

1. Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years).
2. Decrease excess credits earned on the path to getting a degree, allowing students to focus on only those courses they need, saving time and money.
3. Provide targeted advising to keep students on track to graduate. With targeted advising, advisors will focus on strategies required to ensure that students complete degrees on time and without excess credit consumption, and they will very specifically focus on identifying and intervening with students who have veered off track for on-time graduation.
4. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
5. Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
6. Increase the likelihood of degree completion by transforming the way that remediation is accomplished. Remediation refers to efforts to support students who are not prepared for college-level work in basis courses by offering additional instruction designed to prepare them for success in credit-bearing, college-level courses.

7. Restructure instructional delivery to support educational excellence and student success. Instructional delivery can encompass any innovative means of new pedagogical methods, including e-texts, online education, flipped classrooms, and a host of others.
8. Improve access for underserved and/or priority communities

Each goal addresses a specific challenge to completion that has been identified through research. By approaching completion through a set of goals focused on removing specific barriers to success, the University System is advancing a strategy with sufficient flexibility to be effective at every campus in the System and adaptable enough to have impact across the institutional spectrum in Georgia. The success of this flexible approach is evident in the degree and scope of adoption of strategies across the System. Table 1 shows the use of the seven goals listed above across 30 USG institutions.

Table 1: Institutional pursuit of High Impact CCG Strategies

GOAL	Abraham Baldwin Agricultural College	Albany State University	Armstrong Atlantic State University	Atlanta Metropolitan State College	Augusta University	Bainbridge State College	Clayton State University	College of Coastal Georgia	Columbus State University	Dalton State College	Darton State College	East Georgia State College	Fort Valley State University	Georgia College & State University	Georgia Gwinnett College	Georgia Highlands College	Georgia Institute of Technology	Georgia Perimeter College	Georgia Southern University	Georgia Southwestern State University	Georgia State University	Gordon State College	Kennesaw State University	Middle Georgia State College	Savannah State University	South Georgia State College	University of North Georgia	University of Georgia	University of West Georgia	Valdosta State University	System Total
1	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓					✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	2
2			✓		✓		✓	✓	✓			✓	✓		✓					✓	✓			✓	✓	✓					1
3	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				2
4												✓	✓			✓									✓						4
5	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓					2
6	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓					2
7						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	2
8	✓			✓			✓	✓	✓			✓	✓		✓	✓			✓		✓	✓			✓	✓					1
																															8

This represents a wide range of activities across the System, and underscores a deep commitment to completion work throughout the state. The variety of goal-oriented strategies offers institutions to focus on those activities that match their profile and institutional mission, while not expending limited resources to pursue goals that are not priorities for the institution. Identification of and use of these common goals have helped to focus the work at the System level on high impact strategies and provided guidance on how to implement various activities at the campus level.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

Goal 1 Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)

High-impact strategy

Credit Intensity campaigns (15-to-Finish, 4 for U, Full Time is 15)

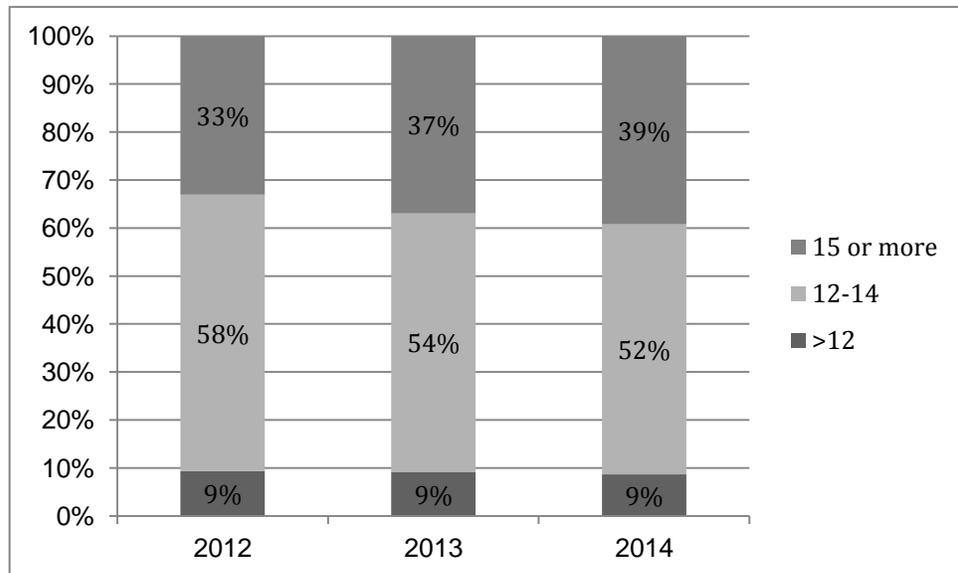
With public colleges and universities requiring (120) credit hours to attain a Bachelor’s degree, completing 15 credit hours per semester is required to graduate on time and saves students and their parents additional costs for tuition, fees, housing, and meal plans. Graduating on time means students can begin working and accumulating wealth earlier. By finishing on time, students have more options: more career opportunities, competitive salaries, better benefits and security. Earning a degree pays, and earning it faster means making more money over the span of one’s career.

Summary of Activities

15-to-Finish has emerged as a top priority endeavor for a number of schools across the University System. Following upon our symposium in 2014, 11 institutions have reported that this strategy is a priority for their CCG work, and 21 report some activity in this area (an increase from 19 last year). These activities include outreach to students at registration or matriculation, default block schedules of 15 credits or more, and tuition structures that incentivize 15 or more credits.

Four institutions—Georgia College and State University, Georgia Institute of Technology, Georgia Regents University, and the University of Georgia—have adopted a tuition structure that promotes full-time attendance and on-time completion. By charging “full” tuition at a lower credit hour threshold, students are encouraged to maximize the number of credits they pursue. In the case of Georgia Regents University, which has a very intentionally designed program to encourage students to take 15 or more credit hours per semester, there is evidence that this approach can be demonstrated to increase students attempting and completing 15 credits per semester.

Credit Intensity, University System 2012-2014



Baseline

In 2012, only 33 percent of undergraduates pursued 15 or more credits a semester.

Interim Measures of Progress

Campus adoption of credit intensity strategies; increase the percentage of students taking 15 or more credits a semester by 2 percentage points annually over five years.

Measures of Success	Increase in-time graduation rates by 10 percentage points by 2020.
Goal 2	Decrease excess credits earned on the path to getting a degree
High-impact strategy	<p><i>Guided Pathways to Success</i></p> <p>Guided Pathways to Success (GPS) is a Complete College America Grant-supported initiative to ensure that students receive guidance to complete degree programs efficiently, without taking excessive courses that will not count toward degrees. The goal is to provide clear degree roadmaps and intrusive advising to keep students on the path to a degree. Guided Pathways to Success moves away from offering students a "menu" of options that can lead to excessive credit accrual and no clear path to a degree.</p> <p>Recognizing that students without declared majors are at particular risk for taking courses that will not count toward degree completion, institutions are encouraged to develop "meta-majors" for first-semester or first-year students that will direct students to take courses that will count toward any major within a broad grouping and strategies for undecided students to sample majors and careers.</p> <p>Guiding students to degree completion requires supplementing human resources, such as advisors, with electronic tools that track student progress and guide them to take appropriate courses, in some cases by actively blocking inappropriate course selection. Programs already in use in USG institutions, such as Banner and Degree Works, supplemented by predictive analytics, can alert advisors when students veer off track, allowing advisors to intervene quickly and get students back on track to graduation.</p>
Summary of Activities	<p>Continuing work from 2014, eight campuses (Atlanta Metropolitan College, Kennesaw State University, Georgia Perimeter College, South Georgia State College, Georgia State University, University of North Georgia, Gordon State College, and Valdosta State University) have served as vanguard institutions, piloting structured scheduling and program maps to support their guided pathways work. Institutions reported establishing milestone courses for pathways, with program maps added into advising platforms for student monitoring and interventions. While GPS's primary focus is on students who are full time, institutions are exploring options to establish program maps for part-time students as well to help keep this population on track to completion.</p>
Interim Measures of Progress	<p>Interim measures of success for this activity include the submission of implementation plans by the eight vanguard institutions; creation and implementation of program maps, block schedules and choice architecture at the vanguard institutions for high-enrollment programs; and establishment of standards for intrusive advising. Milestones of success will be declines in overall credits accrued at graduation</p>
Measures of Success	Students graduating with excess credits will decline over the next five years as campuses implement plans.
Goal 3	Provide targeted advising to keep students on track to graduate
High-impact strategy	<p>USG institutions collect a wealth of data on their students. The ability to use the power of this large pool of information to predict likely student outcomes under various scenarios has become increasingly feasible and important. By pooling large sets of data and mining them for an array of factors it is possible to identify key courses that predict future success in a program, craft models on which student progression can be projected, and link interventions to clear points of concern. Using data in this manner provides institutions with a powerful tool to help shape student outcomes and campus success.</p>
Summary of Activities	<p>Academic Advising was possibly the area of greatest interest to institutions in 2014-2015. For this year's reporting cycle, 27 institutions indicated that they were focusing on advising, up from 24 the previous year. Additionally, the Regents Advisory Committee on Academic Advising was re-established to provide a forum for campus advisors to provide a community and forum for sharing innovations, ideas and challenges among professional peers.</p> <p>The 2015 President's Summit in April convened campus leaders around the issue of using analytics to align campus resources to maximize student success, with presentations from campuses across the system on how they apply student data to support advising, student progression and course scheduling to reduce bottlenecks. This meeting also included representatives from Ad Astra, EAB, and D2L who discussed solutions for institutions that integrate into systems already in use on campus.</p> <p>Campuses have taken two distinct, but overlapping, paths with advising. The first has been a focus on the use of generally centralized professional advisors to support students who are undeclared and guide them through the process of discerning their programs of study. The second applies the considerable data institutions have gathered over the years on their students toward currently enrolled students to make informed recommendations for their academic paths.</p>

Interim Measures of Progress	Campuses will identify milestones in program maps and predictor courses for future success; Predictive analytics is implemented on campus to identify students who are off-track, with appropriate interventions at appropriate times.
Measures of Success	Increase in overall percentage of credits successfully completed versus attempted each semester.
Goal 4	Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
High-impact strategy	<i>Associate Degree You Deserve/Reverse Transfer/Credit When It's Due</i>
Summary of Activities	<p>Several changes were undertaken in the 2014 academic year to support the awarding of associate degrees to students who begin their academic careers at associate degree granting institutions and complete the requirements for their degree after transferring to another USG institution to pursue a bachelor's degree. Among the obstacles to this process are identification of potentially eligible students, consent requirements on the transmission of student records, as well as an agreement from the student to be awarded the degree if they become eligible.</p> <p>For the short term, the System Office has contracted with education credentials management provider Parchment to help identify students who may be eligible and recommend their records be returned to the associate degree institution, upon approval of the student, for a degree audit. Additionally, in order to facilitate the transfer of student records for this purpose moving forward, a change was made in the Georgia411 online application and on some paper applications to include opt-in consent requests for applicants to associate degree-granting institutions to have their records transferred back post-transfer for consideration, to be awarded an associate degree if eligible, and to have the record of this award communicated to their new institution.</p> <p>Promotion and marketing around the initiative are planned for the Fall 2015, with the expectation that campuses will be awarding some degrees through this process that term.</p>
Interim Measures of Progress	Establish an information release procedure for students upon matriculation allowing for data-sharing related to awarding degrees automatically; minimize fees for awarding of degrees; establish degree audit protocols for students with greater than 60 credit hours to determine degree eligibility; establish process to allow transfer students to opt-in for data sharing with associate-degree granting institution.
Measures of Success	The number of degrees awarded through reverse transfer of credit will increase.
Goal 5	Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
High-impact strategy	<i>Competency-based Education/Dual Enrollment/AP&IB/Early College</i>

Summary of Activities

A number of dual enrollment options provide students in Georgia with the opportunity to enroll in college courses, provided they meet college entrance requirements and take courses from an approved list. If students meet course entrance and completion requirements, they receive high school and college credit. Eligible dual enrollment students may defray the cost of their college courses through the Accel program, Move on When Ready or by receiving the HOPE Grant. In addition to reducing the need for remediation, students successfully completing dual enrollment courses also reduce time to degree completion.

Interest has been growing nationally and in the state around the concept of competency-based education (CBE). This approach to learning measures student progress through an identified set of competencies, allowing them to move at their own pace accelerating through areas in which they have knowledge and skill and slowing down to master those that are new, challenging, or more complex for them. Competencies would be stacked into degrees or certificates providing students greater flexibility in building their academic programs. Such programs may also provide benefits to adult learners who may have considerable skillsets that are aligned with academic programs but for which they lack coursework.

Over the past year, the System Office has collaborated with Valdosta State University on a modest CBE pilot program for post-graduate education certification as a proof of model. The lessons learned from this activity, as well as active discussions among key partners in the System Office and the USG New Learning Models Task Force have provided valuable context for how the System might be able to advance in this area and helped to identify obstacles to be overcome prior to implementation at scale. The USG is now pursuing further partnerships with state institutions to refine the model and is collaborating with nation-wide CBE efforts to ensure maximum efficiency and impact.

Twenty-seven institutions across the system report actively pursuing activities that reduce time to degree, with the most commonly adopted being the use of AP and International Baccalaureate assessments to award collegiate credit for courses pursued in high school, and the acceptance Program of College Level Examination (CLEP) and DSST exam scores to award credit for prior learning. In the System Office initiated a review of the current IB and AP policy that included an examination success rates in the first year and relative levels of utilization for dual credit, AP, and IB.

Interim Measures of Progress

- Number of students participating in Dual Enrollment, Move on When Read, and credit hours earned through these programs.
- Number of students receiving credit for Prior Learning.
- Number of students who receive credit based on assessment of Prior Learning.
- Number of credits awarded for Prior Learning

Measures of Success

Degrees completed by students who earned credits through Dual Enrollment, Move on When Ready, Prior Learning Assessment.

<p>Goal 6</p>	<p>Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</p>
<p>High-impact strategy</p>	<p><i>Corequisite learning support policy and procedure</i> Adoption of corequisite Learning Support for the majority of students requiring remediation.</p>
<p>Summary of Activities</p>	<p>Following a careful review of existing policy and practice with respect to remediation and a review of evidence, research and input from other institution, the University System adopted new policies and procedures to transform remediation from placement through delivery and eventual measures of success.</p> <p>In the 2014-2015 academic year, five USG Institutions were “at scale” with corequisite remediation (Albany State University, Bainbridge State College, College of Coastal Georgia, Georgia Highlands College, and Gordon State College). The reconstructed model includes:</p> <ul style="list-style-type: none"> • Revision of USG policies and procedures for Learning Support • Redefining the focus of remediation from trying to compensate for what students did not learn in K-12 to focus on providing students with appropriate support for completion of credit-bearing collegiate courses that serve as the gateway to the college curriculum for all students. Remediation efforts in the USG have been referred to as Learning Support for many years. Efforts to transform remediation have focused on putting the “Support” back into Learning Support efforts • Requiring most Learning Support to be delivered in a corequisite model beginning by Fall of 2015. Using the corequisite strategy, students take a 1 or 2 credit remedial course WHILE taking the related credit-bearing collegiate course (English 1101 or a collegiate math course), decreasing the time, credit, and cost required to complete remediation and start earning collegiate credit • Combining reading and writing into a single English remediation course • Eliminating COMPASS test as an exit exam • Using completion of the gateway collegiate course as the criterion for exiting Learning Support • Reconfiguring the criteria used to evaluate the need for Learning Support (modeled on historical performance data) so that placement in or exemption from Learning Support is no longer dependent on the score a single high-stakes test • Adoption of the new indices for placing students in Learning Support <p>Initial results from the five campuses who were at scale indicate that students placed in corequisite remediation classes pass the associated collegiate level course at the same rate as those who do not have a learning support requirement—about 67 percent—as compared with a 21 percent passage rate from the previous year. These initial results are highly encouraging.</p> <p>While campuses had until Fall 2015 to fully implement changes to remediation, 22 institutions reported report that they have already begun work on this transformation, including implementing new placement and screening procedures, developing corequisite learning support courses, conducting faculty and instructor training, and piloting new models of delivery.</p>
<p>Interim Measures of Progress</p>	<ul style="list-style-type: none"> • Number of USG institutions using the corequisite model as their predominant form of remediation • Percentage of remedial students in the USG with initial placement into corequisite Learning Support
<p>Measures of Success</p>	<ul style="list-style-type: none"> • Percentage of students who exit Learning Support within 1, 2, or 3 semesters. • Percentage of students in corequisite Learning Support who successfully complete the gateway collegiate course compared to students in gateway courses who exempted Learning Support requirements • Ultimately, the percentage of students who start in Learning Support who complete degrees on time and within 150% time

<p>Goal 7</p>	<p>Restructure instructional delivery to support educational excellence and student success</p>
<p>High-impact strategy</p>	<p>Online eCore and Pre-Calculus emporium; New Learning Models Massive Open Online Collaboration (Inventing the Beyond), increase access and success in key courses in the core curriculum while leveraging technology to contain or decrease costs to students; innovation grants in open educational resources and flipped classrooms</p>
<p>Summary of Activities</p>	<p>In September of 2014, the Board of Regents approved a resolution making eCore available to all students at comprehensive universities, state universities, and state colleges within the University System of Georgia. Students at 26 institutions were able to enroll directly in courses offered by eCore, increasing participation from a headcount of roughly 9,200 students in 2013 to greater than 15,000 in 2014. This 76 percent increase in enrollment underscores the degree to which eCore is providing students with more opportunities to meet their core course needs.</p>

Importantly, students who take eCore courses are more likely to graduate on time, in part due to the ability of students to avoid course bottlenecks in students' general education course taking. Additionally, 23 of 27 eCore courses rely upon open educational resources, saving students thousands of dollars and helping to drive their adoption across the state.

Additionally, the University System completed the work of the New Learning Models Inventing the Beyond project, which concluded in April 2015 with a capstone event gathering stakeholders from within the University System and national experts. From this project and this event emerged four key recommendations for new learning models

- Increase Alignments Between College & Career
- Increase Student Learning & Lifestyle Options
- Increase Access, Affordability and Flexibility in the Academic Marketplace
- Empower the Changing Cultures of the Campus

Interim Measures of Progress

- Number of courses offered via eCore
- Participation and success rates in experimental courses, such as the Pre-Calculus emporium
- Participation in and products from Inventing the Beyond (New Learning Models Massive Open Online Collaboration – a think tank for the USG and beyond)

Measures of Success

Number of credits successfully completed for courses offered completely online; number and percentage of degrees conferred in which at least one course was offered fully online; number of credits successfully completed for courses offered via alternative delivery models (e.g., hybrid instruction, flipped classrooms, and emporium-model instruction).

OBSERVATIONS

Much progress has been made since Georgia joined with other states in 2009 to focus on college completion. Since that time, a recession has transformed the economy and the demands of the workplace. In partnership with the Technical College System of Georgia, the institutions of the University System have risen to the challenge and taken major steps to help prepare Georgia with the workforce of the future. In 2014-2015, System Office staff used several convening opportunities to assess campus progress, commitment, needs and successes.

The results of this process are encouraging. Campuses report a shift in culture toward completion that permeates other work on campus. The strong focus of the state to college readiness and completion is reinforced at the campus level by concrete commitments of resources and personnel to completion work. Institutions are investigating a host of opportunities—including centralized, professional advising, new instructional methods, and the enhanced use of data—to support and advance their students.

Complete College Georgia remains a work in progress, investigating and adapting promising, research-based innovations from across the country to support Georgia students. The success Georgia has experienced in the initial, limited phase of implementation of corequisite remediation suggests a significant expansion of opportunity for a group of students who faced overwhelming challenges gaining traction for their post-secondary aspirations. As the program moves to scale, the opportunity for the community of practitioners to support and enhance work across the System demonstrates the power of a System approach to shared challenges.

This may also prove true with the application of data and predictive analytics across the System. While using data to reach out to students at key momentum points to improve their outcomes has been proven as a model for success, there remain resource and capacity challenges to its adoption at a number of institutions. Finding the opportunities to leverage the tremendous capacity resident in our institutions remains the greatest strength for the University System.

Finally, while much progress has been made, much remains to be done. The state's ambitious goal for post-secondary degrees and credentials will require not just more success with the students who are already enrolling, but efforts to encourage those who may have some college experience to return and complete their degrees. Facilitating success for this community will require new approaches, new thinking, and new systems to ensure that they are able to thrive in higher education. As Complete College Georgia moves into its fifth year, the focus will be on extending the momentum beyond the core areas of success and reaching into new arenas.



Abraham Baldwin Agricultural College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Abraham Baldwin Agricultural College (ABAC) is a residential institution offering baccalaureate degrees in targeted fields, transfer associate degrees, and non-transfer associate degrees. ABAC's state-wide mission in Agriculture and Natural Resources gives the college a unique identity among USG state colleges, but ABAC is also known for its strong nursing program as well as its traditional associate degrees with transfer pathways in the liberal arts, the natural and physical sciences, mathematics, and the social sciences. The reputation of the Stafford School of Business is developing rapidly with the addition of a baccalaureate degree in business focusing on small business and economic development. With its diverse array of quality programs, ABAC's overall goal is to be a strategic partner within the University System of Georgia to help create a more educated Georgia.

Total enrollment at ABAC in fall 2014 was 3456, an increase of approximately 2% over fall 2013 enrollment (See Appendix A for five-year trends in enrollment and graduation and retention rates). Of the 3456, 79% were white, 12% were Black (non-Hispanic), and 6% were Hispanic, comprising the three largest ethnic groups. Students over the age of 25 made up 11% of enrollment in fall 2014, and 33% of all students were first-generation college students. In fall 2014, 45% of students were Pell eligible. Students enrolled in at least 12 credit hours fall 2014 made up 71% of total enrollment. For the fall 2014 freshman class, the average high school GPA was 3.38 on a 4.00 scale, the average SAT composite score was 942, and average scores on the ACT were 21 Verbal and 21 Math.

The overall increase in enrollment, the growth of baccalaureate enrollment (1170 in fall 2014, a 26% increase from the previous year), a five-year increase in one-year retention rates from 51% to 59%, a total of 639 degrees awarded in 2014-15 (up from 576 the previous year), and an all-time high of 232 students participating in dual enrollment in spring 2015, indicate that ABAC's goals and strategies for Complete College Georgia are having a positive impact on college success and completion. Therefore, the College has continued to pursue goals and strategies outlined in its 2012 report and 2013 and 2014 updates, but has focused during the past academic year on improving advising to keep students on track to completion.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High-Impact Strategy	Change institutional culture to emphasize taking full-time course loads (15 or credits per semester) to earn degrees 'on time.'
Related Goal	Goal 2: Increase the number of degrees that are earned 'on-time' (associate degrees in 2 years, bachelor's degrees in 4 years.)
Summary of Activities	Beginning fall 2014, Academic Support Counselors began registering new students before their scheduled orientation session. Most of the students are registered for 15+ hours. Academic advisors review the schedules and make adjustments as appropriate. Advisors have begun advising students that 15 hours per semester is a full-time load as opposed to 12 hours, and that 15+ hours per semester are required to graduate on time.
Baseline Status	Among fall 2012 cohort, 96 (64.86%) earned an associate degree in 2 years.
Interim Measures of Progress	Among fall 2010 cohort, 37 (62.71%) earned a bachelor's degree in 4 years. 1027 (29.72%) of enrolled students fall 2014 were enrolled in 15+ hours; that was an increase from 736 (21.7%) in fall 2013. Only 176 (18.16%) of the fall 2014 cohort successfully completed 30+ hours during the 2014-15 academic year; however, that was an increase from 163 (15.64%) the previous year.
Measures of Success	Increase the number and percentage of students enrolled in 15+ hours each semester. Projected target: 35% of fall 2016 cohort will enroll in 15+ hours. Increase the number and percentage of first-year students successfully completing 30+ hours of collegiate credit hours in their first academic year. Projected target: 20% of the fall 2015 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year. Increase the number of students who earn an associate degree in 2 years or a bachelor's degree in 4 years. Projected target: 74 associate-degree-seeking students from the fall 2014 cohort will graduate in 2 years, and 40 baccalaureate-degree-seeking students from the fall 2012 cohort will graduate in 4 years.
Lessons Learned	Many students do not seem to feel the urgency of completing their degrees OT. Because 12 hours is considered full time for financial aid, students maintain that mindset as well. Too many students repeat courses (multiple times in some cases) and withdraw from classes. Students who begin in LS continue to lag behind others. To address these challenges, ABAC has begun to emphasize financial literacy pre-enrollment and at orientation; beginning fall 2016, all attempts at repeated courses will count, which should discourage multiple repeats; we have considered limiting withdrawals but have not yet decided on a plan; we

	have adopted the co-requisite model for LS to try to reduce the number of semesters students spend in LS courses.
High-Impact Strategy	Establish milestones as part of program maps to facilitate defining when students are 'off track'
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Summary of Activities	We have instituted a checkpoint to help students know when they are 'off-track': Academic Support Counselors (ASCs) check all baccalaureate-degree-seeking students at 90 hours to establish that they are on track to graduate on time, using such factors as RHSC deficiencies remaining, completion of the Core Curriculum, on track to meet residency requirement, curriculum completion on track, legislative requirements met, and meeting minimum GPA requirement for graduation. ASCs compile a list of these students and send information to their academic advisors and to the dean of the school in which the student is advised. The ASCs also follow up with the students who are identified as 'off-track' to assist them in getting on track for OT graduation.
Baseline Status	The first 90-hour check was performed spring 2015. That check revealed that 62 baccalaureate-degree-seeking students were off-track to graduate on time.
Interim Measures of Progress	Since we implemented this strategy in spring 2015, interim measures of progress will not be known until spring 2016, when these students should graduate. Progress made thus far is the identification of the students and actions taken by ASCs and advisors to get students on track.
Measures of Success	At least ½ the number of students, who are identified as being off-track at 90 hours, will graduate within 30 credit hours. Projected target: 31 of the 62 baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in spring 2015 will graduate within 30 credit hours. Increase the number of baccalaureate-degree-seeking students who graduate OT. Projected target: 40 baccalaureate-degree-seeking students from the fall 2012 cohort will graduate on time.
Lessons Learned	We were surprised by the number of students who had reached the 90-hour mark without completing RHSC deficiencies and/or the Core Curriculum. Therefore, the ASCs are adding another checkpoint at 30 earned hours to check for completion of RHSC deficiencies and Area A of the Core. When students are found deficient, they will register them for the required course(s) the following semester. Advisors will also be notified so they can help insure that students do not withdraw from the required classes.
High-Impact Strategy	Ensure that students who meet off track criteria receive timely and targeted advising intervention.
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate.
Summary of Activities	In addition to the checkpoints at 30 and 90 hours described above, the College targets students who are placed on academic probation after their first semester of enrollment. To help get students back on track, ABAC places these first-year students into a special course, ABAC 1100. A one-credit-hour course taught by the Academic Support Counselors (ASCs), ABAC 1100 features both group and individual interventions, offered both face to face and online, with the express purpose of helping students improve their GPA to avoid suspension after their second semester.
Baseline Status	The percentage of students who successfully completed ABAC 1100 after their 1st semester were 141 (78%) in AY12-13, 176 (66%) in AY13-14, and 184 (65%) in AY14-15. Of these students, 49% were placed on suspension in AY12-13, 49% were placed on suspension in AY13-14, and 59% were placed on suspension in AY14-15.
Interim Measures of Progress	The percentages of students successfully completing ABAC 1100 who avoided suspension increased from AY12-13 to AY13-14; unfortunately the percentage declined in AY14-15.
Measures of Success	Increase the percentage of students who successfully complete ABAC 1100 after their 1st semester. Projected target: 78% of students in ABAC 1100 will successfully complete this course after their 1st semester. Reduce the percentage of first-year students who are placed on academic suspension after their 2nd semester of attendance. Projected target: 49% of students who successfully completed ABAC 1100 will be put on academic suspension.
Lessons Learned	The decrease in the percentage of students avoiding suspension after successfully completing ABAC 1100 during spring 2015 has led the ASCs to re-evaluate course methods and content. All four ASCs will be involved in course delivery and follow-up to improve the success rate of students in the course and in their overall academic performance in college.
High-Impact Strategy	Participate in dual enrollment or joint enrollment programs for high school students.
Related Goal	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.
Summary of Activities	During AY14-15, ABAC offered dual enrollment classes at Baconton Community Charter School, Colquitt County High School, Cook High School, Fitzgerald High School, and Tiftarea Academy. In addition, a number of Tift County High School students as well as students from Berrien, Irwin, Turner, and Worth Counties attended classes on the ABAC campus in Tifton. ABAC has a director of dual enrollment programs, who oversees the programs at various high school locations and at ABAC, schedules classes, advises and registers students for classes, monitors academic progress, and

communicates regularly with both current and prospective students, their parents, and their high school counselors. For several years, ABAC has waived all mandatory fees for dual enrolled students. ABAC plans to participate fully in the new MOWR program with a commitment to provide educational opportunities for qualified area high school students. A plan has been put in place to provide books for all MOWR students, to continue to waive all mandatory fees, and to absorb the tuition differential cost associated with eCore classes. Course offerings have been expanded to include courses which were on the accepted (old) MOWR supplemental directory as well as those on the Accel directory, giving students more options. Courses at area high schools follow the high school bell schedule so dual enrollment classes can be taken along with regular high school classes. On the ABAC campus, spaces are reserved for MOWR students in 8:00 am and 2:00 pm classes in the subjects most frequently taken by high school students.

Baseline Status In fall 2014, 198 students were enrolled in dual enrollment classes at ABAC. That number rose to 232 in spring 2015. In AY14-15, dual enrolled students earned a total of 2599 credit hours at ABAC.

Interim Measures of Progress The number of students in dual enrollment has steadily increased for the past five years, increasing from 120 in AY10-11 to 430 in AY14-15. Earned credit hours during those same years have also risen from 577 to 2599.

Measures of Success Increase the number of students participating in dual enrollment.
 Projected target: 508 students will participate in dual enrollment in the 2015-2016 academic year.
 Increase the number of earned credit hours by dual enrollment students.
 Projected target: Dual enrollment students will earn 3105 credit hours in the 2015-2016 academic year

Lessons Learned Dual enrollment programs require a substantial allocation of resources. In addition to paying someone to direct the program, the College loses revenue due to the waiving of mandatory fees. The instructional cost is often high, especially for classes taught at area high schools, because class sizes are usually smaller than on the ABAC campus. The new MOWR program will be even more expensive for the College with the added requirement of providing books for all dual enrolled students and the inability to charge students the tuition differential between eCore and regular ABAC classes. Another challenge to increasing student participation is the difference in admission standards between USG institutions and TCSG schools. Both Fitzgerald and Cook high schools have decided to partner with Wiregrass Technical College rather than ABAC for delivery of MOWR classes in 2015-16 because more of their students qualify for participation under the TCSG admission requirements. A related challenge is that students who want to attend a selective university after high school graduation are being discouraged from participating in dual enrollment in favor of taking AP classes in high school, which supposedly the selective universities regard as more rigorous than college level courses taken through dual enrollment.

To meet these challenges, ABAC has appointed the Honors Program director to oversee dual enrollment as well. She will seek ways to coordinate the two programs to maximize academic opportunities for students while they are in high school and to move them seamlessly from high school to college enrollment.

High-Impact Strategy Related Goal Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.
 Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Summary of Activities In AY13-14, English and Reading Learning Support were combined. The co-requisite model was successfully piloted in English during spring 2014. In fall 2014, 43.59% of students needing English LS were placed in ENGL 099; 56.41% were enrolled in ENGL 0999/ENGL 1101. For students requiring remediation in math during fall 2014, 79.23% were placed into 0097 or 0099; 20.77% were placed into either 0997/MATH 1001 or 0999/MATH 1111.

Baseline Status In fall 2013, no LS students were in co-requisite classes.

Interim Measures of Progress By fall 2014, 43.59% of English LS students and 20.77% of math LS students were in co-requisite classes.

Measures of Success Place all students who require Learning Support in co-requisite classes in English and in either Foundational or co-requisite classes in math
 Increase % of students who start in co-requisite remediation who complete degrees on time.
 Projected target: The projected target will be established once baseline data for the fall 2015 cohort has been established.
 Increase % of students who start in co-requisite remediation who complete degrees within 150% of time.
 Projected target: The projected target will be established once baseline data for the fall 2015 cohort has been established.

Lessons Learned Continued work is needed to identify and implement best practices in supplementing college-level instruction in the co-requisite course. ABAC math and English faculty are actively engaged in collaborative research to determine how best to structure these courses for student success.

OBSERVATIONS

ABAC's most successful CCG strategies are increasing the number of earned credit hours each semester by focusing on enrolling students in 15+ hours each semester, increasing dual enrollment, and placing students needing remediation into English and math co-requisite courses. Although ABAC 1100 had been successful for two years in reducing the number of academic suspensions among first-year students, the course was less effective in 2014-15. As a result, the course has been revamped for 2015-16, with a renewed commitment by the Academic Support Counselors to continue the record of success.

Adjustments to completion strategies have been made based on evaluation of effectiveness, available resources, and changes in focus. The results of the 90-hour check, the importance of enrolling students in 15 hours or more each semester, the number of first-year students who get off track by their second semester, and the annual retention rate suggest that we need to focus more attention on intrusive advising strategies.



Albany State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The primary mission of Albany State University (ASU) is to educate students to become outstanding contributors to society. To that end, ASU offers Bachelor's, Master's and Education Specialist degrees, and post-Masters certificates. The University emphasizes the liberal arts as the foundation for all learning by exposing students to the humanities, fine arts, social sciences and the sciences. In addition, global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology. These programs and activities are executed in conjunction with a major goal of ASU's Strategic Plan which guiding principle maintains that "leadership in community and global partnerships and service" can impact retention through various internships and student academic and non-academic activities relative to their majors. Involvement in service learning activities instill a sense of purpose and boost self-esteem, making the student more likely to recognize personal and professional opportunities for growth.

ASU is categorized as a historically black college and university (HBCU), in that it was founded to serve the educational needs of African Americans. While the University has evolved during the past 100 years of its existence to serve an increasingly diverse population, its primary student demographic remains largely African American. In 2014-2015, ASU enrolled 3,910 students (3,316 of whom were undergraduates). There were 2,698 females (69%) and 1,212 males (31%). Overall enrollment dipped slightly from Fall 2013 to Fall 2014 (down 350/8%). Retention from freshman to sophomore year decreased to 69% in 2014, from 70% in 2013 (Appendix A). The 6-year graduation rate also decreased from 42% in 2013 to 40% in 2014 (Appendix B), which ranked ASU third among USG Universities.

ASU has taken several campus-wide actions designed to support the goals of its Complete College Georgia (CCG) Plan. In spring of 2013, each of its 4 Colleges was asked to develop specific action plans in alignment with the goals of its CCG plan. The action plans were tied directly to the degree majors offered within the College and included dates for accomplishment as well as individuals responsible. The intention was to create a deeper sense of ownership by each College and its respective faculties. In addition, each College level plan addresses how it will support the campus-wide activities of the Academic Advising and Retention Center and the Academic Success Unit. In Spring 2015 faculty in each department evaluated their progress for the 4 goals: reduce midterm deficiencies, increase retention rates, increase graduation rates, and establish/expand partnerships. During the Fall 2015 Faculty/Staff Conference, the plans' progress, results, and use of results were shared with all ASU personnel for input. For example, each department expounded on how students were referred to peer tutoring or supplemental instruction if their exam scores were not at C or higher in any class by weeks 4-5 of the semester. The Academic Advisement and Retention Center provided colleges and departments with grade distributions by course to ensure that all faculty were aware of student progress.

Each college has implemented or expanded the number of on-campus and off-campus engagement opportunities available to students in their majors. As examples: the College of Business continued to use "Cash Mobs" for local and area businesses, providing students insight into the power of the average person to influence the economic success of local business. In Spring Semester 2015, the College of Business (COB) convened a week-long meeting among members of their advisory board, COB students and COB faculty to investigate the curriculum, internship experiences and other business-related opportunities for COB students with area employers. As a result, the COB strengthened the student learning outcomes in the internship courses and identified additional opportunities for skill-building for students. The College of Education has implemented study activities for area public school students, linking future teachers to methods and practices that instill a desire in public school students for success and further education, leading them to be productive citizens. The music majors from the College of Arts and Humanities perform for area schools, civic and service organizations; an example is providing musical performances at area nursing homes where students interact with residents following their performances.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Albany State University's 2014-2015 goals were to 1) reduce mid-term and final semester academic deficiencies by 2% per year over the next 5 years; 2) increase ASU's retention rate to 70% by 2017 and 3) increase ASU's graduation rate to 45% by 2017. During AY 2014, ASU came up short by a mere 1% in reaching its retention goal of 70% and a slight decrease in graduation rate to 40%. Data collected and maintained by the Office of Institutional Research showed a 3% decline in deficiencies from Fall 2013 to Fall 2014.

In 2014-2015, 4 of 8 Learning Support (LS) students enrolled in ENGL 0989 progressed to ENGL 0999. Fourteen of 26 LS students enrolled jointly in ENGL 0999 and ENGL 1101 exited from Learning Support and received academic credit for ENGL 1101. In 2014-2015, 29 of 55 LS students enrolled in MATH 0989 progressed to MATH 0999. Of the 80 students jointly enrolled in MATH 0999 and MATH 1111, 55 percent exited Learning Support and received academic credit for MATH 1111. When reviewing fully admitted students in credit-bearing courses who required remediation, there was a decline in the number from Fall 2013 to Fall 2014. In Fall 2013, 177 students required remediation in English, reading (or combined English/reading), and mathematics. In fall 2014, 154 students required the same remediation support.

For 2015-2016, ASU's goals will be to: 1) target the increase of graduations of college students and students from racial/ethnic minorities; 2) shorten the time to degree completion; and 3) increase the likelihood of degree completion

by changes in remediation. ASU colleges and departments will continue implementing strategies to increase graduation rates that include timelines, responsible persons, expected outcome dates, and reporting of progress to the Provost/Vice President for Academic Affairs as noted in the previous discussion of the College-wide CCG plans each College developed. Some of the strategies include better and more frequent academic advisement by the Academic Advising and Retention Center (AARC) and by department faculty; clearer delineation of required course offerings and scheduling and adherence to student's program of study; earlier career counseling for different majors; better use of Degree Works and Grades First to better identification of students who would benefit from tutoring and supplemental instruction; and more student-faculty engagement activities. ASU will continue to increase the use of curriculum mapping in all majors to identify gaps in content and institute ways to close the gaps. Colleges will expand on their alumni databases speakers who can share with students their models of success and also serve as student mentors. Continued collecting and reporting of these data will help focus the activities needed for improved retention and graduation. ASU has set the retention rate to 70.25% and the graduation rate to 42% for 2015-2016.

ASU will shorten time to degree completion by use of dual enrollment and prior learning assessment. During 2014-2015, ASU had Memorandums of Understanding (MOUs) with the Dougherty County Early College and with Deerfield Windsor School. Thirty-six Early College students were enrolled in ASU courses in Fall 2014 and 18 in Spring 2015. Four of the 20 Early College students who graduated from high school were either Valedictorian or Salutatorian of their high school. Twenty-three DCSS students have been admitted to ASU for the Fall Semester, 12 have registered, and other students have applied. Fourteen Deerfield Windsor students were enrolled through ASU in Fall 2014 and 11 in Spring 2015, both of its top two honor graduates attended ASU in 2014-15. Fourteen DWS students are already admitted to ASU for Fall 2015. In the spring of 2015, ASU personnel met with the Dougherty County Curriculum Director and high school principals/assistant principals about the progress of dual enrollment. Beginning in Spring 2015, the Dougherty County School System consolidated its dual enrollment to meet Move on When Ready (MOWR) guidelines and is providing additional options for its students. ASU faculty will continue to interact and provide professional development to local and area middle and high school teachers in ways to better prepare public school students for college readiness.

ASU will increase the likelihood of degree completion by enhancing additional remediation activities. Some of the enhancement activities include continued identification of students requiring additional learning support and enrollment in identified English and math courses that have a supplemental learning lab in order to increase academic success. Workshops will be provided for faculty in order to share effective teaching strategies. Throughout each semester, workshops, peer tutoring, teaching assistants, and supplemental instruction in areas identified as challenging will be offered to students. In addition, organizations such as the Center for the African American Male (not restricted to males) will offer study sessions, as well as counseling and personal and professional development of students. Activities will be evaluated at the end of Fall and Spring semesters to note the more effective activities as well as the suggestions to improve remediation which can then be incorporated in the following year.

In July 2014, Albany State University and Darton State College signed four articulation agreements (Criminal Justice, Forensic Science, Music Education, and Social Work). In Spring semester 2015, ASU faculty planned to teach two upper level ASU courses on the Darton campus – one each from Forensic Science and Criminal Justice. Based on space, only one ASU Forensic Science course by an ASU faculty member was offered at Darton in Spring Semester 2015. Negotiations for additional courses are ongoing. Although the articulation agreement with Darton in music education remains current, ASU has not received any students from Darton in music education; however, we have received one student who is pursuing the Bachelor of Arts in Music.

The ASU College of Business continues to explore an articulation agreement with Darton State College for Supply Chain and Logistics Management (SCLM). Currently, Darton State offers a certificate program and has expressed an interest in ASU assisting Darton to build the certificate program into an associate degree in SCLM, thus allowing their associate degree graduates to transfer to ASU to earn a Bachelor's degree in SCLM. In the Spring semester 2014, there was an addition of over 20 areas to the Albany State University-Albany Technical college articulation agreement for students with an Associate in Applied Science in Technology Management to complete the Bachelor of Applied Science in Technology Management at ASU, and 10 have applied for or begun classes toward the BAS at ASU. In 2014-15 the COB and the Online Admissions Office have recruited more actively at the technical colleges. Expanding the number of articulations between ASU and other institutions will lead to easier transition for students and increase the number of Georgia residents earning bachelor degrees.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal 1: (CCG #1) Increase the Number of Undergraduate Degrees Awarded By ASU.

ASU will continue to target first generation college students and students from racial/ethnic minorities. Data on these students will be disaggregated from their cohort with regards toward progression toward graduation.

The high impact strategy for increasing the number of undergraduate degrees at ASU is to effectively implement the action plans developed by each department in the four colleges which include implementing and intensifying target advising for students who are not progressing through the Early Alert System, actively recruiting military personnel through The Veteran Office for Institutional Community Engagement (VOICE), developing both a comprehensive University Diversity and Retention Plan as well as strategies from supporting departments and organizations such as AARC and CAAM. Each department identified increased intrusive and encompassing advisement for all students. Progress in 2015-2016 will be strengthened by ensuring that each department develops an action plan for greater faculty-student involvement in student success. AARC increased the use of Grades First to inform faculty and department chairs of students who would benefit from involvement in supplemental instruction, peer tutoring, etc. Each

college will be required to provide the Office of Academic Affairs with updates on the status of implementation of these plans and an end-of-the-year accomplishment report will be required, using the targeted goals set. The action plans will be used for improved student success, to assess the effectiveness of the plans, and to frame revisions to the goals/actions for the following year. Data will be submitted each semester to the IR Director for analysis and dissemination of findings.

Interim measures of Progress and Measures of Success: In Fall 2012, the retention rate was 67%, increasing to 70% in Fall 2013, and decreasing to 69% in Fall 2014. The 6-year graduation rate for the freshman cohort entering in 2006 was 39%; for the 2007 cohort the rate was 42% but decreased to 40% for the 2008 cohort. ASU ranks number 3 among Georgia Universities in 6 year graduation rates.

Goal 1: Increase the number of undergraduate degrees awarded by ASU for traditionally underserved populations (Hispanic, veteran and military personnel, and adult learners)

Strategy/Activity	Target	Measure of Progress	Assessment	Responsible Division
Implement and intensify targeted advising for students in collaboration with faculty who are not progressing through Early Alert System.	3% increase in students achieving advising through the Early Alert System	% of students who have not successfully completed required Math or English course upon completion of 20 hours	Compare change in the % of students who have not completed at least one English and one Math upon reaching 20 credit hours from Fall 2015 baseline	AARC
Actively recruit military personnel through The Veteran Office for Institutional Community Engagement (VOICE) veteran support service center	3% increase	# of military personnel applying as well as number of admissions	Compare change in the number of military applying and accepts from Fall 2015 baseline	VOICE Admissions ARC
Actively recruit Hispanic/Latino students	3% increase	# of Hispanic, students	Compare change in the number of Hispanic students who apply, those accepted, and those enrolled from Fall 2015 baseline	Admissions
Develop a Comprehensive University Diversity Plan	Completion of Plan	Completed Plan approved by President & Cabinet	Completion and Implementation of Plan	Admissions
Develop a Comprehensive University Retention Plan	Completion of Plan	Completed Plan approved by President & Cabinet	Completion and Implementation of Plan	Led by AARC
Comprehensive Financial Aid Advising	10% Decrease in student withdrawals/noncompliance in reference to Financial Aid	% of decrease in reference to Financial Aid	Financial Aid discrepancies	Enrollment Management Director Financial Aid

Goal 2: (CCG #6) Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

In order to shorten time to degree completion, ASU is currently a) offering dual/joint enrollment programs for high school students; b) awarding credit based on Advanced Placement or International Baccalaureate scores/exams; c) awarding credit based on assessment of prior learning via CLEP or DSST scores; d) awarding credit based on ACE credit; e) assigning an enrollment management specialist (advisor) solely for high school students, parents, and counselors to provide them with a dual enrollment orientation, and encourage dual enrollment students to matriculate to ASU, and f)

university open house for students and parents to learn about dual enrollment opportunities.

Progress in 2014-2015: Fifty-three Dougherty County Early College (DCEC) students enrolled as dual enrolled students in Fall 2013; 36 students enrolled in Fall 2014; and 12 have registered for Fall 2015. A decision by the Dougherty County School System to move the students at the DCEC from the ASU campus to one of the high schools in the county or allow the students to enroll in the high school closest to their homes resulted in fewer Early College students enrolled in fall 2015, confirming ASU's impetus to continue reaching out to the Dougherty County high schools as well as other high schools in the region to establish new Dual Enrollment agreements. The ASU recruitment team with representatives from Admissions, Financial Aid, Online Learning and Academic Affairs met at various times with principals or counselors from five area high schools during the year. An agreement was reached with one of the high schools, and eligible students are to enroll in spring 2016. Twelve of the Early College students who graduated in May of 2015 enrolled early as regular college students at ASU beginning either in the Summer or for the Fall 2015 semester. ASU will continue to maintain data on the dual enrolled students. One concern voiced by the DCSS was transportation of students wishing to participate in dual-enrollment at ASU. An agreement was made to allow academically qualified DCSS teachers to be part-time ASU faculty and use the ASU syllabus for each course, thus allowing some students to remain in their schools rather than being transported to and from the ASU campus. Faculty credentials are being reviewed.

Deerfield Windsor School (DWS) continues to actively work with ASU in dual enrollment of their students and the Counselor sits with the students interested in dual enrollment prior to the end of their sophomore or junior year and assists them in completing their FAFSA and ACCEL applications for the coming year. ASU's meetings with DWS administration, parents and students continue to see an increased interest in dual enrollment – some with ASU or others with our area state college.

In July 2015, the new Enrollment Management Associate Provost assigned two experienced staff members to recruit at the area high schools and to serve as liaisons at the local technical college and the state college with a goal of increasing the transition from the student's previous institution to ASU. One of these liaisons will also coordinate courses for ASU at the Cordele campus to be shared with Darton State College.

ASU strategy to retain dual enrollment students as ASU freshmen by increasing matriculation rates of dual enrollment students to at least 3% in Fall 2016 will begin in Fall 2015 and will be facilitated by Enrollment Management. The Director of Admissions will identify dual enrollment students to department deans and chairs to be contacted on the basis on their anticipated major for recruitment in their projected major. ASU recruiters will also actively contact these dual enrollment students with ASU information to retain dual enrollment students as ASU Freshman.

ASU Open Houses for college-bound high school students will provide students with a first-hand look at the benefits of attending Albany State University. The Open Houses will include: Information Fair – Chat with representatives from ASU organizations and offices while gathering information and giveaways. Academic Sessions – Hear from faculty, staff and students within the schools/colleges, campus and residence hall tours. Information Sessions- Topics such as admission requirements for transfer students, military veterans as well as information regarding the application and financial aid processes.

Goal 2:) Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment

Strategy	Target	Measure of Progress	Assessment	Responsible Division
Offering increased dual/joint enrollment programs for high school students	3% increase in Dual enrollment students 3% increase in dual enrollment credits successfully obtained	# dual enrolled students Number of credits awarded to dual enrolled students Number of high schools from which ASU draws dual enrolled students.	Increase in # of dual enrollment Students from Fall 2014 baseline # of credits/semesters from Fall 2014 baseline	AARC
Awarding credit based on Advanced Placement or International Baccalaureate scores/exams	3% increase in credit awarded based on Advanced Placement or International Baccalaureate scores/exams	Credit hours awarded	Credit hours awarded	OAS&R
Awarding credit based on	3% increase in number of	Number of exams administered	Exams/Scores	OAS&R

assessment of prior learning via CLEP, ACE or DSST scores	exams administered 3% increase in number of credits awarded based on CLEP scores	Number of credits awarded based on CLEP scores		
Assign an Enrollment Management Specialist (Advisor) for high school students, parents, and counselors to provide information assist with orientations, complete registration, and encourage students to matriculate to ASU	Assignment of EM person	Hiring of EMS	Hiring of EMS	Enrollment Management
University Open House for parents and students who visit to learn about dual enrollment opportunities	# of high school students who attend Open House	# of high school students who apply & enroll as a result of Open House	Open House Attendance/Applications	Enrollment Management

Goal 3: (CCG #7) Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

ASU is currently pursuing the following strategies to address degree completion by initiating the USG guidelines for how remediation is accomplished: a) enrolling students most in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support; b) combining remediation in English and reading; c) ensuring that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course; and d) ensuring that students have unlimited “attempts” to complete corequisite remediation.

In Fall 2014, ASU’s students’ mid-term course success rate was 73% (up from 2013’s mid-term success rate of 72%), and the final success rate of 86% for the semester (up from Fall 2013’s rate of 83%). Grades First was used by AARC and faculty to contact students and recommend additional support. AARC sends early alerts to faculty of freshmen students, students on probation, students re-admitted after academic suspensions, and student athletes for advisement and academic support. All faculty continue to use Desire-2-Learn (D2L) in all courses, both online and face-to-face, for reporting attendance and grades and posting course syllabi and supplemental materials. D2L allows for tracking of attendance as well as monitoring of the academic progress of students. AARC generates e-reports on student progress for each student’s advisor, department chair, designated instructors and the Provost/VPAA one quarter of the way through each semester. Data on student use of supplemental instruction were collected by AARC in 2014-2015, and those areas offering the greatest usage and support for students were identified. In the Fall of 2013, the Academic Success Unit (formerly Learning Support) implemented credit-bearing courses in English and math and also developed a Learning Community designed to instill skills necessary to succeed in and complete college. In the fall of 2013, 177 students required remediation in English (or combined English/reading), reading, and mathematics. In the Fall 2014, 154 students required remediation in English (or combined English/reading), reading, and mathematics [English or combined English/Reading]. The College of Sciences & Health Professions offered study sessions each week in math, science and nursing and others as indicated. The Academic Advising and Retention Center monitored progress in all core courses identified as challenging and established study sessions for these courses.

Goal 3: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Strategy	Target	Measure of Progress	Assessment	Responsible Division
Enrolling students most in need of	10% increase in student	% increase	Student Enrollment/Attendance	Academic Success Unit

remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support	enrollment over three years		Fall 2013 baseline data	(Learning Support) OIE
Combining remediation in English and reading	10% increase in student enrollment over three years	% increase	Student Enrollment/Attendance Fall 2013 baseline data	AARC OIE
Ensuring that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course	10% increase in passing collegiate courses over three years	% increase	Passing rates over three years Fall 2014 baseline data	AARC OIE
Ensuring that students have unlimited "attempts" to complete corequisite remediation	Provide training for enrollment management, faculty and advisors so that students are appropriately enrolled and advised	Number of trainings/number attending training	Trainings/Student attempts	ASU Enrollment Management AARC OIE

OBSERVATIONS

Increasing the number of undergraduate degrees awarded by ASU, shorten the time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment, and increasing the likelihood of degree completion by transforming the way that remediation is accomplished are all continuous performance goals and targets for improvements at the University. Current academic and operational plans identified include strategies and measures that are intended to accomplish these goals.

ASU came up short by a mere 1% in reaching its retention goal of 70% and a decrease in the 6-year graduation rate from 42% to 40% was an area of University concern. In the Spring of 2015, ASU hired a new Enrollment Management Associate Provost who has begun to place increased emphasis on the design, implementation, and management of a strategic, comprehensive, and integrated enrollment management program at ASU. The Enrollment Management Associate Provost has implemented activities such as ASU liaisons, developing an ASU Retention Plan, and working closely with the Provost and Vice President of Academic Affairs, Student Affairs, Offices of Admissions, Registrar, Financial Aid, New Student Orientation, Office of Institutional Effectiveness and the ASU Senior Leadership Team in order to facilitate student recruitment, retention, and graduation successes. These efforts, along with the comprehensive enrollment management plan will not only build on the University's current enrollment successes, but also position the University to achieve future enrollment and retention goals.

ASU is committed to shortening the time to degree completion through programs that allow students to earn college credit as well as by continuing to target military personnel; therefore, ASU continues to be a designated military-friendly campus. Military spouses have enrolled in programs such as nursing and education. Additionally, the University has a Military Liaison who works with veterans and their families. ASU has maintained its statewide articulation agreement with the Technical College System of Georgia for the Fire Service Program and continues to add MOUs with area technical colleges. As noted earlier in this report, in 2014, ASU signed four articulation agreements with Darton State College and is working on admissions and reverse transfer opportunities with Darton. The results of these articulation agreements have been slow in the enrollment of new students but have resulted in more contacts than previously. One student who transferred from the technical program has completed his BAS in Fire Services and three others are in the process of being admitted into the program. One ASU student has completed Reverse Transfer and has received her associate degree. Two additional ASU students are in the process of completing requirements for their associate degrees through Reverse Transfer. The Admissions Office personnel are actively working with those interested in enrolling at ASU to facilitate their admission and enrollment. ASU's President continues a coordinated local effort to address issues such as the local graduation rate. That collaboration of this effort among the ASU President, the Darton State College President, the Albany Technical College President, and the Dougherty County School Superintendent continues.

ASU saw a decline in remediation from the Fall of 2013, with 177 students requiring remediation in English (or combined English/reading), reading, and mathematics to 154 students in the Fall 2014, requiring remediation in English (or combined English/reading), reading, and mathematics [English or combined English/Reading]. ASU also

saw a decline in enrollment from the Fall of 2013, with 3878 students to 3567 in Fall 2014, and 3,492 in Fall 2015. The rigorous examination of ASU student enrollment data was used to develop what strategies and activities were the most and least effective at ASU and expand on the development of new more innovative strategies.

The strategies and activities are identified below:

- Enrollment of students most in need of remediation in gateway collegiate courses in English and mathematics with corequisite. Learning support has been a successful strategy as this process has shown a decline in students needing additional support in other collegiate courses.
- Previously, ASU centralized the advising system. The centralization of advising was all advising being done by advisors in conjunction with Grades First. This strategy was not successful. This centralization is in the process of being reversed. Intensified and targeted advising for students with more collaboration from faculty, AARC, and retentions specialist will provide capacity building ultimately resulting in student personal and academic success.
- Enrollment Management is in the process of creating exuberant Diversity, Retention, and Recruitment Plans that will enrich the collaborations with local and regional educational agencies. These Plans will increase the visibility of ASU which will in turn, lead to an increase in enrollment.
- Reorganization of the Office of Financial Aid. The reorganization of the Office of Financial Aid will result in the development of new policies, training, procedures, and hiring of new financial aid advisors. This information will provide a more robust financial aid process to address any student financial aid issues in a timely fashion.
- Administrators, faculty, and staff examined ASU enrollment data which supported the fact that ASU has not been successful in continuously increasing the number of traditionally underserved populations (Hispanic, veteran and military personnel, and adult learners). This will be achieved by the following strategies. 1. Actively recruit and increase the number of military personnel, veteran, and Hispanic/Latino students enrolled at Albany State University. 2. Develop a comprehensive Diversity Plan. 3. Develop a comprehensive Retention Plan. Each of these strategies will lead to the successful recruitment, admissions, retention, progression, and graduation of these traditionally underserved population at ASU.

Data were collected and will continue to be collected by Institutional Research from student persistence, progression, retention, and completion rates. Institutional data in conjunction with IPEDS, Academic Affairs, Student Affairs, Enrollment Management and Financial Aid, are accurately and systematically collected and analyzed in order to achieve these goals.



Armstrong State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Armstrong’s strategic plan, Charting Excellence Together, reaffirms our commitment as a teaching-first University, where student-focused and transformative education is valued, with the primary goal of fostering student success. The strategic plan serves as the lens through which faculty members, staff, administrators, and students view their roles, responsibilities, interactions and performance.

Our Complete College Georgia-Armstrong plan is consistent with our institutional mission of providing diverse and transformative learning experiences that lead to student success, with the overarching goal of supporting students from matriculation through to graduation. Armstrong has a history of service to the 6-county coastal Georgia region and to students who desire to enter college from a variety of pathways: traditional freshmen and transfer students, as well as non-traditional students who enter Armstrong to pursue new opportunities in their lives and careers. Slightly more than 30% of our first-time, full-time students are first-generation college students, who may not have had the benefit of parents, siblings, or mentors to help them understand and prepare for the college experience. More than one-third of Armstrong students are non-traditional adult learners who need flexible course offerings, support services, and career counseling. The number of potential non-traditional students in our region, including veteran and active duty military is large and drives many of our initiatives. (There are approximately 47,000 veterans and over 22,000 active duty personnel in the region.) Our students also often need assistance with financial aid and payment procedures, such as completing the FAFSA, submitting and signing required documents, understanding the variety of financial aid available, and managing money for college and personal expenses. Forty-nine percent of our students are Pell eligible, and over 85% of our students receive some form of financial aid. We provide numerous workshops on campus and in the community to meet this need.

Below are three tables of Armstrong student demographics. Table 1 gives the profile of an enrolled Armstrong undergraduate student in Fall of 2012, 2013 and 2014. Our population tends to be full-time, female Pell-eligible students who more often than not, are adult learners. The population distribution of students remains mostly stable, with a slight trend over these 3-years toward an increase in the number of full-time students, as well as an increase in the number of Pell eligible students. Also, we have growing populations of military and minority students. Our programs are geared to serve these populations and assure that they are progressing to their degree in a timely fashion.

Table 1: Armstrong Demographics, Total Enrolled	Fall 2012		Fall 2013		Fall 2014	
	n	%	n	%	n	%
Total Undergraduates	6,731		6,377		6,346	
Full-Time	4,839	71.9%	4,699	73.7%	4,702	74.1%
Part-Time	1,892	28.1%	1,678	26.3%	1,644	25.9%
Male	2,369	35.2%	2,133	33.4%	2,120	33.4%
Female	4,362	64.8%	4,244	66.6%	4,226	66.6%
Black or African American	1,566	23.3%	1,534	24.1%	1,577	24.9%
Latino/Hispanic	462	6.9%	460	7.2%	456	7.2%
Multiracial	250	3.7%	254	4.0%	270	4.3%
Pell Eligible	2,904	43.1%	2,732	42.8%	2,910	45.9%
First-Time Full-Time Freshman	968	14.4%	864	13.5%	635	10.0%
Adult Learners (Age 24 and Older)	2,320	34.5%	2,172	34.1%	2,230	35.1%
Veteran or Military Affiliated	587	8.7%	634	9.9%	539	8.5%
Learning Support	153	2.3%	157	2.5%	166	2.6%

Table 2 highlights the demographics of our entering student population for the last five years. New students are increasingly military students, Pell eligible, female and adult learners.

Table 2: 5-Year history of number of entering students, by underserved population

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	n	%	n	%	n	%	n	%	n	%
Total entering undergraduate students	2,086		2,220		1,789		1,597		1,602	
Part-Time	465	22.3%	584	26.3%	408	22.8%	360	22.5%	450	28.1%
Adult Learners	406	19.5%	474	21.4%	312	17.4%	269	16.8%	328	20.5%
Military and affiliated	145	7.0%	173	7.8%	146	8.2%	152	9.5%	245	15.3%
First Generation	651	31.2%	699	31.5%	562	31.4%	492	30.8%	486	30.3%
Race/Ethnicity										
Asian	73	3.5%	71	3.2%	68	3.8%	66	4.1%	48	3.0%
Black or African American	552	26.5%	534	24.1%	403	22.5%	366	22.9%	361	22.5%
Hispanic	117	5.6%	163	7.3%	125	7.0%	124	7.8%	117	7.3%
American Indian or Alaska Native	6	0.3%	7	0.3%	6	0.3%	3	0.2%	4	0.2%
Native Hawaiian or other Pacific Islander	3	0.1%	2	0.1%	2	0.1%	4	0.3%	3	0.2%
White	1,258	60.3%	1,327	59.8%	1,018	56.9%	966	60.5%	971	60.6%
2 or More Races	74	3.5%	111	5.0%	70	3.9%	68	4.3%	80	5.0%
Unknown	3	0.1%	5	0.2%	97	5.4%	0	0.0%	18	1.1%
Gender	2,086									
Female	1,288	61.7%	1,408	63.4%	1,137	63.6%	1,087	68.1%	1,056	65.9%
Male	798	38.3%	812	36.6%	652	36.4%	510	31.9%	546	34.1%
Pell Recipient	825	39.5%	931	41.9%	756	42.3%	651	40.8%	709	44.3%

Table 3 highlights the most recent data on 6-year graduation rates, in accordance with Goal 1. For the last three cohorts (2006-2008), the graduation rate is similar for all student populations, at nearly 30%. However, male students, Veterans, part-time and learning support students graduate at a much lower rate than other students. We have seen small increases in the number of non-traditional adult learners, as well as Hispanic and multiracial students graduating within 6-years, and we expect that trend to continue. We must address the decreasing rate seen for both Pell eligible and learning support students.

Table 3: Armstrong, 6-year Graduation Rates	% Graduated within 6 Years 2006 cohort	% Graduated within 6 Years 2007 cohort	% Graduated within 6 Years 2008 cohort
First-Time Full-Time Cohort	31.0%	33.6%	29.7%
Male	23%	24.2%	24.2%
Female	35.8%	40.7%	33.4%
Black or African American	35.2%	43.9%	25.3%
Latino/Hispanic	20.6%	35.7%	34.0%
Multiracial	26.7%	35.4%	30.4%
Pell Eligible	32.3%	31.3%	22.0%
Adult Learners (Age 24 and Older)	33.3%	27.6%	39.0%
Veteran or Military Affiliated	27.3%	38.5%	25.0%
Learning Support	25%	21.7%	18.0%
Part-Time	10.5%	15.5%	11.6%

As Armstrong is an institution that enrolls a significant number of transfer students, it is important to monitor our total number of degrees granted, not just the FTFTF graduation rate. Table 4 shows the total degrees conferred for the last four years. We have seen a 27% increase in Associate degrees and a 15.7% increase in Bachelor's degrees since FY 2012. In accordance with CCG Goal 1, Tables 5-6 additionally show the breakdown of the Associate and Bachelor degrees awarded by race and Table 7 indicates the number of STEM degrees awarded which have been on the rise.

Table 4: Degrees Conferred	FY 12	FY 13	FY 14	FY 15 Preliminary
Associate's Degrees	55	64	49	70
Bachelor's Degrees	881	977	1026	1020
Total	936	1041	1075	1090

Table 5: Associate Degrees Conferred by Award Year	2010	2011	2012	2013	2014
Asian	1	0	0	0	5
Black/ African American	14	15	19	17	18
Hispanic/ Latino	7	5	1	4	4
American Indian/ Alaskan Native	0	0	0	0	0
Native Hawaiian/ Pacific Islander	0	1	0	0	0
White	49	40	31	37	19
Multiracial	2	2	4	6	3
Unknown	1	0	0	0	0
Total	74	63	55	64	49

Table 6: Bachelor Degrees Conferred by Award Year					
	2010	2011	2012	2013	2014
Asian	25	27	24	31	42
Black/ African American	162	199	189	206	222
Hispanic/ Latino	26	55	50	57	56
American Indian/ Alaskan Native	1	2	4	3	5
Native Hawaiian/ Pacific Islander	0	1	1	2	1
White	629	585	566	646	664
Multiracial	8	25	42	31	34
Unknown	17	15	5	1	2
Total	868	909	881	977	1026

Table 7: STEM Degrees Conferred

		2010	2011	2012	2013	2014
Associate's	n	1	0	1	7	1
	%	1.4%	0.0%	1.8%	10.9%	2.0%
Bachelor's	n	108	117	111	113	144
	%	12.4%	12.9%	12.6%	11.6%	14.0%

Armstrong's retention data, shown in Table 8, indicate that our overall retention rate has seen an increase, while the rate for learning support students sharply decreased through 2013, before rebounding in 2014. Throughout this period, the retention rate for part-time students and Pell recipients have been relatively flat. New CCG strategies are in place to help improve our learning support student outcomes and retention.

Table 8: 5-year History of 1-year Retention Rates by Student Type			
8a: Institutional	Cohort	1-Year	
		n	%

Fall 2009	1116	737	66.0%
Fall 2010	1208	771	63.8%
Fall 2011	1176	779	66.2%
Fall 2012	1062	691	65.1%
Fall 2013	943	648	68.7%
Fall 2014	692	469	67.8%
8b: Full-time		1-Year	
	n	n	%
Fall 2009	963	672	69.8%
Fall 2010	1088	711	65.3%
Fall 2011	1067	732	68.6%
Fall 2012	968	652	67.4%
Fall 2013	864	605	70.0%
Fall 2014	635	445	70.1%
8c: Part-time		1-Year	
	n	n	%
Fall 2009	153	65	42.5%
Fall 2010	120	60	50.0%
Fall 2011	109	47	43.1%
Fall 2012	94	39	41.5%
Fall 2013	79	43	54.4%
Fall 2014	57	24	42.1%
8d: Pell Recipients		1-Year	
	n	n	%
Fall 2009	381	281	73.8%
Fall 2010	494	325	65.8%
Fall 2011	485	324	66.8%
Fall 2012	448	299	66.7%
Fall 2013	395	260	65.8%
Fall 2014	309	197	63.8%
8e: Learning Support		1-Year	
	n	n	%
Fall 2009	79	48	60.8%
Fall 2010	76	46	60.5%
Fall 2011	63	35	55.6%
Fall 2012	23	11	47.8%
Fall 2013	43	19	44.2%
Fall 2014	32	21	65.6%

Table 9 showcases five years of data on our credit hour benchmarks for Goal 2. These benchmarks indicate that we have been increasing the fraction of our students taking 15 hours or more per semester, with the largest gains seen at the freshmen level, attributable to our 15-to-Finish messaging at orientation and our pre-registration of all freshmen for 15 hours prior to their coming to orientation (piloted in 2014, full implementation in 2015).

		2010	2011	2012	2013	2014
Freshmen	Cohort	2637	2383	2168	2048	1883
	n	476	600	604	525	606

	%	18.1%	25.2%	27.9%	25.6%	32.2%
Sophomore	Cohort	1470	1580	1542	1415	1471
	n	331	373	412	414	382
	%	22.5%	23.6%	26.7%	29.3%	26.0%
Junior	Cohort	1224	1267	1414	1243	1345
	n	292	307	393	375	413
	%	23.9%	24.2%	27.8%	30.2%	30.7%
Senior	Cohort	1587	1583	1607	1671	1647
	n	410	405	470	557	516
	%	25.8%	25.6%	29.2%	33.3%	31.3%
Total	Cohort	6918	6813	6731	6377	6346
	n	1509	1685	1879	1871	1917
	%	21.8%	24.7%	27.9%	29.3%	30.2%
Table 9b : Students Completing in 30 Hours or More by Spring Semester						
		2011	2012	2013	2014	2015
Associate's		24	11	3	13	161
Completed 15 Hours	n	13	8	2	12	149
	%	54.2%	72.7%	66.7%	92.3%	92.5%
Completed 30 Hours	n	0	2	2	3	72
	%	0.0%	18.2%	66.7%	23.1%	44.7%
Bachelor's		1063	1015	929	819	611
Completed 15 Hours	n	894	854	809	732	530
	%	84.1%	84.1%	87.1%	89.4%	86.7%
Completed 30 Hours	n	171	224	327	318	237
	%	16.1%	22.1%	35.2%	38.8%	38.8%

Table 10 indicates the number of credits to a degree (Goal 3), which has been trending downward. We are starting to see changes in the total credits to a degree for our associate degree students (down 12%), but we have not yet seen appreciable changes for our bachelor degree students. On average, students are still taking approximately 30% more credits to obtain associate degrees and roughly 10% more to receive bachelor's degrees (although with some of our degree programs requiring up to 132 hours, the actual percentage of hours beyond the minimum required is likely significantly lower).

Table 10: Number of credits at degree completion					
	FY 11	FY 12	FY 13	FY 14	FY 15
Number of collegiate credits earned at degree conferral for students earning associate degrees.	95.42	85.18	86.38	92.35	84.97
5-year history of the number of collegiate credits earned at degree conferral for students earning bachelor's degrees.	138.28	136.96	139.05	137.35	137.58

As shown in Table 11, students are completing courses with greater success each year, supporting improvement on Armstrong State University

Goal 3.

Table 11: Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years. (Goal 4 Outcome Metric 4.1)				
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
82.3%	83.0%	84.3%	86.0%	87.1%

To address CCG Goal 6, we have found that after joining the Adult Learning Consortium and subsequently reviewing and changing our prior-learning assessment exam scores (for AP and CLEP), we are now providing 23% more AP credits to incoming students. In addition to increases in AP credits, as indicated in Table 12, our CLEP credits have remained constant to slightly higher, and we expect this to grow with marketing and our new centralized advising model, where professional advisors can encourage CLEP testing. While our dual-enrollment population and credits earned have increased, our IB credits have trended downward, likely a result of not marketing Armstrong to local IB schools, which is something we have targeted for Fall 2016 and beyond. We expect our dual-enrollment numbers to continue to increase with the newly implemented MOWR changes in Fall 2015.

Table 12: Credit for Prior Learning		FY 11	FY 12	FY 13	FY 14	FY 15
Number of students enrolled in dual enrollment or joint enrollment programs		73	60	62	79	84
Number of college credits awarded to dual enrollment students or joint enrollment students		867	633	716	864	803
Number of credits awarded by institution awarded based on AP exams		3,776	4,193	4,241	4,238	4,651
Number of credits awarded by institution awarded based on International Baccalaureate exams/degree completion		25	37	51	25	13
Number of credits awarded by institution based on CLEP scores		471	449	478	524	472
Number of DANTES credits		0	0	11	6	11

Finally, a new initiative allows us to address CCG Goal 7 to improve our learning support completion rates, which have remained constant over the last five years. Beginning in Fall 2015, our learning support courses were overhauled to the co-remediation model. In addition, our academic advising restructure, a Goal 4 initiative, will provide a dedicated professional advisor for non-traditional students.

Table 13: Learning Support Enrollment and Completion							
	System or Institution Required	Completed Within 2 Semesters		Completed Within 3 Semesters		Completed Within 4 Semesters	
	n	n	%	n	%	n	%
English*	13	11	84.6%	11	84.6%	11	84.6%
Math *	90	24	26.7%	43	47.8%	43	47.8%
Reading*	3	2	66.7%	2	66.7%	2	66.7%
Unduplicated	91	25	27.5%	44	48.4%	44	48.4%
* all are stand-alone remediation. Armstrong moved to co-remediation in fall of 2015.							
Reading remediation eliminated, Fall 2015							

INSTITUTIONAL GOALS AND STRATEGIES

Our overarching CCG-Armstrong goals are to:

- Increase in the number of undergraduate degrees awarded by Armstrong, by 0.5% per year (CCG Goal 1);
- Increase the number of degrees awarded on-time, by increasing our 6-year graduation rate by 0.5% per year (CCG Goal 2);
- Decrease the number of excess credits toward degree 10% by 2020 (CCG Goal 3);
- Implement and expand improvements in advising services for FTFTF and at-risk students, to improve freshman and sophomore retention rates to 80% and 59% respectively (CCG Goal 4);
- Restructure instructional delivery to support educational excellence and student success, especially in the area of remediation (CCG Goal 7); and
- Improve college access for students who are non-traditional, military, first-generation, and/or from historically

underrepresented groups (CCG Goal 6).

High Impact Strategy	Implementation of Adult Learning Consortium Principles for awarding credit based on verifiable experience or prior learning.
Goal	<ol style="list-style-type: none">1. Increase in the number of undergraduate degrees awarded by Armstrong, by 0.5% per year2. Increase the number of degrees awarded on-time (raise our 6-year graduation rate 0.5% per year for each student type)3. Decrease the number of excess credits toward degree, by 10% by 2020
Summary of Activities	We have implemented the recommended principles of the Adult Learning Consortium. Specifically, we added the PLA portfolio, adjusted our minimum CLEP scores to the recommended 50, expanded our AP and IB credit acceptance policies, offered challenge exams in courses where no CLEP exam exists and worked to improve our ACE/JST transcript acceptance policies and procedures. We have evaluated over 60 ACE course recommendations and are working to simplify the awarding of ACE course credits. We were funded in 2014-2015 by the USG College Access Challenge grant to improve our ACE/JST transcript evaluation process, which resulted in the 60 courses reviewed. This strategy involves faculty who are on the adult learner committee, our testing center, our transfer evaluation and Registrar staff, our Liberty Center director and staff and all of our professional advising staff.
Baseline Status	We award a 5-year average of 4,734 PLA credits from AP, IB, CLEP and DANTEs (Table 12). We graduate, on average, 33% of our adult students in 6-years and 30% of our military affiliated students (Table 3).
Interim Measure of Progress	Each of these items was fully in place for the 2014-2015 academic year and continues for 2015-2016. We have had some increases in the number of credits awarded via AP, DANTEs and dual-enrollment. We have also seen an increase in our adult-learner graduation rate, which was 39% for our 2008 cohort.
Measure of Success	We expect to see a continued measurable increase in the use of these credit options within our student population, coupled with a measured decrease in the number of excess credits at graduation. Success in this area is evidenced by a steady increase in the graduation rate of adult students and traditional student (AP) using these credit options.
Lessons learned	Prior learning assessment (PLA) is multi-faceted and requires dedicated staff to manage the process. For some students, the portfolio option requires a significant amount of work that they are reluctant to do. Thus, adult students generally prefer CLEP exams or an ACE credit evaluation over a portfolio option. Having a well-trained and staffed testing center and advising center can assist with educating students on their PLA options.

How does meeting these goals increase student completion?

Identifying, examining and removing barriers to student success, for example, by evaluating prior learning and giving students appropriate transfer credit, reduces the amount of time to complete a degree by not asking students to take courses that are not needed. Additionally, through better advisement, we can have students develop appropriate goals and a clear plan for completing their degree programs. Each of these strategies can help a student establish and follow a plan that enables them to graduate in four years.

Targeting improvements to our learning support population will help us increase the retention rate of these students, many of whom are adult learners, thereby having an impact on retention.

Finally, by establishing better pedagogical practices, such as co-remediation of learning support, the use of supplemental instruction and peer-mentors in core and high DFW rate courses, students can graduate more quickly, by successfully earning core course credit on-time.

What are the barriers?

The barriers at Armstrong are also prevalent at most other institutions. Students have trouble paying for classes, maintaining their HOPE scholarships and balancing school, family and work obligations. Faculty need to be encouraged and rewarded for developing innovative pedagogy that promotes student success, which can be difficult in tight budgets. Finally, advisors have high workloads and yet must also be constantly involved in continuing education to stay abreast of transfer rules, changes in financial aid and academic policy, as well as student development theories and trends. Improved professional development for advisors can be a challenge to accomplish, especially when there is high turnover in these positions. On our campus, this is being addressed this year with a restructuring of academic

advisement to even the advising loads and provide improved professional development. We are continuing to work through these challenges and look for opportunities to be creative in our approaches so as to minimize each of these barriers.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High Impact Strategy	Implementation of new technology to assist advisors and students with degree planning and intrusive advising (DegreeWorks, EAB Student Success Collaborative (EAB-SSC), and Grades First).
Goal	4. Implement and expand improvements in advising services for FTFTF and at-risk students
Summary of Activities	DegreeWorks was released to Students in March of 2015. Faculty and staff were trained regarding the use of DegreeWorks, and additional training has been offered in the Fall of 2015. GradesFirst was implemented for all incoming freshmen, athletes, learning support and academic probation students beginning Fall 2014. For Fall 2015, GradesFirst was expanded to include all students under 60 hours with less than a 2.6 GPA and included all students on academic warning, all freshmen, sophomores, athletes and learning support students. We are in a proof of concept phase with the EAB-SSC to develop our risk model for student graduation. If the proof of concept is successful, EAB-SSC will be added to the advising platform by Fall 2016. All academic advising staff, tutor center staff, IT staff, and the Registrar's office are involved in both DegreeWorks, GradesFirst and EAB-SSC.
Baseline Status	Our baseline GradesFirst data indicates that 15% of students are at risk of failing a course, but, of those students, 48.6% go on to pass the course after intervention by an academic advisor. Faculty respond to Grades First Alerts at a rate of 62%. In the EAB-SSC platform, four majors have been chosen for the pilot, and additional majors will be added in the Spring of 2016, so that we may identify gateway courses and students who are at risk of not graduating in their chosen major.
Interim Measure of Progress	DegreeWorks will be used to improve advising communication and will see increased use by students. GradesFirst will see continued usage and the number of faculty reports of at-risk students who pass a course will increase. We expect to see increased demand for tutoring services based on Early Alert Interventions.
Measure of Success	DegreeWorks usage will reduce advising errors and will help students map their path to a degree, resulting in a measurable (10%) decrease in the excess credits students accumulate (Table 10). We expect to see measurable increases in student earned versus attempted hours, as well as both four- and six-year graduation rates as a measure of success, due to early alert interventions. GradesFirst will see continued usage and the number of faculty reports will increase (target 75%), and the number of at-risk students who pass a course will increase (target 60%). Our EAB risk model is predicted to help us identify an additional 5% of at-risk students over a baseline prediction model.
Lessons Learned	In the past, Armstrong has not effectively used available technologies and data to assist us with intrusive advising and academic coaching. The implementation of these new technologies requires significant buy-in from faculty and training for faculty and staff. A small amount of intentional outreach to a student can make a big difference in how the student engages with the campus and is ultimately retained.
High Impact Strategy	Centralization of 1st and 2nd year advising to normalize caseloads and provide targeted advising and coaching/intervention services to specific student populations (freshman, transfer, adult, military and secondary-admit programs)
Goal	4. Implement and expand improvements in advising services for FTFTF and at-risk students to improve freshman and sophomore retention rates
Summary of Activities	Prior to centralization, we piloted having the academic advisors pre-register all freshmen for 15 hours prior to their attending orientation, and we discussed the need to take 15 hours with all students during their orientation sessions. Beginning January 1, 2016, our 13 professional academic advisors will be housed under one director who will be able to develop a campus-wide vision and mission for advising of the freshmen and sophomore students. The new structure will provide better coordination of advising, mentoring and coaching services and improved advisor professional development, so that we can better focus on freshman and sophomore retention. The new advising team will run our supplemental instructor (SI) program so that the SIs can be appropriately trained and assessed. We have expanded our SI program in freshman and sophomore classes, which has contributed to a 1-2% higher retention rate in courses with SIs than in courses without SI. Implementation for the 2015-2016 academic years also includes revising 15-to-Finish

initiatives, pilots of appreciative and intrusive advising training and SAP training for advisors.

Baseline Status	As of Fall 2015, our freshmen retention rate, for associate and bachelor seeking students, is currently 71.8% (70.1% for FTFTF bachelor seeking only; Table 8). Our sophomore retention rate (bachelor seeking only) currently stands at 54.1%.
Interim Measure of Progress	Progress is measured by an increase in freshmen (bachelor and associate seeking) retention rate (Table 8), which hovers on average at 69% year to year, but currently stands at 71.8% for Fall 2015 (ahead of CCG target by 0.3%). A reduction of students on SAP, a decrease in DFW rates and an increased number of credits completed in the first two years will show that we are headed in the right direction (Table 9). Finally, increasing our sophomore retention rate, currently 54.1% for Fall 2015 (ahead of CCG target by 1.5%), will significantly increase our overall retention and graduation rates.
Measure of Success	We expect to achieve an institutional 80% retention rate for FTFTF students and a sophomore retention rate of 59% by 2020. We are also targeting an increase in the ratio of earned to attempted hours (90%), as shown in Table 11 and an increase in the number of students in the freshman and sophomore years taking 15 credits each semester (by 1% per year, See Table 9).
Lessons Learned	Professional advisors are key to student retention, especially in the early college years. Professional advising and counseling take a significant investment of time and resources to be successful. The complicated curriculum, financial aid rules, and the many stresses that accompany the transition from high school to college are best managed by a dedicated professional advisor who is responsive to students and knows the resources available to the student. Students can and should be mentored by faculty to pursue their academic and professional dreams and engage in their academic discipline. Students often need additional support and coaching to realize their full potential. Pre-registration of all freshmen is best accomplished with teamwork and cross training. Most students and parents expressed satisfaction with their student’s schedule. Data will be acquired at the end of fall 2015, to measure the impact of this component of the strategy.

High Impact Strategy	Workshops, programming, and community outreach regarding college readiness and financial options/incentives, targeted to adult, military, first-year and historically underrepresented students.
Goal	5. Improve college access for students who are non-traditional, military, first-generation, and/or from historically underrepresented groups.
Summary of Activities	Armstrong eliminated all non-course fees for active-duty military, expanded course offerings at the Liberty Center and increased our offering of evening, flex-term and hybrid classes for adult/military students. A military education coordinator recruits and provides assistance to veteran and military students. We have significant outside partnerships with Fort Stewart, Hunter Army Airfield, and the Community College of the Air Force. We hold adult information sessions and adult one-day registration sessions. The Office of Hispanic Outreach and Retention held 25 sessions in the community to address Hispanic student questions and concerns about college. A Hispanic Outreach and Retention Coordinator recruits and coaches Hispanic and Latino students. Financial Aid conducts financial workshops each year in the neighboring counties. Our academic advising office hosted 20 community visits in the local six-county region to recruit for dual enrollment programs. Our “Tickets for Success” program, run by our advisors, provides information on study skills, financial aid, impacts of SAP and course withdrawals and other necessary success information to current students. We have a full-time First Year Experience (FYE) director, who works to implement our QEP, “First Class”, which provides first-year students with education on campus resources and information literacy competency. Peer mentors have been added to numerous FYE courses to assist the faculty and students. Our Office of Multicultural Affairs provides a USG-funded mentoring program for African American males (MOVE), African American females and Hispanic males.
Baseline Status	Over the last three years, the average graduation rates of each group targeted with this strategy (military, African-American, Hispanic, multi-racial, non-traditional learners and traditional freshmen) have fluctuated widely without showing a definite trend upward. Each group has a graduation rate that averages from 30.2-34.8% (Table 3).
Interim Measure of	Progress would be evident in a dampening of the major fluctuations of this data, such that a

Progress	trend upward for a number of years would be recognized.
Measure of Success	Measurable and consistent increases of at least 0.5% per year in the adult, military, Hispanic, African American, and non-traditional student enrollment, retention and graduation rates would be an indicator of our success.
Lessons Learned	Resources targeted to improving student retention and graduation are not one-size-fits-all. Consistent resources and time must be dedicated to the specific needs of each population.

High Impact Strategy	Implement co-remediation in learning support courses
Goal	6. Restructure instructional delivery to support educational excellence and student success, especially in the area of remediation.
Summary of Activities	The Departments of Languages, Literature and Philosophy, Department of Mathematics, IT, Registrar, Advising, Admissions, and Testing Services worked together to implement the new co-remediation models for learning support.
Baseline Status	Tables 3, 8e and 13 show our learning support graduation, retention and success data, respectively. These numbers are all quite low and improvements in this area could yield large results.
Interim Measure of Progress	Students coded as learning support will have lower DFW rates in their Core A classes beginning Fall 2015. Fewer learning support suspensions will be issued. More non-traditional students and more freshmen at the lowest end of our admissions spectrum will receive the needed support to succeed in their early math and English courses, thus improving the number of credits earned and improving their 1-year retention rate.
Measure of Success	Our completion rate for learning support and Core area A courses for this population will increase, by 1% per year to 2020. The graduation rates for students in learning support will increase 1% per year to 2020.
Lessons Learned	Large curricular changes, such as a change in the way that learning support is taught, delivered, implemented on the technology side and assessed for success requires a significant effort from many units on campus. It is at least a year long process to implement.

ADDITIONAL HIGH IMPACT STRATEGIES FOR CCG-A

We rebranded, changed our marketing and recruitment message and adjusted our admissions standards for our Pirate Passage bridge program for summer 2015. We placed the program under FYE and used our newly-created holistic admissions review team to place students more intentionally into the summer bridge program. This led to our first 100% pass-rate in the program and a retention to Fall 2015 of 100% for our 2015 cohort. Our 1-year retention rates for this program have been trending upward over the last three academic years and now sit at 79.5%. We also have a significant number of living-learning communities (LLCs) in the dormitories. These learning communities have assisted with retention by providing additional support to First-year students. Our Honors, Science and Technology LLCs had 1-year retention rates to Fall 2015 of at least 85%. We have recently created a commuter student learning community in hopes of assisting commuter students with campus services designed to increase their persistence.

OBSERVATIONS

In reviewing our original CCG-A plan, we have noted that many of the original proposed goals are incorporated within these modified and more focused goals. Our original goals were to improve access for traditionally underserved groups, improve student success and rates of credential completion and increase alumni and donor engagement to support student access and success. We have made strides and are making strides in each of these areas. Each of the previous tactics has been implemented. This includes initiating MOUs with Savannah Tech, Georgia Southern and the Community College of the Air Force, to reaching out to educate the local community, to an increased commitment and fundraising for student gap funding to prevent stop-outs. From these initiatives, we have begun to see significant increases in degree production (Table 3). Based on preliminary FY 2015 numbers, our degree production is up 18% since 2012. While these increases may not be solely attributable to CCG activities, the results of our collective efforts are positive. We believe our efforts are having an impact, and we are confident that the numbers of graduates and enrollees will continue to increase. Our modified goals, as stated above, show our continued commitment to the original goals from our 2012 plan, with formative changes and expansions of new goals and strategies. For example, since learning support, part-time and African American male students have the lowest six-year graduation rates, we are re-doubling our efforts to address their needs, while continuing the higher levels of service we now provide to military and FTFTF students. To this end, in addition to our continued participation in the AAMI program, we have recently received our

Complete College Georgia | Campus Plan Updates 2015

first a \$1.1 M TRiO student support services grant from the U.S. Department of Education, to focus retention and graduation initiatives on our low-income, Pell-eligible students.



Atlanta Metropolitan State College

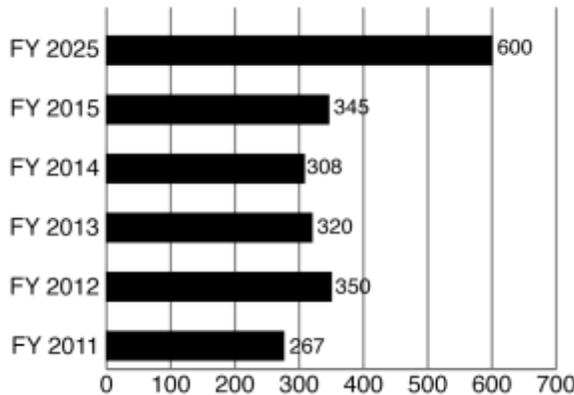
INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1974, Atlanta Metropolitan State College (AMSC) is a public college governed by the Board of Regents of the University System of Georgia (USG). The mission of AMSC is to provide high quality, low-cost access to post-secondary education, primarily to residents in the metro-Atlanta region. An essential component of the College’s mission is to provide a holistic experience for students that integrates academics with a range of co-curricular activities, including experiential learning, life-skills, and civic/community services. A core expected outcome of the College’s mission is to graduate a broad demographic of underrepresented, underserved students to achieve their career goals and to make meaningful contributions at all levels of society.

The College’s student profile includes a 3,000-student population, with a 6:4 ratio traditional/non-traditional adult learner commuter population, and demographics of 90% African-American, 3% Caucasian, 4% Hispanic, and 3% Asian. Though 25% of students require at least one learning support class, beyond the degree course requirements, AMSC consistently maintains a graduation rate higher than the USG State College average, and leads the State College sector with associate degree graduation rates for African-American males. Sixty-six percent (66%) of the AMSC student population are first-generation college students. Seventy percent (70%) of students receive the Pell grant, and 90% of students receive some form of financial aid. Approximately 30% of students major in Business and Computer Science programs, 28% Social Science, 22% Humanities and Fine Arts 20% STEM and Allied Health programs.

The overall Complete College Georgia (CCG) priority for AMSC is to achieve national completion average rates by 2025: a 22% graduation rate for associate’s degree seekers, and a 60% graduation rate for bachelor’s degree seekers. The current graduation rate of AMSC is 14.8%. These rates will position AMSC to achieve its second CCG priority: to confer 600 post-secondary degrees annually, by 2025. The 4-year trend in degrees conferred, impacted by CCG efforts at Atlanta Metropolitan State College, is provided in the Figure below.

Degrees Conferred By Year (2025 Goal)



INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal 1. Increase College Readiness of Incoming Freshman

How meeting this goal increases completion

Academically stronger students, particularly at the point of admission to the College, generally have higher completion rates because they can better navigate the rigors of college courses, repeat fewer courses, and successfully take a full load of classes, all of which decrease time to graduation. AMSC has employed two strategies to increase the number of college-ready students.

Strategy #1 - Ensuring Academically Stronger Students – Dual Enrollment:

AMSC has expanded its dual enrollment recruitment and outreach efforts to include five additional high schools to

increase the number of dual enrollment students for the FY2015 school year, with the goal of doubling the headcount of dual enrollment students from the previous year, and increasing the number to a target of 300 by FY2016, a 20% increase over the previous year. These efforts include providing transportation for select dual enrollment students who would otherwise not be able to participate. In addition, an AMSC Dual Enrollment Coordinator has been hired to manage these efforts.

Strategy #2 – Expanding BRIDGE Programs – Pre-MAT:

The College has expanded its Pre-Matriculation (Pre-MAT) Bridge program, which provides academic reviews in math, reading, and English for potentially new freshman students who do not perform well on the COMPASS admissions exam. The goal of Pre-MAT courses is to increase the COMPASS performance of students to exempt learning support requirements, which will reduce course requirements and reduce time to completion. The Pre-MAT program is more effective when students enroll in the 11th grade of high school, which gives them the opportunity to receive intervention strategies to close any academic gaps that might exist, before high school graduation. The Pre-MAT success rates average between 60 -70% on the first attempt, depending on the academic preparedness of the student enrolling in the class. This strategy has broad impact because both traditional students and non-traditional adult learners benefit significantly from this program. The target for Pre-MAT is to extend it to all high schools with which AMSC has dual credit programs.

Strategy #3 - Increasing Support for Adult Learners:

Adult learners constitute 42% of the overall student population (approximately 3000 students) at AMSC. Thus, achieving this strategy will have a marked impact on the success of AMSC's CCG initiative. The adult learner population is typically composed of students from varying backgrounds, including military, those requiring job retraining, or those pursuing new career options. Efforts associated with increasing adult learner graduation rates have proven very successful because of the high stakes associated with adult learners completing a degree/credential within a short amount of time. The following strategies to achieve this goal were implemented in FY2015. Strategies to support adult learners include: implementing adult learner "friendly" online courses designed to meet the needs of adult learners and to increase course delivery options, allowing them to consistently take more course credits that are compatible with their work schedule and family life, therefore graduating faster. Prior Learning Assessment, another strategy to assist adult learners, allows adult learners to submit portfolios outlining their prior learning experiences that may qualify for college credit(s), thus reducing the number of courses needed to complete the program of study/major, and reducing time to graduation.

Impact

600 -700, students annually

Needs/Challenges in Achieving this Goal

Although AMSC's Dual Enrollment program is progressing, there are needs/challenges. Among the challenges are (a) students' lack of funds to purchase text books, (b) insufficient preparation by many high school students to meet dual enrollment requirements, particularly meeting SAT and ACT minimum scores, and (c) students' lack of transportation prohibiting their participation. The Pre-MAT course has a fee of \$89.00. While nominal, this fee is a barrier for some students to take the course. The long-term goal is to increase the number of fee waivers beyond those the College is currently providing, and through external funding support, expand the Pre-MAT program to more students.

CCG Progress

Goal	High-Impact Strategy Priorities	Summary of Activities Achieved	Measures of Success
<p>Goal 1 Increase College Readiness of Incoming Freshman and Completion of Adult Learners</p>	<p>Increase numbers of dual enrollment students to ensure academically stronger and College-ready students at admission</p>	<p>Expanded service area recruitment/outreach of academically strong Dual Enrollment (DE) Students</p>	<p>Metric - Dual Enrollment Headcount Baseline: 82 Headcount (Fall 2013) Target: Increase DE enrolled by 5% annually. Results: Fall 2014, AMSC enrolled 225 dual enrollment students (174% increase); Target Achieved. In addition, AMSC decreased the gap between DE applications and those enrolled to 45%, marking a 35% reduction between 2011 and 2015. 2025 Aim: 500 DE Students</p>
	<p>Expand the Pre-MAT program to increase the number of students exempting learning support</p>	<p>Expanded the number of students served by Pre-MAT from the previous year and added three new high school sites</p>	<p>Metrics – (1) LS Exemption Rate for Pre-MAT Students, and (2) Pre-MAT Enrollment Baseline: 350 students enrolled in Pre-MAT with a 70% learning support exemption rate (FY2014) Target: Increase headcount by 100 students annually; Increase learning support exemption rate by 3% annually Results: In FY2015, 550 students enrolled in Pre-MAT courses, exceeding the headcount target by 57%. The Learning support exemption rate increased to 73%; representing a 3% increase; Target Achieved 2025 Aim: 1100 Students Enrolled, and a 88% Learning Support Exemption Rate</p>
	<p>Enhance opportunities and academic support for Adult Learners through “adult friendly” online classes, prior learning credit, and expansion of outreach and services for military students</p>	<p>Several Adult Learner “friendly” classes were offered in various disciplines; Adult learners achieved prior learning credits, and a one-stop shop was expanded, offering admissions/ financial aid to military students</p>	<p>Metrics – (1) LS Exemption Rate for Pre-MAT Students, and (2) Pre-MAT Enrollment Baseline: 350 students enrolled in Pre-MAT with a 70% learning support exemption rate (FY2014) Target: Increase headcount by 100 students annually; Increase learning support exemption rate by 3% annually Results: In FY2015, 550 students enrolled in Pre-MAT courses, exceeding the headcount target by 57%. The Learning support exemption rate increased to 73%; representing a 3% increase; Target Achieved 2025 Aim: 1100 Students Enrolled, and a 88% Learning Support Exemption Rate Metric - Pass Rates of Adult Learners Baseline: 58% pass rate (Fall 2013) Target: Increase by 1% annually Results: Fall 2014, adult learners earned a 61% pass rate, increasing by 3%; Target Achieved 2025 Aim: 85% Pass rate</p>

Goal 2: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

How meeting this goal increases completion

Graduation rates of learning support students lag by 40-50%, when compared to other students. Therefore, any improvement in reducing the number of students in learning support or reducing the time students spend in learning support will have a significant impact on graduation rates and on the number of degrees conferred. The goal of transforming remediation is to reduce the time students spend in learning support. AMSC has successfully implemented two remediation change strategies that have resulted in reduced time students spend in learning support.

Strategy 1 - Remediation Transformation – New Pedagogy:

AMSC transformed the pedagogy and delivery method of Math 0099 learning support classes from a traditional lecture approach to a computer-assisted modular approach. This initiative was the College’s Quality Enhancement Plan (QEP), a SACS requirement for reaccreditation. This approach is based on the nationally recognized "Emporium Model," which provides students with a self-paced instructional delivery method driven by their individual learning styles, improving mastery of curriculum content and reducing time for students in learning support classes. The hallmarks of the modular approach that have proven successful in transforming learning support classes have been: (1) students engage in active learning, as opposed to traditional passive learning, and (2) the instructor remains in the class to assist student as a learning facilitator, thus freeing up time for individualized assistance to students within the class setting.

Strategy 2 - Remediation Transformation – Co-requisite Courses/Guided Pathways:

Over the past 1.5 years, AMSC has adopted and piloted a new structure for its Learning Support Program, set forth by the University System of Georgia. This new structure makes two fundamental changes: (1) learning support students who demonstrate potential and motivation are allowed to satisfy their learning support requirements as a co-requisite course(s) with their College level gateway course, and (2) learning support students follow a specific pathway of learning support (or “Foundation”) courses that better align and prepare them for their program of study. Collectively, these two modifications reduce graduation requires, improve academic advising, and increase degrees conferred.

Impact

500 students, each semester

Needs/Challenges in Achieving the Completion Goal

Training and adapting faculty and support staff, as well as educating students to learning support transformations are slow, time-consuming, and meticulous processes. The task of re-designing and developing new requirements, implementing, tracking, monitoring, and providing BRIDGE intervention programs is a daunting process that requires significant planning, resources, dedication, and persistence.

CCG Progress

Goal	High-Impact Strategy Priorities	Summary of Activities Achieved	Measures of Success
Goal 2 Increase students earn/attempt credit ratio and reduce time to completion	Utilize more effective pedagogy and delivery methods in learning support classes that utilize an active learning, modular approach, allowing students to progress self-paced, with focused, individualized academic support	A modified Emporium, active learning, modular approach was applied to nine learning support QEP classes.	Measures of Success 1. Metric - Earn/Attempt Credit Hour ratio Baseline: Learning Support QEP earn/attempt credits - 83.7% (FY2014) Target: Annual increase of 1% Results: Learning Support (LS) QEP earn/attempt credits - 84.4%, increase of 0.8%; Slightly less than target. In addition, LS students, who score 30-36 on the Compass Admissions Test, credit hour requirements were reduced by 3 credits 2025 Aim: 90% earn/attempt credit ratio
	Implement co-requisite classes to reduce credit hour requirements of LS students and increase their pass rate; A program of study guided pathway models will better align educational program requirements and increase student advising effectiveness	Pilot Math and English co-requisite classes were implemented. These classes provided a more effective implementation of the program of study guided pathway initiative during the fall 2015 semester.	Metric - Pass Rate Baseline : LS Student Co-requisite Course Pass rate – 65% Target: 2% higher pass rate than LS Students not enrolled in co-requisite courses Results: 68% pass rate for LS student enrolled in co-requisite course; 3% Increase, Target Achieved 2025 Aim: 80% pass rate of LS students enrolled in co-requisite courses

Goal 3: Provide proactive, intrusive academic advising to keep students on track to graduate***How meeting this goal increases completion***

The leading factors that delay student graduation are: (1) errors or lack of good choices in course selection, (2) changing program of study resulting in loss of credits, thus extending time to graduation, (3) academic jeopardy, which places students on warning, probation or suspension, delaying completion or causing drop-outs, (4) Financial Aid problems linked to Satisfactory Academic Progress (SAP) requirements, and (5) lack of early academic support, resulting in an increase in course attempts, earned/attempt credit hour ratio, and delay in completion. The following strategies address these barriers that reduce student progression, and ultimately graduation.

Strategy 1 - Reducing Errors in Course Selection:

Matriculation - An "Advisor Registration Hold" was placed on each student's academic account after acceptance and each semester, thus requiring students to receive proactive academic advising for their program of study / major before making course selections. Faculty Advisors were encouraged to reach out to their advisees before early registration to encourage students to evaluate and consider their academic plans. During the advisement period, students were encouraged to align their course selections with the approved program of study / major.

Retention and Progression - Degree Works, a web-based advisement tool, combines degree requirements and the coursework a student has completed into an easy-to-read "real-time" worksheet that allows students to: (1) learn the degree requirements and courses needed for their program of study / major; (2) select the right courses for the next term; and (3) find out, before they change their program of study / major, how the courses completed meet the new program of study / major requirements. In addition, Degree Works allows Faculty Advisors to enter notes, and it records a student's degree completion plan for the student to access electronically at all times. DegreeWorks is used to evaluate degree progress for new students who entered Atlanta Metropolitan State College in fall 2012 or later and for continuing students who have a catalog term of fall 2012 or later.

Graduation - The Office of Academic Affairs developed proactive, intrusive and structured program maps for full-time and part-time students to keep them on track to degree completion without taking courses unnecessary for their program of study / major. Milestone / critical path courses are identified as a guided pathway for each program of study / major to ensure students take the "right courses" at the "right time" in a specific sequential order for retention, academic progression and timely graduation.

Strategy 2 - Reducing Major/Program of Study Changes:

A specified Divisional Faculty Advisor is assigned for each student according to his or her Program of Study / Major. This affords students the opportunity to develop a mentoring relationship with a representative of the College who is also associated with their professional academic goals. In FY2015, there were six hundred and fifty-four program of study / major changes by students of which forty-seven of those students changed their program of study / major more than once in an academic year. The College's First Year Experience office processes each major change but office members are not able to meet with each student due to limited staff. One hundred and thirty-four students out of the total number of major changes received academic services from the College's First Year Experience office because their program of study / major was undecided. Furthermore, the process for a student to change his or her program of study / major was amended by the Office of Academic Affairs to include approval by the receiving academic division dean/department head in order to encourage students to make appropriate academic decisions. This effort will allow the College to meet with all students who want to change their program of study / major instead of only meeting with undecided students.

Strategy 3 - Improving Academic Performance:

Students with GPA's that drop below 2.00 are required to meet with a representative in the Center for First Year Experience and Academic Advising to develop an Academic Improvement Plan. Students are prescribed appropriate academic and student support services such as tutoring and counseling if indicated. Follow up meetings are mandated. In addition, The Office of Academic Affairs has restructured the College's Academic Support Center (now called the "Center for Academic Success") services to directly align with the College's Early Alert and First Year Experience programs so that once an Early Alert signal is triggered, students will receive immediate academic support, providing a wider array of support strategies, including supplementary learning, "real time" workshops that align with student-identified difficult class topics, and an increased academic support staff to include Peer Teachers to assist and expand more services to students.

Strategy 4 - Sustaining SAP Requirements and Retaining Financial Aid Funding:

A SAP Registration Hold is placed on academic accounts for students who are not making Satisfactory Academic Progress (SAP) as defined by the Office of Financial Aid (overall GPA being less than 2.0 and/or completing fewer than 67% of their total attempted hours), thus requiring students to meet with a representative in the Center for First Year Experience and Academic Advising to develop an Academic Improvement Plan. Students are prescribed appropriate academic and student support services such as tutoring and counseling. Follow up meetings are mandated.

Strategy 5 - Providing Early Academic Support for Students:

An Early Alert Student Referral Program has been implemented, which allows faculty to seek additional assistance for at-risk students when a threat to their success in a course is identified. Early Alert is a process that provides students an opportunity to understand "early" if their academic performance is unsatisfactory. The Office of Academic Affairs restructured the Early Alert Program by mandating that faculty members provide "early" graded assignments within the first three weeks of class. These early assignments help acculturate students to the value of "studying" course materials and attendance, especially with first-year students. It is important to note that not all first-year students

understand what is “expected” when matriculating. In FY 2015, attendance issues represented fifty-four percent of the early alert referrals, followed by forty-five percent for late and missing assignments. In addition, faculty members were provided with early alert “recommended” referral due dates to encourage “early” referrals. Early alert referrals indicate if students have academic performance or attendance issues as well as raise a student’s awareness of his or her progress. Prior to program restructuring, it was common for students to be unaware of or over-estimate their academic performance in classes, usually after the mid-term grading period. After a referral has been submitted to the Center for First Year Experience and Academic Advising, students meet with a professional academic advisor, develop an Academic Improvement Plan, and are referred to the Center for Academic Success. The Center for Academic Success provides a wider array of support strategies, including supplementary learning, “real time” workshops that align with student-identified difficult class topics, and an increased academic support staff to include Peer Teachers to assist and expand more services to students. Follow-up reports are provided to the referring course instructor for all early alert referrals.

Impact

1500 Students, each semester

Needs/Challenges in Achieving the Completion Goal

Proactive intrusive academic advising activities to address Goal 3 strategies are time consuming and require dedicated staff. While AMSC continues to grow its academic advising center and initiatives, the needs of students often outpace resources. AMSC uses a combination of Faculty Advisors, Professional Academic Advisors, and support Staff to advise and provide interventions for students. Students in good academic standing receive advising from faculty who are experts in the discipline. Professional Academic Advisors in the Center for First Year Experience and Academic Advising advise students who are in academic jeopardy (grade point average less than 2.0), and those who are considered “high-risk,” as identified through the AMSC Early Alert Program, Student Academic Progress (SAP) warning, and other referral triggers on campus. Increasing the number of dedicated staff in the Center for First Year Experience and Academic Advising will reduce the professional academic advisor /student ratio and will allow increased individualized attention to student needs. Increasing or reallocating the College's limited resources to align students' needs with optimal levels of support staff and resource allocation is a very challenging task.

CCG Progress Goal	High-Impact Strategy Priorities	Summary of Activities Achieved	Measures of Success
<p>Goal 3 Provide proactive intrusive academic advising to increase the student retention rate and degrees conferred</p>	<p>Integrate proactive intrusive academic advising strategies with various institutional academic and non-academic activities, targeting academic jeopardy and high-risk retention and graduation student cohorts</p>	<p>The AMSC Early Alert Program was expanded and realigned with the College’s First Year Experience Program to ensure that academic jeopardy and high-risk students are served first.</p>	<p>Early Alert Interventions Baseline: 103 Interventions (FY2014) Target: 12% Increase Annually Results: 218 interventions, 117% Increase, Target Achieved 2025 Aim: 656 Interventions Annually</p>
	<p>Provide additional academic advising support for high-risk first-time, full-time (FTFT) students.</p>	<p>The AMSC Early Alert Program was expanded and realigned with the College’s First Year Experience Program to ensure that academic jeopardy and high-risk students are served first</p> <p>First-time Full-time students participated in proactive intrusive academic advising program activities, which included meeting twice during the semester with a faculty and professional academic advisor, ensuring the accuracy of their degree plans, and addressing other barriers that limits this cohort from progressing to graduation.</p>	<p>2. Metric - 1 Year Retention Rate Baseline: Retention Rate (FTFT 2013 Cohort) – 42% Target: Increase of 3% Annually Results: 52% (FTFT 2014), 24% increase; Target Achieved 2025 Aim: 22%</p>

Overall CCG Progress

Goal	High-Impact Strategy Priorities	Summary of Activities Achieved	Measures of Success
<p>Overall CCG Goal of increasing the number of post-secondary credentials awarded to 600 annually, by 2025.</p>	<p>Utilize multiple strategies outlined in this report, with full engagement of all stakeholders to achieve the CCG goal.</p>	<p>All activities in this report are coordinated and implemented campus-wide to achieve the overall CCG goal.</p>	<p>Metric - Degrees Awarded Baseline: 308 (FY2014) Target: At least 8% Increase Annually Results: 346 (FY2015), 12% Increase; Target Achieved 2025 Aim: 600 Degrees Awarded Annually</p>

OBSERVATIONS AND LESSONS LEARNED

Observation #1 – Improving the coordination of campus efforts (e.g. communication, planning, assessment, tracking resource allocations) in achieving CCG goals is paramount.

Lessons Learned – Campuses need a centralized process/workflow to engage, inform, and coordinate RPG initiatives/efforts.

Observation #2 – Accurate metrics and powerful predictive analytics tools are essential in planning/implementation strategies and maximizing results. CCG planning must be data driven.

Lessons Learned – As a result, AMSC is incorporating analytics tools for future CCG activities. The Office of Institutional Research, Planning, and Assessment and Office of RPG will coordinate efforts to create a robust analytics strategy for predicting and tracking student academic needs, monitoring and tracking student success throughout their tenure, and implementing a more effective early alert mechanism for notifying the right people to address specific problems in a timely manner.

Observation #3 – Students’ full engagement at all phases of CCG implementation strategies significantly improves results.

Lessons Learned – Strategies, such as the use of students for teacher assistants and peer tutors in the College’s supplementary instruction program, have proven very successful. Supplemental instruction is very popular with students in the College’s newly restructured Center for Academic Success. The Supplemental Instruction (SI) Program is designed to help students master material in difficult courses while increasing their learning strategies and study skills. Student performance is improved by combining “what to learn” with “how to learn.” Peer teachers for the SI Program are available to assist all AMSC students in various courses (e.g., math, English, foreign languages, biology, chemistry and physics).



Bainbridge State College

INSTITUTIONAL MISSION & STUDENT BODY PROFILE

INSTITUTIONAL MISSION

Bainbridge State College, a state college of the University System of Georgia, provides an accessible, affordable, and excellent education for the diverse population of southwest Georgia and beyond through certificates, diplomas, associate degrees, and select baccalaureate programs as well as through continuing education, adult education, and collaboration with other educational providers, resulting in life-long learning, economic development, and graduates empowered for success in a global society.

Bainbridge State College, serving nearly 20 counties across southwest Georgia, northwest Florida, and southeast Alabama, enrolled 2,470 students in Fall 2014 who were 57% minority, 69% Pell-eligible, 25% self-identified first-generation college students, and 57% adult, non-traditional students (See *Appendix A* and *B* for more demographic information). Satisfying the education needs of such a diverse population of students is at the core of the College's mission. Accessibility, affordability, and quality education opportunities are what current and prospective students can expect from Bainbridge State College. From transfer degrees to technical degrees, diplomas, and technical certificates of credit, Bainbridge State College empowers its graduates for success in a global society.

The college's mission, strategic plan, enrollment trends, and demographics influence the college's focus on completion in a variety of ways. Bainbridge State College's mission holds the institution accountable for providing quality education, training, and opportunities to promote the success of students and their communities. Bainbridge State College professionals understand how important it is that students are prepared to be self-sustaining and contributing members of society—in their home communities and beyond. Upholding a quality education and ensuring success influences all of the college's institutional goals and strategies, as well as those for Complete College Georgia (CCG).

Enrollment trends clearly indicate that a majority of our students come to us underprepared. They enter college with distractors that become immediate barriers to their success and retention without our intentional and intrusive interventions. In the college's first status report submission, several populations were identified as needing attention and resources, including part-time students, minority students, non-traditional students, and students placing into learning support. For Fall 2014, Bainbridge State College had an enrollment of nearly 2,500 students, of which 662 were new students. Among the first-time enrolled students 92.9% required remediation. Within this population were many of the students identified in the previously mentioned groups needing attention. Amid the efforts devoted to preparing students within these groups, the college's learning support initiatives, along with progress in early alerts and also the use of best practice teaching methods by learning support faculty, provided the greatest success, with improved success rates for students enrolled in learning support classes (from 34% success rate in Fall 2011 to 62% in Fall 2014).

In addition to the initiatives focused on learning support, the college also found success in its continuation of the Quick Start program first implemented in summer, 2014. The program focuses on preparing prospective students—many falling into populations described as needing additional attention—for gateway math courses, along with the opportunity to complete the First Year Experience (FYE) course through a workshop and competency testing for two (2) institutional credits upon completion of the program. This year (Summer 2015), the college welcomed a total of 11 participants (increase of one since last year). One hundred percent (100%) of the participants increased their math scores as a result of the program; and 60% of the participants existed learning support altogether. Participating in the FYE portion of this summer program, participants learned early in their college education journey about the many support resources available to them and how these resources would support their success at the college and beyond. Participants were awarded 2 credits for completing the course. An equally qualifying success as a result of this program is that participants from last year (Summer 2014) all remain enrolled at the college.

The college's learning support redesign effort has gained a steady momentum over the last year, with a full implementation of the foundation and remedial-corequisite pairing placement based on COMPASS test scores. Since the full-implementation in Fall 2014 the college has been recognized as a Vanguard institution by the University System of Georgia. In Fall 2014 the college had 161 students who required English remediation and 125 needing math remediation; of these 105 (65%) were placed into the foundation level of remediation in English (65%), 47 (35%) in co-requisite English, 105 (84%) placed into the foundation level of math and 15 (16%) placed into co-requisite level math. Of the 105 students who entered into English learning support at the foundations level 74 (70%) successfully passed the course in the first semester and of those entering into foundation math 51 (49%) passed at the conclusion of their first semester. Students enrolled in co-requisite English resulted in 29 (62%) of them successfully passing the college-level portion of the co-requisite pairing. Accounting for student interested in non-STEM or STEM program, of the 5 students who enrolled into co-requisite learning support and MATH 1001 (non-STEM) 100% of them successfully passed. For students (10) aspiring to complete a STEM program of study, 90% of the students enrolling into co-requisite learning support and MATH 1111, successfully completed the college-level portion of the pairing. (See *Appendix C*) The

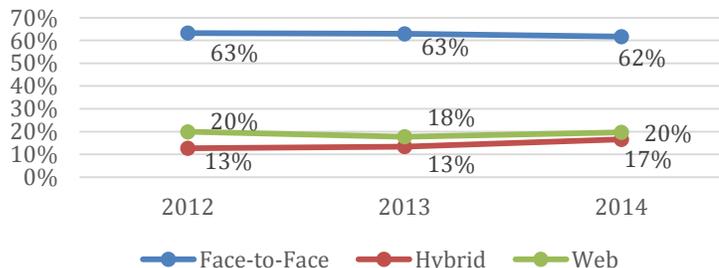
successes realized over the past year naturally lend themselves to the overall focus of the Complete College Georgia initiative and upholds the institution's mission to ensure a shortened time to degree in spite of initial placement into learning support and, increase graduation and retention. Learning support staff, advisors, success coaches, and peer tutors have worked hard to ensure that students are successful and have a clear understanding of the many resources available to them to ensure their continued success.

In addition to the efforts focused on identifying best practices in the area of learning support, the college has remained diligent in its efforts to promote the early and always alert process that was mentioned in the institution's initial campus report in 2012. The college has witnessed the initiative evolve into a process that has resulted in the contact of students for more than 1,400 negative and positive alerts in Fall 2014. The effort has proved beneficial for our students and faculty and staff. Upon contact, students are made aware of the many resources they have available to them and reminded of the consequences of not putting forth effort and striving to be successful. The process provides faculty with a continuous opportunity to share with advisors throughout the semester the status of their students (positive and negative) with the understanding that advisors will make contact with students to share with them ways that they can improve and be successful or to encourage if the student was doing well. Advisors throughout this process remain informed of their advisee's status and have a constant stream of communication from faculty about the status of their advisees. This initiative continues to show promise, and a portion of students' success can be attributed to the interventions put into place early, and are ongoing, throughout the semester.

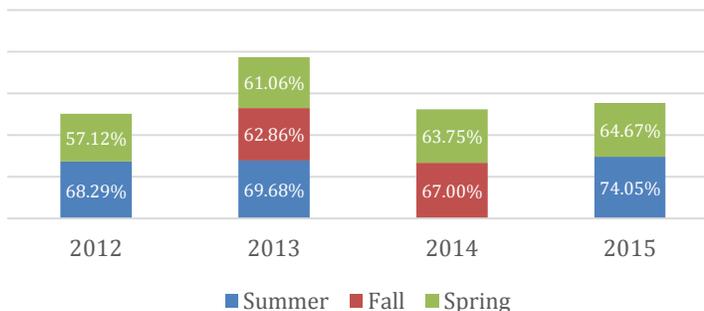
Bainbridge State College is located in one of the most agrarian regions in the state of Georgia, and has a very high farming population. One of the issues that has been identified among the college's population of students is the fact that many students are heavily involved in farming activities at various times throughout the year. The need for students to split their time between being a student and attending class, while also providing their share of farm work results in students not achieving the highest level of success (e.g., grades and completion). Recognition of this challenge lead the institution to identify and implement the use of various instructional delivery methods and techniques that would provide students the flexibility of being a student and still dedicate the time needed for harvesting. One mode of delivery that has proved quite beneficial is the offering of online classes. During the 2012-13 academic year 13% of all class sections were offered online. By Fall 2014 the college's online offering had increased to 17% of the total class section offering. While an increase in the number of course offerings may offer an idea of the popularity of this instructional delivery method, success rates serve as a true determinant of whether the online instruction method is one that would promote student success and encourage completion. Collaboration among faculty and the director for the Center for Teaching Excellence to create and pilot online classes that would provide the same quality of instruction found in face-to-face. For example, in Fall 2013, student success rates (earned A, B, C, S) in online classes was 62.86%. In Fall 2014 the overall success rate for online classes was 67%--a little more than 4% increase. During the same semesters, face-to-face success rates were 55.94% and 69.47% respectively.

In addition to the challenges inherent with living in an area rich in farming, the institution's main campus location in conjunction to the counties in its service region, many students find it challenging to travel the distance to the main campus where the greatest variety of courses are offered more frequently than at campus centers, such as the Early County Center. Although a number of class sections are offered at the center, there are several instances in which course enrollments may be too low and result in the class being canceled; nevertheless, students may need the classes to complete their program. To overcome this challenge, two new instructional delivery methods were employed that would increase the likelihood of students being able to enroll in the classes needed to progress: flex scheduling and telecourses. Telecourse and flex scheduling are scheduled to be offered in Fall 2015. Flex scheduling is designed for classes that traditionally have low enrollment. This type scheduling offers students at least two periods of time on a given day(s) from which they can choose to attend. If for some reason a student is unable to attend the AM session, they may choose the PM session (or vice versa)---or both sections. For Fall 2015 a total of two (2) flex courses are being offered with a combined enrollment of 15 students. Telecourses, another option students can take advantage of, are intended for student who unable to physically make a class offered on the main campus or at a center it is being offered. This fall (2015) a total of four (4) telecourses are

Percent of Course Sections by Instructional Method Academic Year 2012 - 2014



Online Student Success Rates 2012-2015



being offered with an enrollment of 76 students. Students on our main campus or at the Early County Center are able to attend class via classroom teleconference technology where the instructor is physically present at one location, yet can interact and engage students in real-time at another campus location. These methods provide students with flexibility and additional options that will assist them in maintaining their success and completing their desired program(s) in a timely manner. The institution is hopeful that the results of this implementation will show success over time and can be extended to other campus centers in the future.

The priority of completion to the college is evident not only in the initiatives described in this report but is also demonstrated by its inclusion as one of the three goals in Bainbridge State College's Strategic Plan for 2015-2020: increasing the number of students who complete academic programs and degrees. Therefore, the college will continue to pilot programs to determine which resources, instructional methods, and processes will have the greatest impact on student success; while continuing the support of recently implemented programs for which student success is evident.

INSTITUTIONAL GOALS, STRATEGIES, AND ACTIVITIES

Bainbridge State College's goals and strategies are drawn from the goals and associated strategies highlighted in *Part I: Campus Plan Strategy Survey* that match our needs, mission, and resources. The following is a summary of the work and resulting outcomes through Fall 2014.

High Impact Strategy	Establish criteria for identifying students who may need special interventions in the semester.
Goal	Provide intrusive advising to keep students on track to graduate.
Summary of Activities	<ul style="list-style-type: none"> • Continuation of Always Alert and re-launch of Early Alert systems. • Early Alert process requires that students be contacted earlier in the semester after the drop/add period • Always Alert and Early Alert processes include a comment section on the alert file that provides instructors an opportunity to clearly explain the student's needs and weakness; while also providing valuable information to advisors to assist students in developing a more specific success plan • Have embedded peer mentors in some Learning Support and DFW courses; plan to add to FYE courses but need increased funding for peer mentors • Plan to continue success coaching in online courses • Have implemented proactive advising model for first-year students with professional counselors • Plan to fully implement Degree Works for use by students, faculty, and advisor • Degree Works to be fully accessible to all students, staff, and faculty by August 19, 2015 • Plan to implement a second-year faculty advisors model for students with 31 or more credit hours under the leadership of the director of College Completion
BASELINE STATUS	<p>The institution's Early Alert and Always Alert initiatives was fully implemented in Fall 2012, with continual updates to the process since inception. (See <i>Appendix D</i>)</p> <ul style="list-style-type: none"> • Reported alerts included <ul style="list-style-type: none"> ○ 2012-13 → Strategy implementation ○ 2013-14 → 484 alerts report; 346 negative _ 138 positive ○ 2014-15 → 1834 alerts reported; 1,404 negative + 403 positive <ul style="list-style-type: none"> ▪ Total alerts include students that may have received more than one negative or positive alert from one or more faculty members • Number of students with reported alerts (duplicated) <ul style="list-style-type: none"> ○ 2013-14 → Data not available ○ 2014-15 → 1,459 students • Faculty participation in the alert system included <ul style="list-style-type: none"> ○ 2012-13 → Implementation year ○ 2013-14 → Data not available ○ 2014-15 → 58 faculty • During the 2012-2013 academic year the embedding of peer tutors was piloted. The college has continued this process, identifying and then embedding peer mentors into courses that have significantly higher D,F,W rates <ul style="list-style-type: none"> ○ 2012-13 (Implementation year) → 46 sections had embedded peer tutors ○ 2013-14 → 84 sections had embedded peer tutors ○ 2014-15 → 58 sections had embedded peer tutors (for Fall 2014 and Spring 2015; Summer 2015 not available) • Success coaching in online classes has also been implemented at the college and has proven successful. <ul style="list-style-type: none"> ○ Fall 2014 there were 127 online classes in which a success coach was present ○ Spring 2015 included 112 online classes with a success coach ○ Summer 2015 included the involvement of a success coach in 88 online classes • In Fall 2015 the college will implement a faculty advising model that places students with 31 or more hours with a faculty advisor in their discipline. Information gained beginning in Fall 2015 will serve as the initiative's baseline for subsequent years.

- In Spring 2015 1,189 students were identified as enrolled and who had more than 31 hours. These individuals will be paired with faculty advising and be granted priority registration beginning Fall 2015

INTERIM MEASURES OF PROGRESS

- Partial implementation of Degree Works accomplished. Additional implementation will follow after training in Fall 2014
- Percentage of faculty reporting Early and Always Alerts
- Student success in courses with Peer Mentors
- Student engagement in Student Life activities and clubs/organizations
- Percentage of students using Degree Works
- Percentage of faculty using Degree Works
- Number of at-risk students contacted and counseled
- Number of students contacted with positive feedback
- Number of courses with peer mentors
- Number of online courses with success coach
- Number of students with more than 31 credit hours who are registered during the early registration
- Satisfaction of students with advising model
- Satisfaction of faculty advisors with advising model

MEASURES OF SUCCESS

- Number of degrees and credentials conferred
- Time to degree
- Percentage of credits successfully completed (A, B, C, S)
- Percentage of online credits successfully completed (A, B, C, S)

LESSONS LEARNED

- By working together as a collective unit we were able to reach more students. Students were contacted by his or her academic advisor, reducing the amount of confusion for students. By requiring the student to meet with his or her academic advisor there was a level of comfort when discussing their academic difficulties. Students could also see that someone other than their instructor was monitoring and holding them accountable for their academic progress.
- The earlier students are contacted the better chance there is for them to receive the help needed for the student to get back on track.
- Improving the communication between professional advisors and faculty members has provided beneficial in holding the student accountable for responding to the alert.
- Increased communication with faculty results in a significant increase in the number of faculty using the alert system processes.
- An increased emphasis on communicating with students receiving negative alerts remains an important factor because it is these students who are at risk and are in danger of not successfully completing the course
- Implementation of the Degree Works has proved to be long-lived; however, the college is excited about the progress and set implementation date for Fall 2015. Post implementation, we anticipate being able to determine and use clear criteria for identifying students who are off track as we continue to develop and use our Student Educational Planner via Degree Works

High Impact Strategy	Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course
Goal	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
Summary of Activities	<ul style="list-style-type: none"> • Continuation of Learning Support massive redesign • Have provided faculty development and follow-through by the Learning Support faculty coordinator to ensure proper instruction of foundations and paired courses • Work with academic counselors to explain effective advisement with the redesigned courses • Plan to fully implement a two-semester STEM/nonSTEM pathway for students to complete remediation
Baseline Status	<ul style="list-style-type: none"> • See <i>Appendix A</i> and <i>C</i> for foundation and co-requisite remediation data.
Interim Measures Of Progress	<ul style="list-style-type: none"> • The success rates of corequisite English learning support and English 1101 for the Fall 2014 and Spring 2015. • The success rates of corequisite English learning support and TECH 1140. • The success rates of co-curricular paired English with ENGL 1101 and TECH 1140. • Tracking MATH 0987 students in corequisite MATH 1001 and MATH 0989 students into corequisite MATH 1111 • The success rates of corequisite mathematics learning support with MATH 1001 and MATH 1101 for the Fall 2014 and Spring 2015. • Comparing success rates of students who passed LS classes with those who did not place in LS
Measures Of Success	<ul style="list-style-type: none"> • Success rate of students enrolled in Learning Support English (paired; corequisite) • Success rate of students enrolled in Learning Support Math (paired; corequisite) • Student time (e.g., semesters) to Learning Support exit • Degrees conferred among Learning Support students • Success rate of Learning Support students in non-STEM and STEM programs • Percent and number of students who complete Learning Support without suspension
Lessons Learned	<ul style="list-style-type: none"> • Additional work is necessary for making sure counselors and faculty are advising students about the proper math pathway. There remain instances where a few students are registered for upper-level math courses, yet have not taken College Algebra. Oftentimes, this may be as a result of the student switching pathways.

High Impact Strategy	Continuation the QuickStart Program for matriculating students before the semester begins.
Goal	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
Summary of Activities	<ul style="list-style-type: none"> • The competency-based intensive, 80-hour summer workshop designed to prepare students to exit learning support requirements in math and also to demonstrate mastery of the student learning outcomes of our First Year Experience (FYE) class, FYE 0100, Foundations for Success was continued. This program required partnerships with local high schools, instruction from Learning Support, FYE, peer mentors, and support from the institutional budget process.
Baseline Status	<ul style="list-style-type: none"> • In Summer 2014 there were a total of 10 participants. <ul style="list-style-type: none"> ○ 7 students improved scores to exit learning support and were placed in college level courses ○ 1 students improved scores and was placed in to paired math ○ 2 students improved scored, yet were placed in foundations math ○ The average participant (now BSC student) GPA for fall 2014 was 2.62 ○ The average GPA for spring 2015 was 2.72 ○ All participants (100%) remain enrolled at the college • In Summer 2015 there were a total of 11 participants. <ul style="list-style-type: none"> ○ 6 students improved scores to exit learning support and were placed in college level courses ○ 2 students improved scores and was placed in to paired math ○ 3 students improved scored, yet were placed in foundations math ○ 9 of the 11 participants (82%) are enrolled at the college for Fall 2015
Interim Measures Of Progress	<ul style="list-style-type: none"> • Number of high school student participants • Number of non-high school student participants • COMPASS algebra exam scores • Competency-based measures of FYE
Measures Of Success	<ul style="list-style-type: none"> • Number of participants who pass COMPASS algebra exam and exempt learning support

	<ul style="list-style-type: none"> math Number of participants who receive institutional credit for FYE 0100 (grade of K) Participant success rate in first college-level math Time-to-degree among program participants Overall success rate of program participants Retention rate of program participants
Lessons Learned	<ul style="list-style-type: none"> To apply for the nursing program at BSC, one must not have any Learning Support requirements. With the implementation of the USG's redesigned remedial policy for Learning Support, this particular group of students has a greater chance of having to take a credit-level math course which they do not need. For instance, with the old LS policy, students could pass MATH 0097 and MATH 0099 and have met LS math requirements. The new policy requires students to pass a math foundations class and then a paired math class which contains a credit-level math course. This credit-level math course is not a required course for the nursing program. Therefore, it is beneficial for BSC to offer a math workshop for this group of students in order for them to COMPASS retest in an effort to increase their score to exit any LS requirements.
High Impact Strategy	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction
Goal	Restructure instructional delivery to support educational excellence and student success
Summary Of Activities	<ul style="list-style-type: none"> Several faculty flipped parts of courses beginning in 2013-14 in an attempt to discern whether or not the method worked for them. Many faculty reported that the method worked well, and that they intend to either keep or expand the use of this instructional method. Part of the faculty development for 2014-15 academic year was on the flipping method Identify and determine the most successful delivery modes for each academic program Continuation of C-term enrollment (first implemented in Fall 2014) that starts two weeks into the 15-week term and is aimed at improving the success of students who show up late to register for classes Added telecourse options to multiple locations at once with one instructor Added FLEX courses created to allow students the opportunity to participate and satisfy course requirements via the option to attend a class at any of the times the class is offered
Baseline Status	<ul style="list-style-type: none"> 8.1: Are fully online courses offered to students at the institution? Yes. See Appendix A 8.2: Are alternative delivery models implemented at the institution? Yes. See Appendix A Total number of C-term sections offered <ul style="list-style-type: none"> 2014-15 → 73 sections offered during C-term (Fall 2014 was first semester offered) Total number of hybrid sections offered <ul style="list-style-type: none"> 2012-13 → 268 2013-14 → 284 2014-15 → 225 Total number of online sections offered <ul style="list-style-type: none"> 2012-13 → 354 2013-14 → 337 2014-15 → 345
Interim Measures Of Progress	<ul style="list-style-type: none"> Average number of students/sections in new delivery models Number of courses implemented with alternative delivery method Number of classes offered in C-term Number of telecourses offered Number of FLEX courses offered
Measures Of Success	<ul style="list-style-type: none"> Success of students in alternative format delivery models compared to traditional formats Success of students who register in last 2 days this Fall in C-term classes compared to last Fall in regular term classes Number of credits successfully completed for courses offered completely online Number and % of degrees conferred in alternate delivery models Number of credits successfully completed (A, B, C, S grade) for courses offered via alternative delivery models
Lessons Learned	<ul style="list-style-type: none"> There are a great number of students who decide to register late. As a result we had to increase the number of C-term offerings and place a limit on the number allowed to enroll upon registration opening, as we found that students who registered on-time are interested in C-term offerings, too. Continued development opportunities were provided to faculty to increase their knowledge and support their application of the hybrid and flipped classroom instructional

methods. The introduction of these methods seem to be a good fit for the college. There continues to be an increasing number of students who prefer and register for hybrid courses; however, there were concerns for some courses and what options could be provided to students to increase enrollment, retention, and success. What resulted was a plan to offer telepresence and FLEX courses. Telepresence course offerings will allow students at off-campus site centers to attend classes broadcasted from the main campus (or vice versa). This method of instruction increases opportunities for students to register for courses they may not have been available at their off-site center. FLEX course offerings provide students an opportunity to attend a specific course any of the specified times the course is scheduled. For instance, if a MATH 1001 was offered on MW and TR from 11 AM to 12:15 and 6 PM to 7:15 PM, a student could choose to attend any day at either of the times listed. With many working students, the FLEX class offering increases the students' opportunity to satisfy course requirements by attending class at a time right for them.

- Previous reports regarding the flipped method appeared to be promising for the college's students; however, the loss of the director for the Center for Teaching Excellence has resulted in the temporary suspension of development and tracking in this area. The college realizes the need to provide continuous professional development opportunities on various instructional methods such as the flipped and emporium style methods and plans to recruit a professional to provide such opportunities in the near future.

Bainbridge State College has worked tirelessly to promote student success through high-impact strategies, stronger enforcement of academic progress standards, and a significant expansion of support services; yet retention, progression, and graduation rates remain lower than desired. It is clear that we must do more, and effective July 1st of this year, we completed an organizational restructure that we are hopeful will provide expanded and focused leadership and support for completion and retention, and that will enable us to better organize and assess existing strategies and develop new approaches as needed. The reorganization included combining academic and student affairs underneath one vice president, the addition of an assistant deans for academic affairs, and an associate dean for student affairs.

GENERAL OBSERVATIONS

Bainbridge State College prides itself on upholding its mission and ensuring students success. The college recognizes the importance of maintaining processes and programs that prove to be significantly successful, while also understanding that some processes may need to be tweaked or abandoned after review. One of the resounding themes throughout this evaluative process was an increase in communication. Recently, the college underwent a reorganization change that resulted in the loss of some positions and the creation of others. The college anticipates that the new organizational structure will strongly support the college's mission, the goals associated with Complete College Georgia, and support increased communication. One way in which the college can achieve increased and consistent communication is to develop a data governance team of interested campus professionals to determine which data will be used and this information will be used to best represent the college and identifying a tool that will provide real-time or up-to-date information in one location that is available to all interested employees upon request.

This evaluative period not only brought to light the need for increased communication, but also the need for meaningful, continuous tracking of data that will more easily and directly lend itself to reporting information as needed to requests such as those required by Complete College Georgia. Additionally, the level of attention given to tracking will easily identify whether current strategies are resulting in student success and support decisions to continue or abandon current strategy activities. Again, with a reorganization and the loss of individuals rich with institution knowledge over the past few years, the consistent tracking of data over time seems to have been lost. Although this has been somewhat of a set-back, the college plans to move forward, again, identifying key personnel that will serve as data governance members and that will help ensure the constant and continual tracking.

In addition to the resounding theme of increased communication and the need for greater attention to tracking every aspect of current strategies, it is in the college's best interest to focus mightily on fewer initiatives given a dearth of resources. The college's faculty and staff are wonderful in their respective areas and beyond; however, reality informs that even the most capable and engaged are only capable of performing most efficiently when not overextended. The college is eager to see what the following year will bring, with an increased focus perfecting fewer items that will aid our students in being successful. With equal amounts of eagerness, the institution looks forward to current practices becoming norms and for opportunities to redirect its focus on identifying and implementing new strategies that will benefit the college community as a whole.



Clayton State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Clayton State University, located 15 miles south of downtown Atlanta, serves a diverse socioeconomic, multi-ethnic, and multi-cultural student population primarily from the Atlanta metropolitan area and its adjacent counties. The University's mission, reflecting this diversity, is to cultivate an environment of engaged, experience-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and career.

The fall 2014 population totaled approximately 7,021 (6088 undergraduate, 544 dual enrolled, and 389 graduate). Of the undergraduate population, a majority fall into the underserved populations listed in the University System of Georgia (USG) *Complete College Georgia: Campus Plan 2015 Status Update*.

Clayton State Student Demographics Fall 2014

Undergraduate Total	6,632
Full-Time	59%
Part-Time	41%
Adult Learners	37%
First Generation	30%
Pell Recipients	62%
Underserved Minority	65%
Dual Enrollment	8%

Clayton State's completion strategies, in line with the mission of serving students from diverse ages and backgrounds, are designed to support completion for all students. Over the past year, the university has especially focused on enhancing advising to support the success of a variety of students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal: Provide intrusive advising to keep students on track to graduation.

High-impact strategy	Advise students within a centralized structure that capitalizes on predictive data analytics to promote deeper student advisor connections and uses consistent advising practices.
Related Goal	Implement an intrusive advising that is informed by predictive data analytics to keep students on track to graduate.
Summary of Activities	In January 2015 Clayton State hired a Director of Advising to lead the implementation of the new advising model. Clayton State is in the process of moving toward centralized advising system. By August 2015, the majority of students will be advised in a one-stop advising center. Based on a graduated timeline, the center will serve all students from the first year to graduation, providing a continuity of service. The First-Year Advising and Retention Center (FYARC) continues to advise first-year students using an intrusive advising model. Key components include multiple required advising sessions each semester and use of assessment tools including MAP-Works, a student retention management system, and MajorFOCUS, a career assessment to inform advising conversations. Advisors are increasing the use of DegreeWorks and the EAB Student Success Collaborative (SSC) to monitor student progress.

Baseline Status Recent changes to our advising structure first began in fall 2011 with the establishment of the FYARC. Baseline data for retention and graduation rates are shown below for the cohort year prior to the intervention.

Baseline Retention and 4 – Year Graduation Rates

Metric	Rate	
Retention	65.9%	(2010 cohort)
Four-Year Graduation	13.0%	(2010 cohort)

Historical baseline data (F05 – F09) shows that the six-year graduation rate is at 30.0%.

Six-Year Graduation Rate*

Cohort	2005	2006	2007	2008	2009
Rate	27.1%	27.6%	28.6%	33.3%	31.9%

*Six-year graduation rate data is not yet available for the 2010 cohort (pre-intervention).

Interim Measures of Progress **Increasing Use of Predictive Analytics:** Over the past two years, Clayton State implemented DegreeWorks and the Student Success Collaborative (SSC) as additional advising tools. Utilization of these tools is increasing. For example, during the last half-year, advisors have logged into the SSC an average of 200 times. This is a large increase compared to initial use of the system by advisors. As described above, the University is still in the process of restructuring advising and implementing guidelines to ensure consistent advising practices.

Retention and Graduation Rate: Because the addition of predictive analytics occurred in 2013, Clayton State will monitor the 2013 FTFT cohort to determine the overall success of the new strategy. Retention rates from 2013 to 2014 were 68.3% and suggest preliminary success with the strategy as compared to prior years (above).

Retention Rate FTFT Cohort

	2013 Cohort (Baseline)
--	-----------------------------------

Retention Rate	68.3%
----------------	-------

Graduation rates for the intervention cohort will not be available until May 2017.

Measures of Success In the coming year, Clayton State will define measures of success with the new advising structure. To facilitate this process, an assessment committee was assembled and charged with development of more specific assessment measures under the new advisory model. Institutional data workbooks have been produced using the SSC software. This preliminary data will help guide the assessment process.

Lessons Learned Integration of the SSC opened the doors to conversations campus-wide around intentional advising and student success. In August 2014, Provost Dr. Kevin Demmitt charged an advising task force to explore advising structures that would capitalize on the capabilities of the SSC platform. The task force recommended centralizing all professional advisors under a new director of advising and transitioning faculty from an advising to mentoring role. Clayton State is currently in the process of moving to a centralized advising system. For fiscal year 2015 Clayton State received from the state three new advising lines to support the transition of advising responsibilities from faculty to professional staff. Even with these new positions, advising loads for professional advisors remain above 400 students within certain colleges, which limits the scope and ability for advisors to fully adopt an intrusive advising model.

High-impact strategy Participation in dual enrollment or joint enrollment programs for high school students from local counties.

Related Goal Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Summary of Activities Clayton State's dual enrollment program serves students in Henry, Clayton, Fayette, and Coweta Counties. Enrollment has shown increases each year for the past five years, with the latest increase from 430 in fall 2013 to 544 in fall 2014. Most recently, Clayton State's dual enrollment program has been restructured under the umbrella of the Move On When Ready (MOWR) program. Under the revised structure, dual enrolled or MOWR students are no longer required to pay for tuition, books, or mandatory fees. This change in policy is expected to contribute to further enrollment increases.

Baseline Status The dual enrollment program (or MOWR) has been active, in some form or another, for over five years. In 2012, the University began a concerted and focused effort to increase the number of dual enrolled students through collaborative efforts with the local high schools. One of the primary focuses of the program has been the credit hour completion rate of the dual enrolled students. The completion rate figures provide an interim measure of how successful the students are as they progress through the program. Baseline data for the year prior indicates a credit hour completion rate of 94.8%.

Fall 2011 Credit Hour Completion Rate*

	Fall 2011 (Baseline)
--	---------------------------------

Dual Enrollees/MOWR*	225
Credit Hrs. Awarded	2029
Credit Hrs. Attempted	2140
Successful Completion	94.8%

*All MOWR students

Fall 2011 MOWR to Clayton State University Enrolled Degree-Seeking Students

Cohort	#New Dual Enrollees / MOWR	Awarded Credit Hrs.*	Attempted Credit Hrs.*	Credit Hr. Completion Rate	#MOWR to enrolled degree seeking
Fall 2011	177	1,527	1,602	95.3%	26

*Awarded credit hours and attempted credit hours are from the cohort's first semester.

** Number of MOWR students who subsequently enroll as degree-seeking University students are counted for any semester after original cohort term.

Interim Measures of Progress

Clayton State has increased dual enrollees and credit awarded to dual enrollment students over the past three years. Significant growth occurred beginning with the fall 2012 cohort, which grew from 225 students in 2011 to 270 in fall 2012 (20% growth).

From fall 2012 to fall 2014, the University monitored the credit hours awarded vs. the credit hours completed to determine successful completion rates for the dual enrollee/MOWR students. A total of 2143 credit hours were awarded in fall 2012 compared to 3887 in fall 2014. These figures represent an 81.3% increase in the number of credits awarded. The successful credit hour completion rate increased to 96.1%, an increase of 1.6 percentage points, during this same time period.

As above, these completion rates provide an interim measure of students' progress through the program and towards potential admission to and graduation from Clayton State.

Credit Hour Completion Rates For Continuing MOWR Students*

	Fall 2012	Fall 2013	Fall 2014
Dual Enrollees	270	430	544
Credit Awarded	2143	3127	3887
Credit Attempted	2267	3253	4045
Successful Completion Rate**	94.5%	96.1%	96.1%

*Figures include *all* dual enrolled/MOWR students whether they were first time enrolled or continuing.

**Successful completion rates were calculated based on attempted credit hours compared to completed credit hours.

Measures of Success

Clayton State's primary success goals are:

successful college-level credit completion by dual enrollment/MOWR students, conversion of dual enrollment/MOWR students to Clayton State enrolled degree-seeking students, and

Clayton State University on-time graduation for previously enrolled MOWR students.

A total of 2864 credits were awarded, which represents a successful completion rate of 98.2% for the most recent fall.

Credit Hour Completion Rates for New MOWR Students

	#New Dual Enrollees/ MOWR	Awarded Credit Hrs.*	Attempted Credit Hrs.*	Credit Hr. Completion Rate
Fall 2011	177	1,527	1,602	95.3%
Fall 2012	221	1,752	1,790	97.9%
Fall 2013	346	2,444	2,516	97.1%
Fall 2014	415	2,864	2,918	98.2%

* Awarded credit hours and attempted credit hours are from the cohort's first semester.

MOWR Conversion Rates

Beginning in fall 2015, Clayton State is switching to using a conversion rate to track the number of MOWR students who matriculate to the University. The fall 2014 semester conversion rate of 5.0% (n=20) will be used as baseline.

Of the 415 new MOWR students (fall 2014), 134 students were retained within the MOWR program. Factors impacting conversion trends will continue to be examined and the program would like to increase the conversion rate by 20%.

Lessons Learned

The main challenge for the MOWR program is student, family and the high schools' awareness regarding the advantages of dual enrollment compared to AP. Clayton State dual enrollment students have a 95% success rate compared to the Georgia AP average pass rate of 55% for 2014. There can be resistance by local schools as well. To address these challenges, Clayton State works closely with the schools and counselors to facilitate the registration process. To mitigate transportation issues in Henry County, Clayton State offers courses at the Henry County Academy for Advanced Studies.

The SAT eligibility requirements are also suspected to have an impact on the distribution of student participation from within the region. An analysis of the SAT scores of MOWR students from Henry, Fayette, and Clayton counties will yield data that may elucidate this question.

Further focus will be directed to MOWR students who subsequently transfer to other USG institutions. Specific efforts will be geared towards reducing the MOWR transfer numbers and increasing MOWR student enrollment at Clayton State University. As the program continues to move forward efforts will continue to address advisement and course selection for students in the program. Effective advisement processes will better drive students' success and enrollment and on-time graduation at Clayton State.

High-impact strategy Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.

Related Goal Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Summary of Activities Clayton State piloted co-requisite math and English remediation in fall 2014 and spring 2015. For fall 2015, all students are being placed according to revised guidelines with co-requisite remediation placement.

Baseline Status The baseline data on remediation is the percentage of students who successfully completed remediation in fall 2013 (87.5% for English; 65.9% for Math) and then went on to successfully complete the entry-level math course the subsequent 2nd, 3rd, or 4th+ semesters. For English, 50% of students completed the college level course the next semester. For math, 25.4% successfully completed the college course the next semester (spring 2014), 38.3% by three semesters (summer 2014 and fall 2014), and 42.3% by the fourth semester (spring 2015).

Baseline (Standalone) Remediation Completion Rates

Remediation Subject	Fall 2013 Total (Baseline)		College Course Completion & Semester		
	Enrollment	Completion	Two	Three	Four Plus
English	24	21 (87.5%)	12 (50.0%)		
Math	402	265 (65.9%)	102 (25.4%)	154 (38.3%)	170 (42.3%)

Interim Measures of Progress During the pilot implementation year, 11.0% of all learning support math students were placed in the co-requisite remediation track; the remaining 89.0% were enrolled in the stand-alone learning support courses. Of the 20 learning support English students, all were enrolled in the stand-alone/traditional learning support course.

Co-requisite and Stand-alone Math & English Placement

	Fall 2013 (Baseline)		Fall 2014 (Pilot year)	
	MATH	ENGL	MATH	ENGL
Total Students *	402	29	338	20
Co-requisite Remediation (LS & Co-req)	NA	NA	10.95% (37)	-
Traditional Remediation/Stand-alone (LS only)	100% (402)	100% (29)	89.05% (301)	100% (20)

*Total students includes first-time, full-time & all students (including non-traditional & transfer)

Standalone Remediation Measures: For fall 2014, the pilot implementation year for co-requisite remediation, math remediation completion rates improved to 74% for those students enrolled in "traditional" remedial courses (i.e., non co-requisite requirements). The percentage of students in standalone math remediation completing a college course within two semesters improved 10% (from 25.4% in fall 2013 to 35.9% in fall 2014).

Standalone Remediation Completion

	Fall 2014 Total		2 Semester College Course Completion
	Enrollment	Completion	Completion
English	20	13 (65.0%)	12 (50.0%)
Math	301	223 (74.1%)	108 (35.9%)

Implementation of Co-requisite Remediation: Thirty-seven students were placed into co-requisite math remediation. Of those, 54.1% passed college-level math within a semester and 56.8% in two semesters.

Co-requisite Remediation Pilot Year Completion

	Fall 2014 Total		2 Semester College Course Completion
	Enrollment	Completion	Completion
Math	37	20 (54.1%)	21 (56.8%)

Measures of Success As indicated in the section above, standalone math remediation completion and completion of a Clayton State University

college course within two semesters following remediation have shown improvement. In addition, co-requisite remedial track completion rates for the most recent fall data indicate about half of the students are successfully completing these course requirements within 1 (54.1%) or 2 semesters (56.8%).

Lessons Learned In 2015-16, the University transitioned to placement guidelines emphasizing co-requisite remediation. As the number of students enrolled in the co-requisite courses increases further comparisons can be made on success rates with a goal of increasing completion by 5% in the next 2 academic years.

High-impact strategy Expand completely online opportunities.
Related Goal Reconfigure instructional delivery to support educational excellence and student success.
Summary of Activities Three new fully online degrees were added in the 2014-2015 academic year bringing the total number of undergraduate programs available 100% online to 11. An e-tuition rate has been established for our 100% online programs that save students, money on fees that would normally be paid if they were an on-campus student. This allows students a potentially cheaper, more flexible, option to complete their degree.
Baseline Status Clayton State has offered online programming for several years but has focused on expanding online opportunities in the last three years. Baseline metrics for Fall 2012 are in the next section.
Interim Measures of Progress Online course options have experienced growth and course completion success over the past three falls. In Spring 2014, the first SPOC, POLS 1101, was launched with a total of 19 students. Of the 19, 17 (89.5%) passed the class with A's and B's.

Online Course Offerings and Completion Rates Fall 2012 to Fall 2014

Metric	Fall 2012 (Baseline)	Fall 2013	Fall 2014
Online Course Sections	65	78	137
100% Online Credits Awarded	3605	4058	7104
Successful Completion Rate	80.5%	81.1%	77.2%
SPOC Sections	--	--	2
SPOC Enrollment	--	--	36
SPOC Successful Completion	--	--	86.1%
100% Online Programs	6	6	7
Enrollment in 100% online programs	83	206	246
Degrees Awarded to 100% online program students	13	61	
	<i>FY 2013</i>	<i>FY 2014</i>	

To date no statistical comparison of success rates have been made between face-to-face and online classes. This is due to variation in instructors and the 3.0 GPA requirements for the SPOC classes. The tables below show the success rates in both types of online courses.

Online Course Offerings and Success Rates

Fall 2014		
Course Type	#ABCs	Success Rate
Fully Online (n=64)	52	81.3%
SPOCS (n=36)	31	86.1%

Spring 2015		
Course Type	#ABCs	Success Rate
Fully Online (n=203)	149	73.4%
SPOCS (n=90)	73	81.1%

(n is the number of students enrolled in the course sections)

Measures of Success The main measure of success for our online programming is student graduation from 100% online programs and the increase in 100% online credits awarded to students. The program would like to see a 3% increase in the number of degrees awarded to 100% online students year over year, and a continued increase in success rates in online courses.

Lessons Learned A challenge has been ensuring that students enrolling in online programs are best suited for that delivery format. SmarterMeasure, a student readiness assessment, has been implemented to direct academic advising to students enrolled in online programs that exhibit risk factors that could challenge their completion and success. Information and data will be collected on how this intervention tool contributes to outreach to at risk students and their subsequent success rates. Comparison across the different types of course offerings is an area that needs further refinement. In the coming academic year, we will be developing a better method of normalizing the data across the different groups.

OBSERVATIONS

Clayton State has refined and prioritized strategies from the 2014 report based on observed early success with some

strategies and adoption of the co-requisite math and English remediation model. For example, Clayton State's initial and follow-up Complete College Georgia reports listed first-year, intensive advising as a high impact strategy. The retention rates and most recent graduation rate have improved for our first-year students. After seeing this success with a centralized, uniform advising center, we made the decision to move to a more centralized advising system campus-wide to ensure consistent use of guidelines and tools (i.e., EAB Student Success Collaborative, DegreeWorks).

We removed more generalized strategies from last year including increasing access and completion for those underserved in adult education since our strategies are designed to target all of these populations.



College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission Statement

Having begun a new strategic planning process in August 2014, it was determined that the institutional mission statement needed to be fully aligned with the College of Coastal Georgia's new strategic framework of outcomes, strategic priorities, objectives, and actionable strategies. After eleven months of work on the part of the Strategic Planning Committee and various focus groups, consisting of internal and external stakeholders, a revised mission evolved. ...

As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student-centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.

The revised mission statement, which is pending approval by the Board of Regents (November 2015 meeting), is fully aligned with the new University System of Georgia (USG) mission and represents the core principles and unique institutional characteristics of a state college. Additionally, it incorporates a mandated specialized function and mission as defined by the USG for the College of Coastal Georgia to become a college of choice with expanded baccalaureate degree offerings accentuated by strong leadership, worthwhile community linkages and exemplary student development. Further, the new mission statement effectively infuses the College's new strategic framework that is structured around five central themes: *Student Enrichment, Academic Excellence, Institutional Distinction, Leadership through Community Engagement & Partnerships, and Sustainability & Organizational Development*. And, finally, the revised mission underscores the College's sustained commitment to community engagement that encompasses service-learning, volunteerism, practicums, and internships, contributing to the cultural, economic and social well-being of the local community, southeast Georgia and beyond.

Fall 2015 Student Profile¹

The College of Coastal Georgia experienced 4.1% and 4.4% increases in its fall 2015 enrollment and FTE, respectively, with an enrollment of 3,131 students and FTE of 2,558. In terms of self-declared race/ethnicity, 4.8% identified as Hispanic/Latino, 0.2% American Indian or Alaska Native, 1.8% Asian, 18.1% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 67.9% White, 4.2% two or more races, and 2.8% undeclared.

With an average age of 23.8, the College's student body is composed of 66.0% female and 62.8% full-time students with 91.9% indicating Georgia residency, 6.54% out-of-state, and 1.53% out-of-country.

First-generation students account for an estimated 12.1% of the student body, while adult learners (25 years of age or older) and military veterans make up for 26.9% and 3.5%, respectively. Pell recipients account for 47.3% of students, while *Move on When Ready* (dual-enrolled) students total 203.

Over the past three years, the College has built the needed structure to expand the incoming freshman class while improving retention. The overall enrollment for the College has grown by 139 students. In fall 2015, the College saw a 10.3% increase in new freshman enrollment and a 9.7% overall increase in new enrollments, while students progressing to junior and senior level status increased by 25% and 14%, respectively. These increases reflected an overall enrollment growth of 4.1% for fall 2015. Given current new enrollment trends and the retention and progression of the College's current enrollment, the College is projected to increase another 3% for fall 2016 and 3% for fall 2017.

Influence on Completion Work

The three central goals the College has established to guide, track and monitor student access and success efforts are integrally connected with its retention, progression, and graduation initiatives. These goals include (1) increasing access and providing proactive services for the traditionally underserved student; (2) expanding and improving retention systems and instructional delivery to support student success; and (3) promoting and increasing student campus and community engagement.

¹ Based on USG Student Enrollment Report data for fall 2015.

The College's completion priorities are flexible to meet the variety of learners the institution serves, particularly adult learners, military students/veterans, under-represented populations, at-risk, first generation, and dual enrolled (Move-On-When-Ready) students. Initiatives include: (1) implementing an accelerated fall semester (2014) to allow for students to gain work-related experience and associated revenue to pay for the subsequent spring semester; (2) enhancing targeted outreach programs with local school districts (i.e., Brantley, Camden, Glynn, McIntosh, and Wayne counties) through institutional level-SAT administration; (3) admission and support of students who meet USG State College admissions requirements but who minimally fall below the institutional admissions threshold; (4) providing early and proactive academic interventions (e.g., an academic early alert system and improvement workshop series for all students issued either an academic warning or placed on academic probation), (5) expanding Supplemental Instruction offerings; and (6) shortening the time required and cost to earn a degree.

The College piloted an accelerated semester (fall 2014) that concluded by Thanksgiving. This program was spearheaded by the Office of Career Services and Student Employment to locate off-campus employment that would enable students to work full-time from Thanksgiving to the beginning of the spring 2015 semester. The income generated by the initial group (over 100 students completing at least one class in the accelerated schedule) not only contributed to helping these students pay for spring 2015 semester tuition and fees, but also enabled them to reduce their overall student indebtedness.

The College has partnered with three local school districts to offer an institutional-SAT test. The goal of this testing program was to provide greater access to college for first generation and financially at-risk students by testing high school seniors (more than 350 students since 2014) who had not taken the SAT by the final spring SAT test administration.

The College implemented the Student Entry and Access for Student Traction and Retention Program (SEASTAR) in fall 2015 to address students who meet University System of Georgia State College admissions requirements but who minimally fall below the institutional admission's threshold. Since the College's first-year student admission's index is slightly above the minimum University System of Georgia requirements for a state college, admitting and supporting a small initial cohort of seven students in fall 2015 allowed students to "access" college who would not have otherwise been granted access. In terms of support, SEASTAR students engage in intensive advising, participate in leadership, financial literacy, and study skills coaching by staff and faculty.

The College has also increased students' access, decreased time-to-degree, and improved retention by increasing dual enrollment (MOWR) through student outreach in local county school districts. These efforts have resulted in over a 100% increase in headcount (from 99 to 203) between fall 2013 and fall 2015 by these students. An important part of this outreach is increasing student and parent understanding of actual college costs and college affordability by way of workshops and promotional materials, as well as increasing the online filing rate of the FAFSA and GA financial aid applications among at-risk students by hosting small group presentations throughout the academic year.

Although new MOWR students account for 50% of the College's enrollment growth, the College is using the program as a recruitment strategy. Targeting this population to remain at the institution after high school graduation allows the College to retain these bright, high-achieving students and integrate them into the college community. This year, CCGA was able to retain over 23% of spring 2015 graduating MOWR students as members of the fall 2015 entering class. In total, this population remains less than 7% of the overall student body.

The College has initiated an early and proactive academic intervention system (e.g., an academic referral system and an improvement workshop series for all students issued either an academic warning or placed on academic probation from fall semester). The faculty-based academic referral system is designed to identify students who are not performing satisfactorily, are exhibiting behavioral issues, have not been attending class regularly, are experiencing financial problems, or present any other circumstance that is of concern. Faculty are regularly encouraged several times each semester to refer students and those who are referred are contacted by Academic Advising staff within 24-72 hours. Contact relates to information on available academic support resources, along with information on how to contact their faculty advisor when appropriate. Supplemental Instruction (SI) is a pro-active student assistance program that increases academic learning, performance and retention through the use of peer-based collaborative learning and study strategies. Since 2009, the number of classes participating in SI has increased from four to 54 in 2015 while the number of impacted students has increased from 31 in 2009 to more than 420 in 2015.

In an attempt to shorten the time required and cost to earn a degree, the two-credit College of Coastal Georgia orientation course 1101 was removed as a graduation requirement and replaced with a non-credit three-phase orientation program. The first phase included a one-day orientation program hosted in the summer and focused on the logistics of the enrollment process and overview of the support services offered. Phase two engaged students just prior to the beginning of fall semester classes by indoctrinating them into the campus academic and social community and culture. Phase three included a seven- to eight-week workshop series including several sessions about academic and first-year skills needed to be successful in college. This change in the graduation requirement saved beginning freshmen (n=669) more than \$133,000 in tuition.

In addition to tuition savings, College faculty have begun transforming expensive Math, Economics, and Physics textbooks into easily accessible and readily affordable online resources, saving students hundreds of dollars for each course. All of these efforts increase student access and affordability for college.

Beyond Brunswick, the Camden Center maintained stable enrollment from fall 2014 to 2015. The commitment has been made to improve and grow the Camden Center. Specifically, this will be accomplished by adding three baccalaureate degree offerings (Psychology, Business and Interdisciplinary Studies) at the Center along with more online options to improve student progression to degree. Improvements have been made to food service and student engagement opportunities have increased. The Camden Center's current enrollment accommodates a student population that exceeds the financial breakeven point. Staffing levels are continually reviewed to match enrollment trends.

Overall, the College is applying what Jim Collins calls, in his book *Good to Great*, the "flywheel" effect—everyone

within an organization pushing in a common direction with a shared purpose. This key institutional focus on student retention and progression has become more prevalent over the last year given regular campus updates and information sharing that exists amongst internal and external campus stakeholders – an adjustment in how retention and progression were previously viewed. The retention and progression priority is being embedded in everything the College is engaged in, including performance reviews, annual reports, and budget reviews.

As Complete College Georgia initiatives are implemented and metric results carefully monitored, the College believes its standards and retention and graduation strategies are clear evidence of those expectations and strong philosophical commitment to graduation with distinction as the overarching campus priority.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-Impact Strategy (1)	Provide adult learners and military students/veterans ² with tools and resources needed to succeed.
Related CCG Goal(s)	<u>USG Goal 9</u> : Improve access for underserved and/or priority communities. <u>Institutional Goal 1</u> : Increase access and provide proactive services for the traditionally underserved student.
Summary of Activities	<ul style="list-style-type: none"> Established a personalized enrollment pathway for adult learners. Each student now jointly works with his/her admissions counselor and academic advisor to develop an enrollment pathway. This enrollment plan begins with a counseling session with an adult learner admissions counselor that outlines all possible pathways to establish successful academic and financial plans. The student finishes with a meeting with the academic advisor to work on placement and the first semester schedule. Developed a military students/veterans' tracking report within the in-house ARGOS data reporting system that accurately reports military affiliated students at the time of admission. Opened a Veterans' Lounge at the Camden Center to provide a military- friendly study lounge for that student population. Hired a VA work-study student to work in the Camden Center's Veterans' Lounge. Established a new baccalaureate degree program in Interdisciplinary Studies (BSIS) to encourage degree completion and offer more flexible course credit options for adult learners and military students/veterans. Received local media coverage in local newspaper and radio commercials promoting the new Interdisciplinary Studies baccalaureate degree program. Jointly developed a Military Students/Veterans' Online Survey, in collaboration with the Director of Military Affairs at the USG Board of Regents, which was sent to all USG institutions, asking them to complete a brief online survey in an effort to identify some of the key initiatives and best practices employed to address military students'/veterans' needs. Received institutional designation as a <i>Military Friendly School</i> in 2014. Established a close relationship with local National Guard and Reserve Units. Created a communication flow for students self-identifying as "military/veteran" during admission process, connecting them with the admissions counselor that specializes in working with military students and families. The communications sent to this targeted student population highlight all of the military-friendly resources established at CCGA to help them be successful and specifically address information needed to complete the enrollment process.
Baseline Status	<p>Fall 2014</p> <p><u>Military Students/Veterans</u> (first-time students)³</p> <ul style="list-style-type: none"> 61.1% retention rate from fall 2014-to-fall 2015. <p><u>Adult Learners</u> (25 years of age or older)</p> <ul style="list-style-type: none"> 62.5% retention rate from fall 2014-to-fall 2015.
Interim Measures of Progress	<p>Process Metrics</p> <ul style="list-style-type: none"> Develop military students'/veterans student satisfaction survey (<i>fall 2015</i>). Develop adult learners' student satisfaction survey (<i>fall 2015</i>). Disseminate both student surveys (<i>fall 2015</i>). Analyze survey results and make needed improvements (<i>spring 2016</i>). Identify and implement several best practices highlighted in the USG military students/veterans survey (<i>fall 2015 and spring 2016</i>). <p>2018 Progress Metrics</p> <p><u>Military Students/Veterans</u></p> <ul style="list-style-type: none"> Achieve first-time student fall-to-fall retention rate of 63%.

² Active military students/veterans, including active duty/reservists, veterans, and dependents.

³ As defined by IPEDS first-time freshmen and transfer student definitions.

⁴ Estimate a 70% baseline satisfaction rating.

- Achieve a *Very Satisfied* or *Satisfied* level of satisfaction rating of 80% for support services on the *Adult Learner Survey*.
Adult Learners (25 years of age or older)
- Achieve first-time student fall-to-fall retention rate of 64%.
- Achieve a *Very Satisfied* or *Satisfied* level of satisfaction rating of 75% for support services on the *Adult Learner Survey*.

Measures of Success

2021 Outcome Metrics

Military Students/Veterans

- First-time student fall-to-fall retention rate will reach 65%.
- *Very Satisfied* or *Satisfied* level of satisfaction rating with support services on student survey will reach 80%.

Adult Learners (25 years of age or older)

- First-time student fall-to-fall retention rate will reach 66%.
- *Very Satisfied* or *Satisfied* level of satisfaction rating with support services on student survey will reach 80%.

Outcome Metrics to be used in the future as data becomes available⁵

- Number and percentage of first-time military students/veterans that complete degrees on time.
- Number and percentage of first-time adult learners that complete degrees within 150% of time.

Lessons Learned

- Actively pursuing the development of a robust military students/veterans' tracking report has not only enabled the College to more efficiently track and monitor admission, retention and progression rates of all military students/veterans enrolled, but has helped improve overall communications to this student population, thus positively impacting recruitment, enrollment and overall persistence.
- Creating a new Veterans' Lounge at the Camden Center now provides more resources for the military-affiliated student population; it is increasing the awareness of the College's support of that specific student population that resides in and around Camden County.
- Hiring a new Veteran work-study student at the Camden Center now gives students a point-of-contact with whom they can address particular enrollment issues and concerns.
- Promoting the new BSIS degree program to adult learners and military students/veterans is providing them with more flexible course credit options.

High-Impact Strategy (2a)

Establish a Prior Learning Assessment (PLA) process with avenues to evaluate prior experience and coursework for college credit.

Related CCG Goal(s)

USG Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.

USG Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

Summary of Activities

- In an effort to assess relevant learning, work and life experiences toward college credits, a Prior Learning Assessment (PLA) course was developed for students to prepare a portfolio for credit review, enabling a shorter time-to-degree opportunity.
- Refining the administrative structure to facilitate the assessment of and awarding credit for prior learning.
- Working within the ACE structure to evaluate the awarding of credit for military courses/training.
- Looking into the use of outside assessments to measure learning acquired outside the traditional classroom.

Baseline Status

The College does not have an operational Prior Learning Assessment (PLA) process in place.

Interim Measures of Progress

Process Metrics

- Implement PLA process (*fall 2016*).
 - Identify eligible students (*fall 2016*).
 - Create and disseminate a survey instrument to assess students' ease with the PLA review process (*fall 2016*).
- Begin assigning credit via PLA (*spring 2017*).

⁵ Time-to-degree and on-time graduation rates will be used once the baccalaureate six-year baseline rate is firmly established.

Measures of Success	<p>2018 Progress Metrics</p> <ul style="list-style-type: none"> • Serve a total of 30 students in obtaining PLA credit. • Achieve a student satisfaction survey rating for <i>ease with the PLA review process</i> of 75%.⁶
Lessons Learned	<ul style="list-style-type: none"> • 2021 Outcome Metrics Serve 60 students interested in obtaining PLA credit. • Achieve a student satisfaction survey rating for <i>ease with the PLA review process</i> of 80%. • One of the main challenges encountered with awarding credit for prior learning is the translation of military training into college credit. To more effectively address this issue, the College is working within the ACE structure to evaluate the awarding of credit for military courses/training. • In an effort to increase the expansion of credit for prior learning, the College recognizes a greater need to strengthen the promotion of crediting prior learning; Academic Affairs and Enrollment Management are working collaboratively to develop a marketing promotion campaign highlighting PLA options and benefits. • Given PLA particulars, the College is assuming the responsibility for educating staff to acquire and maintain expertise in prior learning assessment services.
High-Impact Strategy (2b)	Promote new Bachelor of Science in Interdisciplinary Studies degree.
Related CCG Goal(s)	<p><u>USG Goal 1</u>: Increase in the number of undergraduate degrees awarded by USG institutions.</p> <p><u>Institutional Goal 1</u>: Increase access and provide proactive services for the traditionally underserved student.</p>
Summary of Activities	<ul style="list-style-type: none"> • Received Board of Regents approval in March 2015 for an Interdisciplinary Studies degree program to commence in fall 2015. • Promoting the new academic major to both traditional and non-traditional students. • Continuing work to create a central administrative infrastructure that will promote program delivery and innovation; develop a robust marketing campaign to effectively promote the new degree program; and refine standards of staff expertise and competence.
Baseline Status	A BSIS degree program was approved by the Board of Regents in March 2015.
Interim Measures of Progress	<p>Process Metrics</p> <ul style="list-style-type: none"> • Develop student recruitment/marketing plan (<i>summer 2105</i>). • Begin admitting students (<i>summer 2015</i>). • Begin enrolling eligible students (<i>fall 2015</i>). • Research previous and current students with more than 70 hours and inform them of the option to use their credits toward an Interdisciplinary Studies degree (<i>fall 2015</i>).
Measures of Success	<p>2018 Progress Metrics</p> <ul style="list-style-type: none"> • Enroll a total of 80 students into the BSIS degree program by 2018. • Award a total of 20 B.S. degrees in Interdisciplinary Studies. <p>2021 Outcome Metrics</p> <ul style="list-style-type: none"> • Enroll a total of 200 students into the BSIS degree program by 2021. • Award a total of 50 B.S. degrees in Interdisciplinary Studies. <p><u>Outcome Metrics to be used in the future as data becomes available</u></p> <ul style="list-style-type: none"> • Number of degrees conferred in the new degree program to adults and ratio of total conferred to adults compared to general population.
Lessons Learned	<ul style="list-style-type: none"> • During the initial implementation of the new program, there was an immediate realization that many students did not know what this new degree entailed because there is no obvious major field of study, no major name. • Consequently, a systematic marketing campaign was launched in an effort to educate students on the question, “Just what is your degree in, anyway?”
High-Impact Strategy (3a)	Offer a mandatory academic intervention workshop for all students issued either an academic warning or placed on academic probation.
Related CCG Goal(s)	<p><u>USG Goal 4</u>: Provide intrusive advising to keep students on track to graduate.</p> <p><u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success.</p>

⁶ Estimate a 70% baseline satisfaction rating.

Summary of Activities	<ul style="list-style-type: none"> Offered a successful academic intervention workshop to 66 students in fall 2014. Placed workshop time and meeting location on students' schedules in an effort to serve as a reminder. Used letters, emails and D2L for communication with students.
Baseline Status	<ul style="list-style-type: none"> Fall 2014 41% of participants completing the workshop achieved a 2.0 GPA or above by the end of term. 80% of participants completing the workshop were retained in spring 2015 and 63% in fall 2015. 57% of the students in academic warning or academic probation completed the workshop.
Interim Measures of Progress	<p>2018 Progress Metrics</p> <ul style="list-style-type: none"> 46% of workshop completers will achieve a 2.0 GPA or above at the end of the workshop. Maintain a fall-to-spring workshop completer retention rate of 80% or better. Maintain a fall-to-fall workshop completer retention rate of 60% or better. 60% of students in academic warning or academic probation will successfully complete the workshop during the term.
Measures of Success	<p>2021 Outcome Metrics</p> <ul style="list-style-type: none"> The percentage of workshop completers achieving a 2.0 GPA or above by the end of the workshop, will reach 50%. Fall-to-spring workshop completer retention will stay at or above 80%. Fall-to-fall workshop completer retention will stay at or above 60%. The percentage of students in academic warning or academic probation that successfully complete the workshop will reach 62%.
Lessons Learned	<ul style="list-style-type: none"> To provide broader student support, the workshop was expanded from its original concept to include Camden Center students who were in need of academic intervention being assisted in a parallel running program. The critical measure of success for this effort is to increase the progression and retention of these students in subsequent semesters. The evidence so far shows that this improvement workshop is helping CCGA students succeed. As the College continues assessing the effects of this program, it plans to address questions that will aid faculty in refining the program and gaining greater understanding of the types of support that are most effective for students in or nearing academic probation. Since the program's inception, there is a growing student perception that the institution is serious about academic performance. While the workshop is held once a week for seven weeks, students who participate continue to use the resources; i.e., Academic Tutoring and Instruction Center, Supplemental Instruction, study tables. Students are also more likely to come into the Advising Center if they begin to struggle again. In fact, in fall 2014, a total of 76 students visited the Center for assistance and guidance.
High-Impact Strategy (3b)	<p>Provide support and motivation to students through the integration and coordination of programs and services through a Committee on the Amalgamation of Programs and Services (CAPS).</p>
Related CCG Goal(s)	<p><u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success.</p>
Summary of Activities	<p>The Committee on the Amalgamation of Programs and Services (CAPS) was particularly active during 2014-15.</p> <ul style="list-style-type: none"> Designed an Advisor Referral Form to identify students who are not performing satisfactorily, are exhibiting behavioral issues, have not been attending class regularly, are experiencing financial problems, or present any other circumstance that is of concern. Established a registration task force that organized outreach to students on registering for classes, which included emails, flyers, phone calls, and presenting at meetings (Deans' Council, Athletics and Academic Affairs). Focused efforts on those students who had a 2.0 to 2.9 GPA with outreach, as well as increasing residential student registration rates (from 75% to 88%) by collaborating with the Office of Residence Life and Housing. Initiated a concerted outreach effort to Camden Center students, Learning Support students, pre-nursing students, undeclared major students, and student workers was initiated with the provision of names of unregistered students to these areas to

- contact.
- Disseminated a spring 2015 registration survey to all enrolled students to ascertain their satisfaction with overall processes and procedures related to enrollment; approximately 73% indicated satisfaction with overall registration processes and procedures.
- Contributed to the development of the College’s Hispanic/Latino initiative.
- Reviewed student retention rates along with determining programmatic and structural changes needed to increase these rates.
- Evaluated College policies to determine if any policies may be hindering student success; results were discussed with the Academic and Scholastic Standing Committee and the Interim Vice President of Academic Affairs; and recommendations are currently being circulated through the faculty for additional feedback.
- Initiated a data collection process that tracks by student type to help with better identifying targeted intervention efforts for specific audiences.

Baseline Status

Fall 2014

First-Time, Full-Time Freshmen Retention⁷

- 60.9% retention from fall 2014-to-fall 2015.

Graduating Student Survey

- 76% of students indicated *Very Satisfied* or *Satisfied* when asked about their overall experiences at the College.

Interim Measures of Progress

2018 Progress Metrics

First-Time, Full-Time Freshmen Retention

- Achieve a fall-to-fall retention rate of 62%.

Graduating Student Survey

- Achieve a *Very Satisfied* or *Satisfied* satisfaction rating of 80% for their overall experiences at the College on the *Graduating Student Survey*.

Graduation Rates

- Outcome metric to be determined once the baccalaureate six-year graduation rate is firmly established.⁸

Measures of Success

2021 Outcome Metrics

- First time, full-time freshmen retention from fall-to-fall will reach 63%.
- Achieve a *Very Satisfied* or *Satisfied* satisfaction rating of 80% for their overall experiences at the College on the *Graduating Student Survey*.

Lessons Learned

- Student satisfaction surveys were launched in spring 2014 to ascertain satisfaction with registration and other student support services – improvements generated from feedback; e.g., increased the availability of staff in the Office of Financial Aid and Bursar’s Office during peak times and reviewed the hours staff are available during the semester.
- As CAPS continued to refine an overall registration strategy, it realized the need to include more targeted interventions for particular student populations; e.g., dual-enrolled (MOWR) students, first-generation and military students/veterans.
- Based on a review of spring 2015 registration survey results, CAPS made a concerted effort to incorporate its findings into registration marketing and contacting students.
- Continue to build and refine the newly-created student retention report utilizing the ARGOS data reporting system.

High-Impact Strategy (3c)

Support the deployment of an intentional student employment model to augment intrusive advising that encompasses both on- campus and off- campus employment options and promote student retention and progression.

Related CCG Goal(s)

USG Goal 4: Provide intrusive advising to keep students on track to graduate.
Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

Summary of Activities

- Increased the network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) to monitor the student employee, providing encouragement and feedback.
- Encouraged on-campus hiring managers to further develop their student employees by completing a semester-based evaluation regarding strengths and potential areas for improvement in job performance.
- Led a Student Employee Manager meeting in spring 2015 to discuss how to properly hire a student employee, updates on the Student Employment Orientation, upcoming

⁷ IPEDS definition.

⁸ College did not begin offering baccalaureate degree programs until fall 2009.

optional trainings, how to hire an international student at CCGA and an update from Human Resources.

- Continued to provide and refine onboarding (Student Employment Orientation) presentation.
- Creating a manual to orient new student employees to campus, including important phone numbers, information on services offered from individual departments as well as photos of staff with contact information so that student employees may adjust to the new environment more quickly.
- Continuing Education trainings: Money Management for Student Workers, Adobe Photoshop, Intercultural Awareness in the Workplace, and Excel training.
- Hosted a spring 2015 On-Campus Job Fair and intend to host another in fall 2015.
- Conducted 8 regular SEO and 7 small group orientations for spring 2015 and the beginning of summer 2015; reached 69 student employees during that time period for Student Employee Orientations (SEO).
- Ensured that every student that attended an SEO was sent an online satisfaction survey within 48 hours of attending – three questions were asked, two of which were relevant to Student Employment: what did you like about orientation? What can be improved about orientation? And when would it be best day of the week and time to host a career services workshop? (*Responses were overwhelmingly positive with only one neutral response.*)
- Realized an average on- campus student workers' overall GPA of 3.09 in fall 2014, while the off- campus student workers' average institutional GPA was 3.01. In each instance, it was higher than the average institutional GPA for all enrolled students – 2.81. In terms of on-campus, first-time student fall-to-spring and fall-to-fall retention, student workers achieved 91.3% and 82.6% rates, respectively. Off-campus, first-time student workers, on the other hand, experienced fall-to-spring and fall-to-fall retention at 86.3% and 70.6%, respectively.

Baseline Status

Summer 2015

- Current supervisor evaluation survey is being retooled (to more effectively capture, among other items, the type of assistance they need or would like to have in order to improve their experience with the student worker employment process) and an inaugural student worker survey is being crafted for dissemination.
- Additionally, a new question will be added to the *Graduating Student Survey* addressing student employment and career services support.

Interim Measures of Progress

Process Metrics

- Refine *Student Assistant/Work-Study Evaluation* that gives supervisors a method to begin a conversation about employee performance; provides a learning opportunity by mimicking the evaluation process students will encounter in the “real world”; gives student workers a better understanding of what is expected of them on the worksite; provides an area for developmental goals that the student can work on in future semesters (*fall 2015*).
- Develop a *Student Assistant/Work-Study Student Survey* that allows students to provide feedback on what elements of the program administration are working best, and those that could be improved (*fall 2015*).
- Disseminate *Student Assistant/Work-Study Student Survey* to on- and off-campus student assistants and work-study students (*fall 2015*)⁹.
- Integrate a new question in the *Graduating Student Survey* concerning student employment/career services support (*spring 2016*).

2018 Progress Metrics

- Achieve a Strongly Agree or Agree overall satisfaction rating of 70% on the Student Assistant/Work-Study Student Survey.
- Achieve an average student worker rating mean of 3.0 points (5.0 scale) on the Student Assistant/Work-Study Student Evaluation pertaining to overall student employee performance.
- Achieve a *Strongly Agree* or *Agree* overall rating of 70% for satisfaction of student employment on the *Graduating Student Survey*

Measures of Success

2021 Outcome Metrics

- Achieve a Strongly Agree or Agree overall satisfaction rating of 80% on the Student Assistant/Work-Study Student Survey.
 - Achieve an average student worker rating mean of 3.5 points (5.0 scale) on the *Student Assistant/Work-Study Student Evaluation* pertaining to overall student employee performance.
- Achieve a *Strongly Agree* or *Agree* overall rating of 80% for satisfaction of student

⁹ Estimate a 65% baseline satisfaction rating.

	<p>employment on the <i>Graduating Student Survey</i>.</p>
<p>Lessons Learned</p>	<ul style="list-style-type: none"> • The Student Employee Orientation is meant to be attended early on and a few students waited to attend until after the information was less useful (for example, if they have already been working on campus for 6 months and have just been evading the emails). One solution to this issue has been keeping a specific list of students needing to attend orientation and registering them in Coastal CareerLink, a database that houses career services events. A reminder is sent out to the event attendees the week before, the day before and the day of confirming their presence is needed at orientation. • Regardless of when the orientation is held, someone will always have a conflict and not be able to attend. One way of addressing this scheduling issue has been to provide small group orientations to catch them up with students unable to attend larger ones. • Now that on-campus hiring managers are familiar with the Student Employment initiative, the Office of Career Services coordinates with some supervisors (Housing, Tutoring, etc.) to orient those groups together, allowing for additional bonding and assurance that we catch up meet with the students soon after hiring. • And to more effectively address the needs of students at the Camden Center, small group SEOs are now offered in Kingsland through CCGA's personal counselor (who often does career counseling) so that those students do not have the burden of driving to Brunswick for the orientation.
<p>High-Impact Strategy (4)</p>	<p>Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co- requisite Learning Support.</p>
<p>Related CCG Goal(s)</p>	<p><u>USG Goal 7</u>: Increase the likelihood of degree completion by transforming the way that remediation is accomplished <u>Institutional Goal 2</u>: Expand and improve retention systems and instructional delivery to support student success</p>
<p>Summary of Activities</p>	<ul style="list-style-type: none"> • Transformed the Learning Support structure by focusing its efforts on co-requisite remediation. • Ensured that students that would have been previously placed in MATH 0099 are now enrolled in the gateway Mathematics course appropriate to their programs of study (i.e., Quantitative Reasoning or College Algebra) while taking the linked support course (co- requisite component). The students with a larger gap in preparation (who were previously placed in MATH 0097) are now placed in the LS Foundations course of their year- long pathway. • Placed students requiring remediation (English/Reading) in the appropriate collegiate/co-requisite English course (English 1101/0999) or the Foundations for English Composition (E0989); the English 1101/0999 course has been taught since 2011. The Board of Regents' did not require the English 0989 to be taught until fall 2015. The College began offering the course in spring 2015. Students placed in this course who subsequently pass take the collegiate/co-requisite, thus allowing students to complete the Learning Support Foundations and the collegiate course within one academic year.
<p>Baseline Status</p>	<p><i>Prior to Fall 2014</i></p> <ul style="list-style-type: none"> • First-time freshmen (fall 2009, 2010, 2011, and 2012 cohorts) that were below the cut-off score to be exempt from LS would start in MATH 0099, and after two semesters only 35.9% of these students (n=181) would successfully complete the collegiate level course (MATH 1001/1111). • For those students with a larger gap in preparation, they would start in MATH 0097 (n=633), a path that resulted in a completion rate of 14.9% after 3 semesters. • Students requiring remediation in English had been placed in ENGL 0099 (no longer offered) and the average passing rate over six semesters was 61.0%. <p><u>Graduation Rates</u></p> <ul style="list-style-type: none"> • 100% and 150% graduation rate data for students with LS for the 2013 year (2009 and 2007 cohorts) is available for use as a baseline to tell the College where it was the year it started the co-requisite remediation model; however, given the radical shift in student population and mission (2008-10), moving from a two-year community college to a four-year state college, the institution's graduation measures hold little instructive value prior to 2010.
<p>Interim Measures of Progress</p>	<p><i>2014 Progress Metrics</i></p> <ul style="list-style-type: none"> • 52.1% (113/217) of Learning Support students were enrolled in MATH 0997/0999, the co-requisite support courses for Mathematics. • Of those Learning Support students placed in MATH 0987/0989, the Foundations

- courses in Mathematics, 59.6% (62/104) passed the course in one semester.
- Of those students placed in MATH 1001 and MATH 1111, the Gateway (collegiate) courses in Mathematics, the passing rate was 67.9% and 57.9%, respectively.
- In fall 2014, the passing rate for ENGL 1101/0999, the Gateway (collegiate) course in English, was 86.7%; an increase of 38.7% from spring 2014.
- ENGL 0989, the Foundations course in English, taught for the first time in spring 2015, experienced a 71.0% passing rate.

Measures of Success

- Since the new co-requisite remediation approach is still in its infancy – recent LS data is being reviewed and analyzed – specific target metrics for students in remediation who successfully pass the gateway courses and their eventual progress to degrees have not yet been established. However, the following outcome metrics will be used in the future as data becomes available:
- Number and percentage of students that start in co-requisite remediation that complete degrees on time.
- Number and percentage of students that start in co-requisite remediation that complete degrees within 150% of time.
- Number and percentage of students that start in stand-alone (not co-requisite) remediation that complete degrees on time.
- Number and percentage of students that start in stand-alone (not co-requisite) remediation that complete degrees within 150% of time.

Lessons Learned

- The co-requisite English course puts students on an even playing field with non-Learning Support students: they are allowed to take other core classes, and they are not known as “Learning Support” students, resulting in more engagement in institutional activities.
- It is imperative to keep the co-requisite class numbers low (no more than 8 students). This allows more one-on-one engagement between the instructor and each student, an important factor in successful completion of ENGL 1101/0999 and in alignment with the National recommendation from the Accelerated Learning Program.
- It is important to note that for the students receiving co-requisite support for MATH 1001 and MATH 1111, the success rate in these collegiate courses was comparable to the success rate for students that had No LS requirement.
- The differences in the success rates between students requiring just-in-time remediation and those exempt from the LS requirement were not statistically significant. This is particularly impressive since these students receiving co-requisite support would have been placed in Intermediate Algebra under the previous LS structure, which historically yielded a success rate of 35.9% after two semesters.

High-Impact Strategy (5)

Increase Move On When Ready (MOWR) student outreach to local county school districts.

Related CCG Goal(s)

USG Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

Summary of Activities

- Increased opportunities for high school student participation in MOWR.
- Expanded and enhanced the relationship development with high school counselors, locally, regionally and state- wide.
- Improved college readiness of first- time, first- generation, low- income high school graduates.
- Improved high school students’ preparation in college entrance test- taking skills and increased accessibility options for place bound and financially at- risk students.
- Contributing to high school teachers’ professional development.
- Expanded existing College student recruitment plan to increase MOWR student enrollment from area high schools.
- Offered regular College information programs to regularly update guidance counselors on new degree programs, etc.
- Developed targeted early intervention outreach programs for high school students through College faculty mentorships and tutoring programs working collaboratively with Brantley, Camden, Glynn, McIntosh, and Wayne County School Districts.
- Assigned faculty to conduct SAT/ACT prep sessions in Glynn and McIntosh counties.

Baseline Status	2014-15 Academic Year <ul style="list-style-type: none">• 142 MOWR students enrolled in fall 2014; a 41.4% increase from the previous fall semester.• Inaugural fall 2014 MOWR student survey (n=24) found that 100% of participants saw a strong benefit by taking a dual enrolled course(s) at the College; 100% indicated their enrollment will help them save in college tuition costs; 95.8% noted that their dual enrollment experience will help them make the transition from high school to college a lot easier; and 75% felt that they will more likely enter college immediately after high school graduation because they already earned college credits through dual enrollment.• Over 100 students signed up to take the iSAT in Camden and McIntosh counties.
Interim Measures of Progress	Progress Metrics <ul style="list-style-type: none">• MOWR students will account for 7% of the total CCGA enrollment.• 35% of the entering freshman class will consist of MOWR students enrolling at CCGA after high school graduation.
Measures of Success	2021 Outcome Metrics <ul style="list-style-type: none">• MOWR students will account for 9% of the total CCGA enrollment.• 37% of the entering freshman class will consist of MOWR students enrolling at CCGA after high school graduation.
Lessons Learned	<ul style="list-style-type: none">• Students prefer to take dual enrollment courses on CCGA campus as opposed to their high school.• The dual enrollment program value is resonating with the parents, students, and local K-12 administrators.• Use of the iSAT in Camden and McIntosh counties lead to an increase in application for freshman entry from those areas.• The number of local high school teachers interested in teaching as adjunct or part-time college faculty is high but the number of those SAC's certified is limited• Establishing regular office hours by the Office of Admissions in the Glynn County high schools lead to an increase in dual enrollment and freshman enrollment.• Student response to SAT prep courses taught by CCGA faculty in McIntosh County was well attended.

OBSERVATIONS

The College of Coastal Georgia has implemented several completion strategies that have proven to be successful. A few of them, such as expanding dual student enrollment (MOWR) outreach locally and regionally, initiating academic success workshops to address personal and academic development issues and provide skills training and support, and expanding Supplemental Instruction (SI) programming and support have been part of the College's strategic completion approach from the beginning. Others, such as establishing a Prior Learning Assessment process to be aligned with a new Bachelor of Science degree program in Interdisciplinary Studies, and enhancing a comprehensive student worker program, emerged from researching the underlying barriers to student success and have contributed to the design of effective student retention and progression strategies that meet the needs of students.

The College has initiated several key strategies and initiatives that are positively impacting military student/veterans' academic success. A new Office of Adult Learners and Military/Veteran Students was established to provide a one-stop source of information and student support; an informative and interactive webpage is being maintained, highlighting services and support provided for military/veteran students; and military/veterans' lounges were added on the Brunswick campus and at the Camden Center to provide a central location for military students/veterans to study and socialize. Additionally, CCGA collaborated with the USG Director of Military Affairs at the Board of Regents in developing a Military Students/Veterans' Online Survey to identify particular initiatives and best practices being employed to better address military and veteran student campus needs.

As the traditional 16-24 age range for enrolled students continues to increase (18.1% increase between fall 2013 and fall 2015), the adult learner population, has experienced a steady decline (-19.6%) since fall 2013. With an increasing emphasis on practical, integrative and collaborative learning, the approval and availability of a new interdisciplinary studies degree program can help address adult learners' academic and professional needs and bridge "what they knew and what could be known," and, in the process, begin shifting the enrollment moving forward.

The new Bachelor of Science in Interdisciplinary Studies (BSIS) degree program launched in fall 2015 is designed with maximum flexibility to encourage and allow graduation opportunities for current students – primarily aimed at the adult learner – already invested with a number of hours, and who have changed degree focus, and also for new students seeking the freedom of an interdisciplinary degree.

The opportunity of a degree with a strong elective component will allow CCGA to promote retention and student success. Additionally, an interdisciplinary approach allows adult learners who have accumulated a number of credit hours, but who are no longer actively pursuing a major, to be able to successfully complete a customizable program and graduate with a degree offering concentrations in communication, business, science, technology, education, social science, and culture, based on existing classes, and consolidating existing programs.

One target population for the BSIS are current students who have not graduated, have more than 30 earned hours, and their program of study is not at the baccalaureate level. A recent institutional snapshot identified 388 students who fit this profile that included single parents, minorities and non-traditional returning adult students. These students, along with 408 who are either enrolled in the Associate of Science Interdisciplinary Studies pre-major or identified as undecided are a collective population of 796 students that are at-risk for non-completion or slow progression.

To fully participate in the USG goal to respond to Georgia's need for a more highly qualified and competitive workforce, to serve adult students, veterans, and minorities with some college and no degree, to help CCGA play a strategic role in the "Come back, move ahead" initiative, and to target populations most at-risk for non-completion or slow progression, the BSIS degree program will actively contribute to helping meet the future employment needs of the region by providing an affordable, outstanding education for tomorrow's leaders and citizens.

As an interdisciplinary major, students will soon be able to utilize Prior Learning Assessment (PLA) to help them clarify educational goals and through this *transformative experience* feel more confident in finishing their degree in a timely manner. PLA will offer adult learners a range of options from recognition of military and workforce schooling to portfolio development. By awarding college credit for learning that has taken place in the workplace or through other life experiences, CCGA will help ease the return to postsecondary by connecting adult learners' college-level competencies gained in the workplace with their academic degree program.

Since fall 2014, the College has enrolled students requiring remediation in collegiate level courses with an associated co-requisite support course – 50.0% and 52.1% of Learning Support students were enrolled in co-requisite support for English and Mathematics, respectively; and for spring 2015, these numbers went up to 64.2% and 54.3%. What makes the co-requisite approach successful is that these students are completing the collegiate level courses at rates with no significant difference to those of students with no LS requirement. From the students placed in the Foundations level of Learning Support, during fall 2014, 59.6% passed the Foundation course in Mathematics in one semester (English did not offer Foundations during that term). In spring 2015, this rate also improved, reaching 71.4% and 70.3% passage for English and Mathematics, respectively.

The establishment of an Academic Improvement Workshop as an early intervention strategy has proven to be a success; it is mandatory for all students issued either an academic warning or placed on academic probation. The student cohort that completed the workshop in fall 2014 were able to increase their overall institutional GPA to a 2.0 or higher by the end of the term. And, 70.0% of the workshop's students progressed from fall 2014-to-spring 2015. Although the workshop is held once a week for 7 weeks, students who participate continue to use student support resources, such as the Academic Tutoring and Instruction Center, Supplemental Instruction, and study tables. Students are also more likely to come into the advising center if they begin to struggle again.

The initiative of acquiring an effective and efficient tracking and monitoring student learning analytics system has not yet been accomplished. This effort is associated with Complete College Georgia USG Goal 4: Provide intrusive advising to keep students on track to graduate; and Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

The Committee on the Amalgamation of Programs and Services (CAPS) had been systematically looking to find an affordable analytics software solution. In fact, several CAPS members visited Georgia State University and received instruction and demonstrations of the learning analytics they have in place through an association with the Education Advisory Board (EAB); however, the cost is prohibitive given current budgetary times. In the meantime, ARGOS data reporting is being utilized in creating a retention data analytics profile until funds become available to purchase something more robust, like D2L data analytics. Additionally, in-house work has been initiated to develop data dashboards as a quick and accurate method to share data with key internal stakeholders.

One of the more positive adjustments over the last year was creating sustainable academic partnerships between CCGA and other institutions. This particular initiative has been a natural outgrowth of Complete College Georgia USG Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions; USG Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment; and Institutional Goal 2: Expand and improve retention systems and instructional delivery to support student success.

The College established regional partnerships to provide degree pathways that match workforce needs. CCGA partnered with Coastal Pines Technical College, for example, so that students can easily transfer credits to the College. CCGA also has an agreement with the Federal Law Enforcement Training Center (FLETC) that enables personnel in basic training at the Center to earn up to a total of 15 credits through the College that can be applied towards degree programs from the College.

Additional partnerships with regional institutions are being pursued, including the establishment of an MOU with Armstrong State University for Associate Degree for Transfer programs in Physics and Chemistry; development of an expanded articulation crosswalk and degree program articulations with South Georgia State College and East Georgia State College so students may successfully complete their academic goals; and an MOU with Atlanta Metropolitan State College to provide undergraduate educational opportunities for students who may attend both institutions, identifying high-student interest degree programs at each institution (e.g., criminal justice and public affairs).

The institution has set clear retention, progress and graduation goals and targets, and its many stakeholders have made important progress in its cultural transformation with the expectation of nothing less than success for its students and campus. The retention and progression priority is embedded in everything the College is engaged in, including performance reviews, annual reports and budget reviews. The focus is to create a learning-centered environment for traditional, adult, first-generation, and military/veteran students that will increase student learning, promote student progression and, ultimately, lead to improved graduation rates.

The College believes its student progression metrics, standards and retention/graduation strategies are clear evidence of those expectations and a strong foundational commitment to growing enrollment and focusing on graduation with distinction as the overarching campus priorities.



Columbus State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Columbus State University is a four-year public institution that offers more than 100 programs at the certificate, associate, bachelor's, master's, specialist, and doctoral levels. Many degrees are conferred in professional areas of pursuit at both undergraduate and graduate levels in response to student demand and service area needs.

Institutional Mission

The mission of Columbus State University is:

We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others.

The institutional focus on excellence in teaching and research as well as the emphasis on life-long learning, cultural enrichment, public-private partnerships and service to others influences the key priorities of the college completion work undertaken by Columbus State University. Because effective teaching is a central component of student success, the CSU Faculty Center for the Enhancement of Teaching and Learning supports faculty members as they investigate and implement new pedagogical strategies that support millennial learners. The University financially supports student research and creative inquiry projects facilitated by faculty mentors. CSU has a strong commitment to service and has provided significant leadership in meeting the needs of the community, the region, and the state through endeavors such as the Early College initiative, service to military-affiliated students, and the development of high-quality online programs that allow students to decrease time to completion and increase the timely accomplishment of their educational goals regardless of their geographic location.

Student Body Profile

In Fall 2014, CSU enrolled 8,194 students, including an undergraduate student population of 6,879. Enrollment has remained flat over the past four years with a 2.7% decline in undergraduate enrollment from Fall 2010 – Fall 2014. The institution's population is comprised of 64% full-time students. CSU also follows national trends with the female population representing 60% of the student body. The student population is 53% white, 36% black, 2% Asian, 5% Hispanic, and 4% other (American Indian or Alaskan Native, international, two or more races, or unknown). Since Fall 2010, the number of transfer students has risen by 13.9%. In Fall 2014, the institution increased the number of new transfer students by 36 (5.5%) from the previous year. Of the new transfer students in Fall 2014, 61 (9%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 2,143 (31%) of these students were first generation college students.

Columbus State University utilizes moderately selective admissions standards and processes for most applicants (high school grade point average of 2.5 and SAT minimum scores of 440 Critical Reading and 410 Math or ACT English 17/Math 17). Modified standards are utilized for applicants within the local service area in accordance with the University System of Georgia-mandated local access mission (high school grade point average of 2.0 and SAT minimum scores of 330 Critical Reading and 310 Math or ACT English 12/Math 14).

The University System of Georgia (USG) designates CSU as one of the three "access" institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined in terms of the following Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2014, 45.4% of the new student population was drawn from these counties.

The University takes pride in its role as an access institution, but this role also presents challenges in student recruitment and retention. As noted in Tables 1.1 and 1.2 below, students admitted with learning support status through the institution's access mission were retained and graduated at much lower rates than students admitted with regular admission status.

Table 1.1: CSU Retention Rate Trends: 2008-2009 through 2013-2014

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Non-Learning Support	67.9%	72.1%	70.4%	67.7%	67.7%	72.8%
Learning Support	46.3%	54.7%	59.5%	49.6%	51.9%	47.7%
Total	<i>63.3%</i>	<i>68.1%</i>	<i>68.2%</i>	<i>65.6%</i>	<i>66.2%</i>	<i>70.1%</i>

Table 1.2: CSU Bachelor's Degree Six-Year Graduation Rate Trends: 2003-2009 through 2008-2014

	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013	2008-2014

Non-Learning Support	36.0%	34.9%	34.2%	39.5%	35.2%	37.7%
Learning Support	14.6%	19.0%	9.0%	11.4%	12.7%	12.0%
Total	<i>32.6%</i>	<i>32.3%</i>	<i>30.3%</i>	<i>33.6%</i>	<i>30.5%</i>	<i>32.3%</i>

Columbus State University continues to address the goals and objectives identified in the CSU Complete College Georgia plan. We look forward to continuing this work as we believe that it will positively impact the lives of our students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal 1.2 Increase degree completion in STEM fields.

CSU has been and will continue to be successful in attracting students to and graduating students from our STEM programs. In 2014-2015, we focused our efforts on outcomes designed to address recruitment efforts, RPG concerns, and instructional best practices. Meeting this goal would make Columbus State a contender in the competition for math, science, computer science and engineering students. CSU is striving to become a “First Choice” institution for STEM study.

Strategy 1.2 Increase degree completion in STEM fields.

Goal Increase the number of students graduating with degrees in the STEM fields.

High-impact strategy Our high impact strategy focused on successful outcomes designed to address recruitment efforts, RPG concerns, and instructional best practices.

Summary of the Activities

Recruitment Efforts

1. Offered STEM Honors Camp (a two-week residential experience) to encourage high school students’ interest in STEM fields at CSU, and to encourage CSU students to consider teaching in STEM fields. Students are recruited from all over Georgia and from nearby Alabama counties.
 - 24 students attended and 23 completed an end-of-camp survey with over 50 items. Highlights of that survey:
 - 18 of the students associated camp experiences with moderate/large gains in their enthusiasm for STEM.
 - 18 of the students associated camp experiences with moderate/large gains in their desire to take more STEM classes.
 - 19 of the students associated camp experiences with moderate or large gains in their desire to pursue a degree in STEM.
 - We bring, on average, one of those students to CSU as a student each year.
2. Participated in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but plan to expand the program to attract more transfer students into the UTeach Program.
 - We participated in Noyce but have not yet done all that we wanted in terms of recruiting transfer students. We began the development of a new brochure to recruit transfer students but a variety of circumstances have delayed its completion. Still aiming to pursue this in 2015-2016 to recruit students to start Fall 2016. Six out of 9 Noyce scholarships awarded for Fall 2015, went to students who transferred in more than 60 credit hours. Two of those scholarship recipients were newly enrolled at CSU in FY16.
 - CSU is one of three schools in the state to offer Woodrow Wilson Teaching Fellowships starting in Fall 2015. CSU has 1/3 of the fellows (12/36).
3. Projected FOCUS replication via the first two courses in the UTeach Columbus program
 - In 2014-2015, offered 6 sections of UTCH 1201 that enrolled a total of 43 students, and offered 2 sections of UTCH 1202 that enrolled a total of 25 students.

RPG Efforts

4. Provided free tutoring to students in gateway STEM courses. In FY15, 456 students (17+254+185, by term) logged 1839 visits (42+997+800) to seek tutoring in gateway courses (4.03 visits per student). Just to emphasize – this does not capture all of the tutoring that was conducted. It omits tutoring for Learning Support courses, some upper division STEM courses, math/science courses for Early Childhood Education majors, and non-STEM courses such as BUSA 3115 (Quantitative Analysis for Business Decisions I) and others.
5. Trained and provided Peer Instruction Leaders for targeted STEM introductory level courses. (See data in #6 below.)
6. Added peer leader support for developmental math courses and continued this practice for college algebra. Since math is one of the chief obstacles of college completion for many students (including students majoring in science and computer science), boosting success rates in this area should help with retention of students in STEM paths.
 - Provided support for developmental math courses in Fall 2014, but not in Spring 2015. Peer

leaders for Learning Support math courses were paid out of Learning Support course fees, which were not available for employing Peer Leaders in Spring 2015.

- Provided peer leader support for College Algebra as well as gateway science courses in biology, chemistry and geology both semesters; provided support for physics in Fall 2014. Some data on the FY15 peer leader program, collected for the Institutional Services report:
 - In FY15, the Peer Leader program fielded 19 peer leader slots covering BIOL 1215, CHEM 1211, CHEM 1212, GEOL 1110, GEOL 1121, MATH 0097, MATH 0098, MATH 0195, MATH 1101, MATH 1111, and PHYS 1111. The following metrics were obtained:
 - -1914 students registered in course sections served
 - 196 unique students served
 - Over 4,157 hours of student support provided
- 7. Submitted a grant proposal to launch a summer bridge program, peer leader support, and academic community building among targeted groups of freshmen (1st generation, rural, and female students) interested in STEM fields.
 - The Project Fusion proposal was submitted to the National Science Foundation in January 2015. We learned in July 2015 that it will not be funded. The PI for that proposal will communicate with the program officer to determine whether we should adjust the proposal and resubmit.

Instructional Best Practices

- 8. Provide faculty mini-grants (1 funded in FY14) to encourage STEM faculty engagement in the scholarship of teaching and learning, and to promote the implementation of established best practices.
 - We did not provide any awards in FY15. Interest has waned, and so we did not pursue it this year.

Baseline Status	FY10: 86 students completing bachelor’s degrees in STEM fields
Interim Measures of Progress	Number of students currently enrolled in STEM programs. <ul style="list-style-type: none"> • Bachelors: Fall 2013 - 1,144 • Bachelors: Fall 2014 – 1,154 or .8% increase Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher). <ul style="list-style-type: none"> • Bachelors: Fall 2013 - 1,019 • Bachelors: Fall 2014 – 1,040 or 2% increase
Measures of Success	<p><i>Outcome Metrics</i></p> 1.8: Increase of 5% per year of students completing bachelor’s degrees in STEM fields (mathematics, environmental science, chemistry, biology, computer science, geology, secondary science, or mathematics education). Target of 150 by FY20. FY 15: 119 or 5.3% increase (outcome achieved) FY 14: 113 FY 13: 92 FY 12: 83 FY 11: 98 FY 10: 86
Lessons Learned	We have made great strides in keeping STEM students by emphasizing tutoring and peer instructional leaders. Retaining them has resulted in an increase in number of graduates of 5+% per year (since FY10).

Goal 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”

A review of institutional data indicated that many students were not enrolled in a minimum of 15 credit hours each term. In Fall 2013, 3,680 undergraduate students were taking less than 15 credit hours per term. This group had an average overall GPA of 2.81. During the same term, 1,015 were enrolled in 15 or more credit hours. The average overall GPA of that group was 3.12. A campus-wide initiative was implemented in Summer 2014 to provide new students beginning in Fall 2014 with 15 hour schedules for their first term of study. These schedules were developed in advance by academic advisors with input from the students.

We provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to faculty staff advisors through our advising training sessions throughout fall and spring semesters.

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”

Goal	Increase the number of students enrolled in 15 or more credits per semester.
High-impact strategy	Focus on changing the institutional culture and educating stakeholders.

Summary of the Activities	<ul style="list-style-type: none"> Used orientation survey to determine preference of course times and courses for incoming freshmen. Preregistered most entering FT freshmen with a schedule of 15 or more credits (90%+). Did not create videos to educate students/faculty about the importance of 15-to-Finish (GPA higher, loan debt less, fewer life emergencies) since USG already had an excellent 15-to-Finish video available on YouTube. This video was shown to students at every orientation.
Baseline Status	<ul style="list-style-type: none"> Metric 2.1: Does the institution have a well-defined program to encourage on-time graduation? It does now due to the preregistering of freshman, the use of videos to encourage full-time enrollment, and the use of program maps (see next goal). Fall 2013: 1,951 students enrolled in 15 hours or more.
Interim Measures of Progress	<ul style="list-style-type: none"> Creation of videos by early Spring 2015—<u>Not</u> completed since an excellent quality video was already available on YouTube. Increased number of students at all levels enrolled in 15 or more hours.
Measures of Success	<p>Increased number of students enrolled in 15 hours or more—increase of 4.3% from Fall 2013 to Fall 2015. (Our goal was 10 %.)</p> <p>Fall 2013: 1,951 (27.8%) Fall 2014: 2,115 (30.7%) Fall 2015: 2,228 (32.1%)</p> <p>See Appendix I for cohort progression of earned credits.</p>
Lessons Learned	<p>Anecdotally, we discovered that few students change a schedule if one is given to them at orientation. Using the orientation survey and preregistering students appears to have had a significant impact on full-time enrollment.</p>

Goal 3.1 Provide “program maps” that plot the path to a degree and reduce choice through “choice architecture.”

While academic advisors have guided students through individual advising sessions each term, they were only provided with course requirements for the major, not with documentation that mapped the order of their classes from beginning to end.

In Fall 2014, department chairs developed program maps for each major. These maps were then published in the online catalog and shared with students in an effort to help them stay on track toward degree completion and to increase their understanding of program requirements and course sequence. In addition, the Academic Center for Excellence (ACE) developed interest-area maps (metamajor maps) for undecided students. The program-map goal was achieved by good communication with the Chairs Assembly and with the Faculty Senate as well as stringent attention to time restraints.

Strategy 3.1 Provide “program maps” that plot the path to a degree and reduce choice through “choice architecture.”

Goals	<ul style="list-style-type: none"> Developed bachelor and associate program maps for all undergraduate degrees. Developed interest-area maps for students still searching for a major.
High-impact strategy	<ul style="list-style-type: none"> Our high-impact strategy involved developing a campus campaign around the existence and use of these maps to improve progress toward graduation.
Summary of the Activities	<ul style="list-style-type: none"> Asked department chairs to develop maps for all undergraduate degrees by November 3, 2014; asked ACE to develop interest-area maps for undecided students. Verified accuracy of all maps by late Spring 2015. Uploaded maps into online academic catalog (2014-2015)—completed May 2015. Educated faculty on how to use maps; asked departments to provide these to students.
Baseline Status	<ul style="list-style-type: none"> Metric 3.1: Have program maps been established for programs of study (must include appropriate mathematics pathways)? Yes Metric 3.3: Have meta-major maps been created for the first semester (associate degree institutions) or first year (bachelor's degree institutions) for all meta-majors (must include appropriate mathematics pathways)? Yes Number of program maps in Fall 2014: 0
Interim Measures of Progress	<ul style="list-style-type: none"> Meeting of deadlines—met all. Emailing students and faculty about information availability in catalog—worked with chairs and faculty to communicate with students. 100% of maps completed by May 2015 Counseling of advisors on how to appropriately use maps when advising—worked with chairs, faculty, and professional advisors to achieve this end.
Measures of Success	<ul style="list-style-type: none"> We consider this goal 100% achieved since we accomplished and published these maps as

- we said we would do.
- Increased number of students enrolled in 15 hours or more—increase of 4.3% from Fall 2013 to Fall 2015. (Our goal was 10 %.)
 - Fall 2013: 1,951 (27.8%)
 - Fall 2014: 2,115 (30.7%)
 - Fall 2015: 2,228 (32.1%)

Lessons Learned

Creating program maps for all degree programs and for five interest areas for undecided majors was labor intensive. However, now that the maps have been created, keeping them updated from year to year should be relatively easy. How much these maps affect RPG will be demonstrated in the next year or two as students and advisors all over campus begin using them.

The completion of this goal reinforces to students the importance of “15-to finish.” We consider this goal 100% achieved in that we did all of the tasks that we wanted to do. In addition, 98% of the program maps are already completed and uploaded to the 2015-2016 catalog. In addition, we are redesigning our catalog to make the maps easier to find and use.

Goal 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.

In an effort to boost RPG, CSU developed an advising information system that includes an early alert system and academic analytic functionality. After viewing demos of similar software and consulting with our Information Technology department, we decided to build our own Student Advising Portal (SAP) to meet our specific needs. The system complements DegreeWorks and includes student information such as demographic data, contact information, academic history, standardized test scores, and academic analytics that will assist students in choosing appropriate majors. The product was tested in the Academic Center for Excellence in Fall 2014; ACE continued beta testing in Spring 2015 and expanded it to select faculty advisors and professional staff advisers, representing all colleges within the university.

The creation of SAP has resulted in targeted, timely interventions for underclassmen, allowing advisors to create action plans and/or refer students to appropriate resources on a daily basis.

Strategy 4.2 Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off-track and help students understand their likelihood of success in particular programs.

Goals

- Provide intrusive advising to keep students on track to graduate.
- Increase use of D2L Brightspace to report in-progress grades.
- Implement software (SAP) that supplements the Academic Advising Record with diagnostic analytics and graphical displays of degree progress.
- Challenge the extant culture that limits assessment practices to summative evaluations of student performance.

High-impact strategy

- Identify students who may need special interventions in the semester

Summary of the Activities

- Educated faculty to use the Early Alert System (EAS). EAS is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use these resources to promote academic success and student retention. 100% of faculty were notified (trained) with an email explaining the process of referral.
- Emailed faculty the link to the [online referral form](#). Faculty members completed the referral at a secured site and students were contacted by the Academic Center for Excellence.
- 38 students were referred in Fall 2014; 37 in Spring 2015.
- Met with identified at-risk students and referred them to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development. Every day, ACE advisers checked their list of students with new alerts in the portal. Within 24 hours they contacted the student (via email, phone, etc., depending on the student’s preference). The adviser then referred the student to an appropriate resource or created an action plan to monitor the student and hold them accountable. The adviser then logged all activity in the notes section of the portal. 2,765 students total were served with SAP (1,515-Fall 2014, 1,250-Spring 2015).
- Developed campus signage to increase foot traffic to Tutorial Services. Signage updated campus-wide for all buildings and services.
- Offered more workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important. Center of Online Learning did 2,334 faculty consultations in 2014, a number that reflects multiple consultations with same faculty. COOL had 144 attend training—this is an increase of 2,041% for consultations over 2013 and an increase of 37% for training attendance.

	<ul style="list-style-type: none"> • Required midterm grade submissions for all core classes. This was mandated by the Provost's Office. • Did not offer faculty development workshops on best assessment practices that explore multiple purposes for assessment (e.g. student self-assessment, formative assessment, summative evaluations) and strategies that enable students to identify and respond to course content deficiencies (e.g. backward design, feedback frequency). Focused attention on other activities instead.
Baseline Status	<ul style="list-style-type: none"> • Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF. Baseline is Fall 2009: 70%. See chart below in Measures for Success.
Interim Measures of Progress	<ul style="list-style-type: none"> • Increase faculty referral rate of EAS by 20% in 2014-2015. There were 48 student referrals from faculty in 2013-2014. The number of student referrals increased to 75 in 2014-2015 representing an increase of 56%. • Increase number of faculty using D2L Brightspace as their grade book through training and consultations. Center of Online Learning (COOL) collected data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services. COOL did 2,334 faculty consultations in 2014, a number that reflects multiple consultations with same faculty. COOL had 144 attend training—this is an increase of 2,041% for consultations over 2013 and an increase of 37% for training attendance. • •Increase use of assessment instrument (EvaluationKIT) for formative assessment. (Activity not performed so measure here is null.)
Measures of Success	<p>Success is measured by student pass rate and retention.</p> <p>Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.</p> <p>For freshmen, the percentage of earned to enrolled credits were:</p> <ul style="list-style-type: none"> Fall 2014: 83% Fall 2013: 82% Fall 2012: 74% Fall 2011: 73% Fall 2010: 66% Fall 2009: 70% <p>Retention rate:</p> <ul style="list-style-type: none"> Fall 2014 - Spring 2015 retention rate for students seen in ACE = 85% Fall 2014 - Fall 2015 retention rates for students seen in ACE = 79% Overall Retention increase from FY14 to FY15 was 1.21 %.
Lessons Learned	<ul style="list-style-type: none"> • Academic Center of Excellence greatly improved intrusive advising efforts through the SAP and EAS. • Creating an internally-developed academic analytics system such as SAP is resource intensive.

Goal 7.2 Combine remediation in English and reading.

In accordance with recommendations made by the USG Committee on Transforming Remediation, CSU revamped the remediation model for students requiring support in English and reading. Beginning Fall 2015, there were only two areas of remediation: English and math. Reading remediation as a separate course no longer exists.

Entering freshmen who scored significantly below the institution's admission requirements in English and reading were placed in an Integrated Reading and Writing course, ENGL 0989, Foundations for English Composition. Following the successful completion of this course, students then enrolled in ENGL 1101 with a co-requisite, one-credit remedial course ENGL 0999 Support for English Composition. The goal for combining English and reading remediation was for students with significant reading and writing remedial needs to complete the gateway English composition course within two semesters, or one academic year.

Students who required only writing remediation, or whose placement scores were not significantly below admissions requirements, were placed in the gateway course, ENGL 1101, with the co-requisite ENGL 0999. The goal for these students was successful completion of the gateway course in one semester by providing the additional support of ENGL 0999.

Creating these two new courses (ENGL 0989 and ENGL 0999) required having numerous committee meetings, offering training sessions (for advisors, enrollment services staff, and instructors), and working with UITs.

Strategy 7.2 Combine remediation in English and reading.

Goal	Reduce time for completion of gateway course.
High-impact strategies	<ul style="list-style-type: none"> • Combined English and Reading into one Foundations course (ENGL 0098) for students with significant English and/or reading deficiencies at the college level. • Provided a co-curricular course for students with minimal writing deficiencies (ENGL 0999).
Summary of the Activities	<ul style="list-style-type: none"> • Developed the four-credit hour ENGL 0989 pre-requisite course content and the one-credit hour ENGL 0999 co-requisite course content. • Created appropriate English Placement Index (EPI) to determine students' placement at the Foundations level or the co-curricular level. • Provided training for enrollment services and advisors so that students were appropriately enrolled. • Provided training and assistance for instructors of the new courses, especially the Foundations course. • Provided adequate technological support for these courses
Baseline Status	<ul style="list-style-type: none"> • Metric 7.2: Number of students receiving co-requisite remediation in Fall 2015 in English (or combined English/reading): 29
Interim Measures of Progress	<ul style="list-style-type: none"> • Received approval of these courses by the University Curriculum Committee. • Met deadlines for 2015-2016 catalog. • Scheduled new courses for Fall 2015. • Completed progression of activities on schedule and placed students in appropriate courses.
Measures of Success	<ul style="list-style-type: none"> • ENGL 0989, the foundations course, was taught for the first time in Spring 2015 and we will not have the results for two more terms to see how close we come to the 60% mark. • We will start teaching ENGL 0999 in Fall 2015, so we cannot validate, at this time, these target metrics: <ul style="list-style-type: none"> ○ 60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt. ○ 60% of students assigned to the IRW foundations course (ENGL 0098) will successfully complete ENGL 1101 within one year of enrollment.
Lessons Learned	<ul style="list-style-type: none"> • Teachers of the ITW Foundations course and of the co-requisite ENGL 1101/0999 courses are English teachers trained to teach writing; they needed to be cross-trained to teach reading as well, quite a different discipline from that of their SACS qualifications.

With this goal accomplished, we hope to significantly increase completion rates for our students by removing obstacles to entering college credit courses, while providing appropriate support for those who need remedial help. We will have to wait to see whether we achieve the 60% success rate.

2015-2016 Goals

We derived the specifics for our 2015-2016 goals by creating an interactive website where stakeholders (faculty, students, staff, alumni, retired faculty and staff) could offer suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which suggestions seemed the most feasible and the most likely to positively impact RPG.

Next year we are focusing on these five goals, three of which are continued but modified from last year and two of which are new:

- Targeting STEM Recruitment, Retention, and Completion (Strategy 1.2) CONTINUATION
- Creating a Culture of 15-to-Finish (Strategy 2.1) CONTINUATION
- Using Predictive Analytics for Identifying At-Risk Students (Strategy 4.2) CONTINUATION
- Ensuring that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course (Strategy 7.3) NEW
- Expanding Completely Online Opportunities (Strategy 8.1) NEW

See **Appendix II** for charts detailing our 2015-2016 goals.

OBSERVATIONS

Successful Strategies from last year:

Targeting institution culture to increase number of students enrolled in 15 or more hours.

Success here is due to preregistering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 9.1% in the number of students enrolled in 15 or more hours.

Increasing STEM retention/recruitment/graduation by using a multipronged approach.

We saw an increase in the retention of students due to our emphasis on tutoring and peer instructional leaders and an increase in productive grades, as well as a 5.3% increase in the number of graduates. We also improved future recruitment opportunities through our STEM Honors Camp, Robert Noyce Teacher Scholarship Program, and Woodrow Wilson Teaching Fellowships.

Creating SAP (Student Advising Portal) for an improved academic analytics system.

Beta tested in Fall 2014 and expanded in Spring 2015, this system has already proven invaluable to offering intrusive advising and helping at-risk students:

- Fall 2014 - Spring 2015 retention rate for students seen in ACE = 85%
- Fall 2014 - Fall 2015 retention rates for students seen in ACE = 79%

Overall retention increase from FY14 to FY15 was 1.21 %.

Expanding the Early Alert System to target at-risk students.

Numbers of students referred has dramatically increased from just a few each semester to approximately 38 per semester.

Transforming the catalog to include program maps for all undergraduate degrees.

We are confident that these maps will positively impact RPG in the future. In addition, interest-area metamajor maps were developed for entering freshmen who are having difficulty deciding on a major. We completed 100% of the maps in accomplishing this goal.

Creating a Discussion Board requesting suggestions for improving RPG at CSU.

We derived the specifics for our 2015-2016 goals by creating an interactive website (<http://aa.columbusstate.edu/completecollege/>) where 50+ stakeholders (faculty, students, staff, alumni, retired faculty and staff) offered suggestions for ways to improve RPG at Columbus State. CSU's CCG Council then met to determine which ideas seemed the most feasible and the most likely to positively impact RPG.

Least Effective Strategies from last year:

All strategies tried seem to be effective but a couple of times we dropped the ball and did not do what we said we would do. Lesson learned: When proposing something, we also need to assign every activity to a specific department, program, or person.

Adjustments to Completion Strategies compared to years past:

See **Appendix II** for detailed charts for our 2015-2016 Goals.

The main difference over the past three years is that we have moved from a model which casts a wide net to a model that strategically targets certain populations in need of assistance/attention or specific changes that are likely to improve RPG. This has been accomplished by reducing the number of projects involved and focusing on a limited number of projects that will make a bigger impact. Focusing our resources and energies on five areas will increase the likelihood of success and permanent value to the institution.

Suggestion for improving this reporting form:

While the Narrative is primarily about assessing last year's plan, we propose that there be a part specifically for announcing next year's plan. CSU suggests that next year's plan be summarized at the end of part 2 (or in part 3) and detailed in an appendix (as presented in this report). This allows the narrative to serve as an assessment of the previous year's plan as well as a projection of the specific goals to be accomplished (end of part 2 and the appendix).



Dalton State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Dalton State College (DSC) is dedicated to providing broad access to quality higher education for the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. In pursuit of that goal, DSC offers targeted bachelor's degrees, associate's degrees and career certificate programs, and a wide variety of public service activities. The College's work is strengthened by partnerships with regional businesses and industries, governments, and schools. DSC seeks to prepare and inspire its students to be active members within their professions and communities. As the College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as an academically respected, student-oriented, and community-centered institutions of its kind. At the same time DSC has expanded programs and maintained rigor in its academic programs, it maintains its status as one of the most affordable four-year colleges in the nation, according to the U.S. Department of Education, with a yearly cost of \$5,914 for tuition, fees, books, room and board, and supplies, far below the national average of \$11,877.

As a regional access institution, DSC enrolled a relatively stable student population of approximately 4,800 in 2014-2015 and exceeded 5,000 in Fall 2015. Of these, approximately 25% are adult learners (mean age of DSC students is 23), 70% are first generation college students, and over 80% receive need-based aid such as the PELL Grant. The male/female ratio is 40.5%/59.5%. Further, 24% of students disclose themselves as being of Hispanic heritage and 4% as African American. Sixty-three percent of our students are pursuing a bachelor's degree, thirty-two percent are seeking an associate's degree, and the remainder are in certificate programs. Finally, 35.5% attend part-time, a challenge for ensuring timely graduation.

Like many access colleges, DSC has faced challenges with completion rates, although they are slowly improving. For the cohort of first-time, full-time students who began bachelor's programs in Fall 2007, 20.69% earned their four-year degree at DSC by Summer 2013. The comparative cohort that began bachelor's programs in Fall 2008 achieved 20.4% completion rates, which is slightly higher. However, both of these rates are much higher than the preceding year's rate of 14.93%. Since a significant portion of DSC's population has traditionally entered declaring associate's degrees (largely in the health professions), the three-year graduation rate for those entering in 2010 was 6.18%, in 2011 was 7.4%, and in 2012 was 6.61%, a slight decline. As detailed later in this report, these changes can be traced to retention efforts but also the deactivation of several A.A. and A.S. transfer programs and the initiation of more bachelor's programs.

The characteristics of our student population have affected our completion rates, as our students often face many challenges juggling work, family, and school responsibilities; they are reliant on financial aid; and they often require support beyond the capacity of our regular programs and services. Unfortunately, those programs and services have either been limited, or at least not grown to meet the demand, because of the past several years of budget cuts. Consequently, our Complete College Georgia plan is focused primarily on efforts to expand and/or enhance programs, services, and interventions that will provide additional support, flexibility, and options to help our students succeed. At this time our main goals are to increase the number of degrees and certificates awarded by providing more effective advising, supporting alternative methods for earning credit hours, transforming remediation, and restructuring instructional delivery to include an expansion of both hybrid and online offerings as well as promoting high impact learning practices inside and outside the classroom.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES (FROM CAMPUS PLAN STRATEGY SURVEY)

Goal 4 – Intrusive Advising -- Strategy 4.2 – Predictive analytics

In order to understand reasons for low retention and graduation rates, several sources of data were investigated. First, primary reasons for withdrawals from classes was determined. Data collection on these points revealed that over a period of two years (2013-2015), student claimed to withdraw from classes primarily for academic-related reasons, not personal ones as commonly assumed; 25.3% reported withdrawing in order to protect GPA, 21.8% due to academic difficulty, 18.4% due to work conflicts, and 9.6% due to "course not needed." Additionally, IPEDS data was accessed to discern the number of graduates who earn 150% of required hours for the credential (or less), which indicates the number of graduates who are taking excess hours. For the 2006 cohort, 20/134 earning the bachelor's degree earned within the 150% benchmark (14.9%); for the 2007 cohort, 24/116 (20.7%); for the 2008 cohort, 40/196 (20.4%). In terms of all credentials (bachelor's, associate of science, arts, applied science, and certificates), the respective numbers are 114/662 (17.2%), 110/768 (14.3%), and 102/745 (13.7%). Finally, the number of major changes was found to be significant: 766 students changed their majors in Fall 2013 and 508 in Fall 2014.

These three sources of DWF rates and low retention: excess hours, reasons for withdrawing, and--changes in major can at some level be attributed to advising gaps; therefore, attention to advising forms a basis for our strategy. In an effort to increase the effectiveness of academic advising, we determined a need for predictive analytics to help advisors improve guidance of students in selecting the appropriate major based on their abilities and skills, identify students who are off track, and help students understand the likelihood of success in a given program of study. We

believe that better matching of students with majors as early as possible will reduce the number of D/F/Ws, course repeats, major changes, and credit hours in excess of what is required for a given degree or certificate, thus reducing time to degree and increasing the likelihood of successful completion.

The initial impediment to this strategy of improving advising was funding to purchase and implement the necessary software. Thus we requested and were approved for funds in our FY15 budget to join the Education Advisory Board's (EAB), which included purchase and implementation of their predictive analytics software. The EAB platform, which is being used at other USG institutions successfully, provides advisors with relevant student data that is formatted to expedite and facilitate the advising conversation. The interface indicates risk levels of students in terms of likelihood of successfully completing their programs, the strength of the advisee in different academic area, likelihood of successful completion of courses, and recommendations and information about majors that are deemed a good fit for the student based on past academic behavior.

During FY2015 and 2016, an EAB dedicated consultant has worked closely with Office of Academic Affairs, professional advisors, informational technology staff, and department heads to install and implement the predictive analytics advising program, create success markers for academic programs, and train faculty in its use. After a pilot stage in Summer 2014 involving some professional advising staff and some faculty in the STEM disciplines, the EAB dedicated consultant visited the campus for a kickoff in August. At this plenary session, the faculty were introduced to the platform's functionality. Beginning January 2015 through Fall 2015, multiple training sessions were held for faculty and new professional advisors, allowing 160 personnel to become proficient in the basic use of the platform.

Now that over 90% of the faculty have been trained and have been provided with follow-up materials, the next step is to continue to grow usage of the platform. The first target is to increase utilization of the EAB platform. EAB provides monthly reports of utilization. To this point, the primary users of EAB have been the eight professional advisors assigned to the five academic schools. Additionally, a student survey of satisfaction with advising has not been performed in several years, so a survey will be administered in Fall 2015 to gauge students' attitudes on strengths and weaknesses of advising in general. Because faculty and advisor utilization of the EAB platform is beginning to gather steam now in 2015, we currently have no long-term data to support its efficacy, but the college will continue to track DWF, course repeats, major changes, and credit hours at graduation as well as utilization to assess EAB's value.

However, as of this point, DWF rates have declined since 2011 due to several reasons, one being that students are required to obtain the faculty member's signature before dropping a class. Other efforts at improved teaching, raising entrance test scores, emphasizing DWF rates in faculty evaluation, addressing "killer courses," and improving remediation have also addressed DWF rates. In Fall 2011, over 20% of hours resulted in DWF grades, so that the completion rates of courses was 79.26% (46,834 hours completed out of 59,090 attempted). By Fall 2013, the course completion rate was 85.32% (46971 hours completed out of 55054 attempted), and in Fall 2014, 85.82%, thus, a 6.5% improvement.

Goal	Intrusive Advising
Strategy -- ONGOING	Use predictive analytics to help identify students who are off track
Summary of Activities	Requested and received funding from USG to join the Education Advisory Board's in FY15; conducted pilot in Summer 2014; began training of faculty and full implementation in Spring 2015; working continuously with EAB/SSC to improve success markers, platform functionality, and implementation. Surveying of students in Fall 2015 about satisfaction with and perceptions of advising at DSC.
Baseline (2011)	EAB platform was not in use in 2011. For this purpose, we will use utilization rates as of April 2015, at which time 83 users had logged in 1386 total. In terms of student data, prior to roll out of EAB, student course DWF rate was and 20.74% (2011) and 14.68% (Fall 2013)
Measures of Progress	By October 2015 utilization had increased to 2163 logins by 160 users. By January 2016, utilization to increase to 4000 logins by 160 users
Measures of Success	By 2020 Utilization by 80% of advising personnel (faculty and professional staff) Reduction in DWF rates to 10% across campus Reduction of changes in major to maximum of 400 per semester Increase in percentage of students graduating within 150% of required credits to 40%
Partnerships	Education Advisory Board/USG members
Resources	Student Success Collaborative software; membership in the Education Advisory Board's Academic Affairs Forum; software interface; staff time from OCIS to build and implement software; training time for professional and faculty advisors
People Involved	Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Registrar, Director of Academic Resources, Director and Selected Staff of OCIS, Director of Advising, Academic Deans, Professional Advisors, Faculty Advisors

Goal 6 – Shorten Time to Degree -- Strategy 6.1 – Dual enrollment for high school students

For several years Dalton State has actively pursued increasing the number of high school students participating in dual enrollment, which serves to shorten time to degree. An earlier challenge with this strategy was the imbalance in funding established by the state, which penalized local high schools if their students were dually enrolled in an institution in the USG but not so if they were dually enrolled in a TCSG institution. In addition, USG academic standards for participation in dual enrollment exceeded those of the TCSG. The funding policy has since been revised; consequently, our dual enrollment numbers have begun to rise. As the number of dual enrolled students increases, we would expect it to have a larger impact on our overall completion time. Further, we have increased our outreach activities with local high schools, including having faculty visit high school classrooms, hosting high school class visits on campus, certifying high school teachers to teach some dual enrollment classes at their own schools, and having DSC faculty teach classes at the high schools. Many of the dual enrolled students attend classes on campus in contrast to the instructor visiting the high school. We also offer assistance with completing financial aid applications and conduct an annual conference for high school counselors to update them on programs, services and activities available on campus. In Summer 2015 the Office of Enrollment Services hired a Coordinator for the Dual Enrollment program, with the goal of further outreach and growth in the program.

Due to these outreach activities, dual enrollment has greatly increased. Since Fall 2011, head count has increased by 300%, enrolled credit by 278%, and earned credit hours by 270%. From Fall 2010 to Spring 2015 DSC enrolled 984 students in dual enrollment achieving at 95.2% success rate. Dalton State teaches dual enrollment students from 18 local high schools and offers dual enrollment courses in five high schools. Courses in English, math, science, history, social sciences, and foreign language are taught in the dual enrollment program. Fall 2015 saw a 43% increase in the number of dual enrolled students.

Ideally, the increase in dual enrolled students should also be accompanied by a long-term increase in the number of those students who enroll at Dalton State and finish a credential. Unfortunately, this has not been the case. In 2011-2012, 64.71% Of the 102 students who had been dual enrolled in the 2011-2012 AY, 64.71% enrolled at Dalton State for their credential. This percentage dropped to 40.22% for the 179 students who were dual enrolled in 2014-2015 AY. One area of improvement should be to raise the percentage of students who choose to attend Dalton State for their credential as well as increasing the number of dual-enrolled students.

Another substantial increase has been seen in DSC’s granting of credit for Advanced Placement and International Baccalaureate work in high schools. The number of AP credits brought in by students increased almost tenfold over five years, from 47 in Fall 2010 to 437 in Fall 2014, and IB credits increased by three times between Fall 2011 (9) and Fall 2014 (27). Although not relegated to high school students, the number of student credit hours granted by CLEP test has increased from 216 in AY 2011 to 958 in AY 958, a rise of 443%, thus allowing expedited graduation.

Goal	Shorten Time to Degree
Strategy -- ONGOING	Participate in dual enrollment programs for high school students
Summary of Activities	Hiring of a Coordinator for Dual Enrollment; outreach to local high schools; annual conference for high school counselors; DSC faculty visiting high school classes; high school classes visiting DSC; certifying high school teachers to teach courses at their own schools; DSC faculty teaching courses at local high schools; assist students with admissions and financial aid applications.
Baseline	2011 figures on dual enrollment: 98 students, 799 enrolled hours, 788 completed hours, 98.6% success rate. 2011 figures on number of formerly dual enrolled students who enrolled in DSC as full-time, post-high school students.
Measures of Progress	By Fall 2013 there was a 300% increase in number of dual enrolled students since Fall 2011, 278% increase in enrolled credit hours, 270% increase in earned credit hours.
Measures of Success	By 2020 100% increase in number of students dually enrolled and number of credits awarded to dually enrolled students 50% increase in number of formerly dual-enrolled students who enroll in Dalton State as full-time, post-high school student. 25% increase in number of formerly dual-enrolled students who compete a credential at DSC.
Partnerships	High schools in our service area
Resources	Time from admissions/recruiting/financial aid staff; faculty time to travel to high schools; faculty time to teach courses
People Involved	High school counselors; high school teachers; high school students; DSC enrollment services staff; selected faculty; Coordinator of Dual Enrollment

Goal 7 – Transforming Remediation -- Strategy 7.1 – Enroll students needing remediation in gateway collegiate

courses in English and math with co-requisite learning support

Enrolling students in need of remediation in gateway collegiate courses with co-requisite learning support is an effort to improve first-time pass rates out of learning support and shorten time to degree. Since students are limited as to other courses they are allowed to take prior to completing their learning support requirements, this strategy will make a significant impact on degree completion time. We are not able to implement this practice for English at the present time because our SACS/COC Quality Enhancement Plan (QEP), of which we are beginning Year Four, is focused on an alternative model for our learning support English classes. The QEP plan includes the following: Small class sizes (18 students), sections taught as learning communities with First Year Experience sections, computer-assisted writing assignments, and at least five visits to the Writing Lab. These changes increased the success rates for students exiting learning support English from 54% to 80% in just one year (AY 2013), gains which have been replicated in the following years. It also led to higher pass rates in the English 1101 courses for those students who passed English 0098. Because we are committed to the QEP until the end of AY 2016-2017, the state requirements regarding co-requisite learning support for English and reading will not begin until Fall 2017.

However, we have begun to implement the practice of co-requisite learning support in math for all three courses that satisfy the Area A Core Curriculum math requirement. We began the process two years ago when the USG offered special training for faculty in new models of math remediation. Our faculty who attended returned to campus and began developing the necessary courses to implement the co-requisite model. In a co-curricular model, the students needing learning support take both the college level and the learning support class; if the student passes the college level course, they also receive a satisfactory (S) grade in the learning support. The new courses were approved through our Academic Programs Committee and implemented for the first time in Fall 2013. That year, the completion rates for the 0091/1001 co-curricular combination were 79% in Fall 2013 and 36.4% in Spring 2014; completion rates for the 0092/1101 co-curricular 65.2% and 55% in the same fall and spring. Completion rates for the co-curricular MATH 0091/1001 sections was 67% in Fall 2014 and increased to 80% in Spring 2014; completion rates for the MATH 0092/1101 sections was 62.5% and 69%, respectively. A total of 359 students were able to complete successfully the learning support and benefit from this program in the two-year period. The overall success rate is 63%, which is higher than the success rates for learning support math instruction prior to the institution of the co-curricular model. It should also be noted that the co-curricular learning support classes are taught using the emporium model of instruction. Two different adaptive learning products have been used, Cengage's and Prentice-Hall's. In terms of plans for the co-requisite instruction, in Fall 2015, the course formerly known as MATH 0098 (now MATH 0999) will be paired with MATH 1111 (College Algebra). Second, the numbers will be changed on the learning support courses to MATH 0997, 0998, and 0999, in compliance with USG policy. In Fall 2015, according to USG policy, DSC's placement scores for learning support were lowered and students needing learning support in three areas (reading, English, math) were admitted. It is projected that this will affect success rate somewhat in the next few years, but mechanisms are in place to meet these students' academic needs.

GOAL	Increase likelihood of degree completion by transforming remediation
Strategy – ONGOING	Enroll students in need of remediation in gateway collegiate courses in math with corequisite learning support
Summary of Activities	Selected math faculty attended special workshop offered by USG in alternative models for math remediation; faculty developed co-requisite model for all three math courses in Area A of the Core Curriculum; courses approved by DSC Academic Programs Committee; co-requisite model implemented Fall 2013; model being revised for Fall 2014; DSC math faculty also working with local high school math teachers to improve preparation of students for college level math; grant proposal submitted to engage in joint professional development activities between DSC and local high school math faculty; math lab reconfigured to emporium-like model.
Baseline	In Fall 2012, 41% success rate in learning support math courses prior to initiation of co-requisite courses (beginning in Fall 2013)
Measures of Progress	Increase in number of students passing learning support math on the first try (79% in Fall 2013, 62.5% in Fall 2014, and 69% in Spring 2015)
Measures of Success	By 2020 Increase to 85% the number of students passing/exiting learning support math on the first try. The learning support class (MATH 0999) that serves as the prerequisite for College Algebra (MATH 1111) will be taught as co-curricular course in Fall 2015, completing the cohort of learning support math courses.
Partnerships	Ongoing efforts with DSC faculty and local high school math faculty to improve the preparation of high school students for college level math
Resources	Reallocation of time for some math faculty; classroom space for emporium model of instruction
People Involved	Dean of Science, Technology and Mathematics; Chair of Dept. of Mathematics; selected DSC math faculty; selected high school math teachers

Goal 8 – Restructure Instructional Delivery -- Strategy 8.1 – Expand completely online opportunities

As noted earlier, the majority of students at Dalton State are challenged by the need to juggle work, family, and school responsibilities. Expanding online opportunities offers students more flexibility and often enables them to enroll in an increased number of credit hours, as it eliminates the need to schedule time on campus. We began addressing this need in 2011 when we became an eCore affiliate in the USG. Combining eCore and Dalton State-based online courses, 695 students (438 unduplicated) enrolled in 164 course sections with a total of 1976 credit hours in Fall 2014. In Spring 2015, 973 students (duplicated) took 207 combined eCore and Dalton State based online courses, for a total of 2733, which indicates a significant rise (40% in duplicated headcount, 38% in credit hours). Of these attempted hours, 1374 (Fall 2014) and 1608 (Spring 2015) were eCore. Additionally, many of our faculty teach for eCore. One challenge has been the success rate in online courses. Of the 137 sections offered since Spring 2011, the overall average completion rate has been 74%, but sometimes as low as 59% (high of 90%).

To add to our success as an eCore affiliate, we offered to become the first institution to collaborate with Valdosta State University in the development of a shared eMajor program. We were approved by the BOR to join the eMajor program in 2013, offering the B.S. in Organizational Leadership, for which we developed and are offering a concentration in Health Care Administration. The Organizational Leadership degree is specifically designed to be an adult completion degree, and with the entirely online format, we anticipate shortened time to degrees for this population. In early 2015 DSC was approved to collaborate with Georgia Southwestern State University on an online Bachelor of Science in Criminal Justice; later in the year DSC was approved to offer its own (non-collaborative) four-year degree in Health Information Management Systems, which will offer its upper-level coursework online. Upper-division courses for the Health Information Management Systems degree will begin in Fall 2016, and those for the eMajor B.S. in Criminal Justice in Fall 2015. Enrollment in these programs has slowly increased; for example, the total enrollment for the B.S. in Organizational Leadership eMajor has grown from ten students in 2011 to fifty-three in 2015; currently twenty of those are Dalton State students, and there are eighty Dalton State students taking courses in eMajor programs.

In addition, we are encouraging faculty to develop more completely online courses, especially those at the 3000 and 4000 level and those lower-division courses that are not available through eCore. We have been hampered in that regard because of loss of funding for our Instructional Technologist position in an earlier round of budget cuts. However, that position was restored in Spring 2015 and the position filled in July 2015. The individual who took the position has been able to offer enhanced training in online course development for our faculty. The Center for Academic Excellence (CAE) will be holding a sustained learning community for faculty desiring to build online courses. Interest among faculty appears to be increasing with new hires who are more comfortable in an online environment and with increased promotion, training, and support for online instruction. The college is now a member of Quality Matters as part of the University System of Georgia's membership in that organization. Additionally, the campus' Online Education Committee is working to revise rubrics, approval processes, and registration processes for online courses to ensure quality and better student retention in those courses. Finally, beginning Fall 2015, faculty are being given the opportunity to apply for grants to develop new online and hybrid courses. Two-thirds of the grant goes to the faculty member and one-third to the academic department.

Hybrid instruction has, in general, been more popular than fully online courses with our faculty and students. In Fall 2011, 864 students were enrolled in hybrid classes; in Fall 2014, 936, which was a percentage increase of 3.55%. In Fall 2013, 3034 credit hours were attempted through hybrid instruction, an 8% increase from the Fall 2012 number of attempted credit hours. Successful completion of hybrid hours has remained fairly consistent with an average of 86% from Fall 2011 to Spring 2015.

GOAL	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Strategy -- ONGOING	Expand completely online opportunities
Summary of Activities	Joined eCore in 2011; approved to be a collaborative partner with Valdosta State University in USG's first eMajor program in 2013; offering a concentration in the eMajor BS in Organizational Leadership program in Health Care Administration; Center for Academic Excellence and Library providing ongoing workshops and presentations about online instructional methods; Office of Distance Learning established format, guidelines and quality control process for online instruction; working with other institutions on additional eMajor programs, two of which we are providing leadership (Health Information and Criminal Justice); hired Instructional Technologist in Summer 2015.
Baseline	In 2011 there were 11 fully online courses offered by DSC faculty. In 2011 there were 864 students enrolled in hybrid courses. In 2011 ten students were enrolled in the B.S. Organizational Leadership program.
Measures of Progress	Ability to offer entire core curriculum online through eCore; increased number of completely online courses from 11 in 2011 to 14 in 2012 to 16 in 2013; offer 3 completely online bachelor's degree program as of 2015. By Fall 2015 20 Dalton State students were enrolled in the B.S. Organizational Leadership program and 28 in the B.S. Criminal Justice.
Measures of Success	By 2020 By this point we will have produced graduates from the two online programs (B.S. Criminal Justice, B.S. Organizational Leadership with concentration in Health Care Administration, and will have launched in Spring Fall 2016 the B.S. in Health Information Management Systems. 100% increase in number of completely online courses 100% (from 11 to 22)

Partnerships	50% increase in number of fully functioning, completely online programs, from two to three (50%) – B.S. in Health Information Systems Management
Resources	USG system office staff; Adult Learning Consortium staff; Valdosta State University eMajor staff; University of West Georgia eCore staff; Georgia Southwestern State University eMajor staff
People Involved	Funds for faculty development; faculty training time; funds for technical support for faculty and students
People Involved	Vice President for Academic Affairs; Assistant Vice President for Academic Affairs; Instructional Technologist; Director for Center for Academic Excellence; Library Director and staff; eCore staff; eMajor staff; selected faculty; professional advisors

Goal 8 – Restructure Instructional Delivery – Strategy 8.2 – Implement alternative delivery models

Alternative models of instructional delivery have been shown to increase student engagement and student success (Barr and Tagg, 2012). Examples include online courses, hybrid (blended) courses, flipped classrooms, emporium model, and incorporation of interactive technologies and social media. Further, increased student engagement leads to decreased D/F/Ws and improvements in student learning, which, in turn, promotes confidence, persistence, and increased likelihood of program completion. In 2010, Dalton State became a part of AACSC’s Red Balloon Project, focusing on redesigning undergraduate education, and launched a campus-wide, faculty-driven course redesign initiative in the 2011-2012 academic year. Combined with this desire to re-imagine classroom instructional activity to be less instructor-based and more learning-centered, the faculty and administration have learned what does and does not work well with DSC students.

With a new Director for our Center for Academic Excellence in Summer 2014, the college began a focus on “high impact practices” as defined by the AACU through their LEAP (Liberal Education and America’s Promise) initiative. Almost every event was related to incorporating the high impact practices into the classroom and curriculum. During the 2014-15 academic year and continuing into 2015-16, the CAE is providing training and leadership in service learning, writing intensive classes, common readers, first year experience and freshmen year courses, internships, capstone courses, undergraduate research, collaborative learning projects, and global learning. For example, this spring the various undergraduate research programs were combined into a full day of presentations in various disciplines as the “Student Scholarship Showcase.”

To be specific, in 2013 learning support math initiated an emporium model which has raised success rates to over two-thirds of enrolled students, and increasingly, students are being taught in hybrid/blended formats. For example, 3034 credit hours were attempted in hybrid courses in Fall 2013, with an 85.8% success rate; 8% more students were enrolled in hybrid classes in 2014 than in 2011. In the same period, 710 students participated in the first year experience course, which is now being expanded to include thematic courses (students with SAT scores over 1300 are exempt from the first year experience course). The freshmen enrolled in FYES 1000 will all be reading *The Other Wes Moore* and in 2014 read *The Happiness Project* as a common intellectual experience. The Office of Student Life directs a civic engagement program, and DSC has a growing international education program that enlisted 42 students and 9 faculty members to participate in 9 study abroad programs in 2013–2014 Academic Year. In the 2014-2015 Academic Year, 36 students and 7 faculty members participated in 10 study abroad programs.

Another alternative strategy that has gained some traction nationally is that of the “flipped classroom,” where direct instruction through reading and video is done outside of class meetings and class time is used for active learning strategies. The Center for Academic Excellence has hosted workshops on this methodology and several instructors in the STEM disciplines and elsewhere have experimented with it. Preparation demands for the flipped classroom, such as creating instructional videos, is high, and student resistance is also an issue. To this date, no consistent data has been collected on classroom flipping. However, the ASN program began a fully flipped classroom mode of instruction Fall 2014. This move was partially in response to lower-than-normal first-time pass rates of ASN graduates on the NCLEX (69% in Spring 2014). In Fall 2014, instructors were required to flip at least one lecture period, and by Fall 2015 all lectures were flipped. Data collection in terms of student evaluation of instructors (and thus satisfaction with the class experience) has been done, but the most important data will be the first-time success rates of ASN graduates on the NCLEX in Summer 2016. Among other reasons, the ASN program was changed to a flipped classroom model in order to address the high content nature of the coursework and the increased emphasis on critical thinking on the NCLEX.

An additional strategy was targeting the recruitment, support, and program completion of adult learners and military personnel. Dalton State has been a member of the USG’s Adult Learning Consortium since Fall of 2010, employing a variety of strategies to support adult and military learners. These efforts include our push to offer more online courses and programs, targeted advertising, designated Quick Admit Days, the establishment of a military resource room, a pilot program for pre-admission career counseling, and a pilot to offer “concierge” type services to adult students to assist them in successfully navigating the initial admissions/financial aid/registration process. However, with the termination of the ALC, these offerings have been reduced in scope.

GOAL	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Strategy-- ONGOING	Implement alternative delivery models, such as online and hybrid instruction, flipped classrooms, and emporium model instruction

Summary of Activities	Since 2011-12 AY course redesign initiative and with a new Center for Academic Excellence Director, faculty have increasingly implemented a variety of instructional innovations, including hybrid instruction, flipped classrooms, use of i-clickers, use of iPads, emporium model, small group projects, and undergraduate research to increase student engagement and learning. The Center for Academic Excellence, the Library, and the Instructional Technology Service Center have offered a variety of workshops, book groups, small group discussions, presentations, speakers, webinars, etc. to offer professional development opportunities for faculty to learn about new instructional technologies; we have funded faculty travel to conferences to do presentations and learn from others regarding alternative instructional methods; we have a newly hired Instructional Technologist who will direct training under the Office of Academic Affairs. Part of the Quality Enhancement Plan involved introducing writing software into learning support English. This Goal is being addressed at many levels through the introduction and emphasis on high-impact practices.
Baseline	Fall 2011 data: Completion rates in hybrid courses: 80% One-year retentions rates of first-time, full-time freshmen, 64.2% Overall GPA, 2.63 Course completion rates, 79.3%
Measures of Progress	Overall student GPA has increased to 2.95 in Fall 2014. Sixty-nine percentage pass rates on the NCLEX for Spring 2014 graduates. One-year retention rates of first-time, full-time freshmen increased to 67.8% in 2013. Completion rates in hybrid courses has increased to 87.2% in Spring 2015. Overall course completion rates increased to 85.8% in Fall 2014. Since introduction of emporium model for learning support math, overall completion rate has increased to 63%, with a high of 69% in Spring 2015. English 0098 (Learning Support English) completion rates have increased from about 50% to over 80%. Bachelor's degree completion increased from 221 in 2010 to 289 in 2014. All lecture instruction in ASN program has been adapted to flipped classroom methodology by Fall 2015. Spring 2015 graduates performed at 73.53% on NCLEX.
Measures of Success	By 2020 Improved pass rates on NCLEX for ASN graduates, from 69% to 90%. 5% decrease in the Fall 2014 D/F/W rates. Sustained and somewhat improved success rates in learning support courses (due to decreased admission standards and adaptation to co-requisite model in English and reading in Fall 2017). After the adjustments in 2017, it is projected that pass rates will be sustained at 75% 5% increase in campus average GPAs.
Partnerships	Center for Academic Excellence; Office of Instructional Technology
Resources	Funds for professional development opportunities for faculty and staff
People Involved	Vice President for Academic Affairs; Assistant Vice President for Academic Affairs; Director of the Center for Academic Excellence; Director of First Year Experience Program; Director of Center for International Education; Director and staff of Library; Office of Distance Education staff; OCIS Director and staff; faculty

Observations

Beginning in the late 1990s, Dalton State College transitioned from a two-year college to a bachelor's degree-granting institution. From that time to 2015, the College has increased its four-year programs to a total of twenty-one. Conversely, the number of associate's degrees has decreased to three pathways in the A.A. degree, eight concentrations in the A.S. degree, eight A.A.S. degrees, and the associate of science degree in nursing (ASN). Therefore, the numbers of bachelor's degree graduates have increased incrementally (e.g., 221 in 2010 to 289 in 2015) while numbers of associate's degree graduates have slowly decreased (353 in 2010 to 305 in 2015). This trend is mirrored in the number of bachelor's degrees awarded to underserved populations.

In terms of first-generation students (70%), military veterans, part-time students, minority students, Pell-eligible individuals (the vast majority of our students) and those 25 or older (about 25%), increases in the conferral of bachelor's degrees has ranged from 400% (military) to 77% (first-generation) to 61% (Pell-eligible) to 60% (25+) to 41% (part-time) (from 2010-2015). At the same time, the decreases in conferral of associate's degrees among these populations has not been as dramatic and actually has increased in the case of minority students and military veterans. These data indicate that DSC is serving the traditionally underserved populations rather well. However, it would violate Federal confidentiality laws for our disability services office to disclose personally identifiable information of students they serve. Inasmuch as students receiving Disability services here at DSC are not identified in our data files and their status is self-reported only to the Office of Disability Services, there can be no accurate representation of the progression, retention, and graduation of those individuals. However, records kept by the Office of Disability Services show that 166 students were served by that office in FY 2015, a number confirmed by the Director to be about the average over the last five years.

Based on the potential for DSC to become a Hispanic Serving Institution (HSI) in the near future and on the basis of the data about underserved populations, we project that our completion rates for underserved populations will increase

slowly but steadily in the next five to ten years, specifically with Pell-eligible and minority students. At least a 5% increase every year over the next five years in conferral of bachelor's degrees to underserved population is a reasonable expectation, since we have seen a 15% (2014) and 16% (2015) increase in Pell-eligible students earning bachelor's degrees since 2013. Additionally, we have seen a 73.5% increase (2014) and 25% increase (2015) in minority students earning bachelor's degrees since 2013. This trend may be attributed to three sources: attempts to recruit and engage minority students, increased retention efforts, and the availability of more baccalaureate degrees.

Dalton State's trend in increased numbers of bachelor's graduates and decreased numbers of associate's graduates (except in some health profession fields) is mirrored in the number of degrees completed in biology, chemistry, secondary science, pre-engineering, math, and health professions. By 2015, 52.8% of all graduates (associate's and bachelor's) were in STEM fields. This represents an increase from 29, 8% in 2010-2011 of graduates in STEM fields, which constitutes a 77% increase over five years. It is unlikely that such a dramatic increase will continue. The STEM disciplines will continue to be a strong attraction for DSC students, with the 2014 dedication of a state-of-the-art science building (Peoples Hall), a strong undergraduate research program in the natural sciences, initiation of two new majors (Bachelor of Science in Scientific Technology Management and in Health Information Management System) and a job market looking for STEM and health profession graduates. We project that the 52.8% rate will be maintained and grow to 55% by 2020.

For many years, Dalton State has prided itself on being mission-driven, student-oriented, and rigorous. In the days of the system-wide Regents Exam, Dalton State enjoyed extremely high pass rates, and in our past as a two-year institution, the College's reputation for successful transfer students was stellar. Our pass rates on health profession certification exams, such as in Radiological Technology, reach 100% regularly. However, a rigorous access institution often translates into high DWF rates if supports are not offered to students, and funding cuts and compression have stifled some of our ability to maintain the rigor and the support. In DSC's choices for strategy focuses for Complete College Georgia, we honed in on those areas where we could achieve the most reasonable but also worthwhile gains: increased completion in courses and decreased D/W/F rates; improved and widened instructional delivery, especially in learning support courses; increased opportunities for online and hybrid instruction; and increased outreach to local high school students who are ready for college work.

Overall, we are making progress in most areas we have targeted. We are in the process of full implementation of the EAB/SSC advising software to help identify students needing intervention early in the semester. We are offering an array of options for students to achieve credit in alternative ways, and we are now offering three entirely online degree programs. We are making significant progress in getting students through learning support faster, and we are investing in faculty development to improve the quality of classroom instruction. We are seeing improvements in our D/F/W rates, fewer course withdrawals, higher GPAs, increased retention, and increased completion for our four-year programs. We are increasing our efforts to recruit and retain adult learners, and we believe we will soon meet the requirements for being named a Hispanic Serving Institution.

It seems our main challenges continue to be economic and cultural. Even though we are a low-cost institution, many students cannot afford to attend or continue, even with financial aid. Over 80% of our students receive Pell assistance, but there are still expenses they cannot handle on their own. We are also in an area that historically has not placed a high value on education, especially post-secondary. Over 70% of our students are first-generation college students and many do not receive the level of support from home that they need to persist in their academic programs. We would like to offer additional support on campus, but we are limited by a lack of resources as well, such as having two personal counselors for 5000 students, one of whom also provides career services.

The administration of Dalton State College is optimistic about these improvements and about our ability to navigate the challenges.



Dartan State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Dartan State College (DSC) is a four-year access institution located in the southwest region of the state of Georgia. As a leader and advocate for diverse populations and their lifelong-learning needs, the institution is committed to meeting the needs of the southwest region through greater access to postsecondary education and maintaining excellence in instructional delivery. DSC’s vision is to create a more educated community, well prepared for a global, technological society, by providing first-rate undergraduate education and committed public service. DSC strives to sustain its vision and commitment to the students and the community by remaining true to its **mission:**

Dartan, a state college within the University System of Georgia, is focused on providing a diverse constituency access to certificate, associate, and select baccalaureate programs of study. Dedicated to serving as an access institution, our College will empower students by engaging them in a student-centered, caring, and technically advanced environment through innovative delivery systems. Dartan is committed to providing exemplary teaching to students in our community, region, and state. As a multi-campus¹, residential institution, the College pursues traditional and unique mechanisms to deliver education to its richly diverse student body. In service to the community, Dartan State College will offer cultural enrichment experiences, continuing education, and economic development programs.

DSC offers bachelor’s degrees, transfer associate degrees, career associate degrees, applied science degree and certificate programs. The institution’s degree programs are based upon academic disciplines appropriate to higher education and are compatible with its mission to provide “a wide diversity of constituent access to certificate, associate, and select baccalaureate programs of study.”¹⁰

DSC’s student body is primarily representative of students within its 14 county service area: Baker, Calhoun, Crisp, Colquitt, Dougherty, Early, Lee, Miller, Mitchell, Randolph, Sumter, Terrell, Turner, and Worth. More than half of the area high school graduates attend DSC, and approximately 45% of the students are from Dougherty County. Additionally, approximately 1% of students are from out-of-state and about 100 are from other countries. Females outnumber males by more than 2 to 1, and Caucasians and African Americans represent 94% of the student body.

A snapshot of the characteristics of the DSC student body is provided below.

Characteristics of the Student Body

RACE/ETHNICITY	Number	Percent
Hispanic/Latino	183	3.3%
American Indian or Alaskan Native	12	0.2%
Asian	93	1.7%
Black/African American	2525	44.9%
Native Hawaiian or Other Pacific Islander	5	0.1%
White	2739	48.7%
Two or More races	47	0.8%
Race Unknown or Undeclared	19	0.3%
GENDER		
Male		29%
Female		71%
ENROLLMENT STATUS		
Full-time		54%
Part-time		46%

There were 5,623 students enrolled at the institution during fall semester of 2014, of which 46% (2,580) were enrolled full-time and 54% (3,043) were enrolled part-time. There was a minimal increase in part-time enrollment during 5 of the last 6 years, which indicates the institution’s part-time population is growing. About 57% of DSC’s students are below age 25. DSC has historically maintained a majority enrollment of non-traditional students (25 and older); however, the percentage of students under the age 25 began to increase during fall of 2013 and represented the majority of students enrolled at DSC during the fall of 2013 and 2014.

¹⁰ The phrase multi-campus refers to multiple instructional sites that offer less than 50% of the coursework needed to complete a program of study.

Part-Time Enrollment 2009-2014

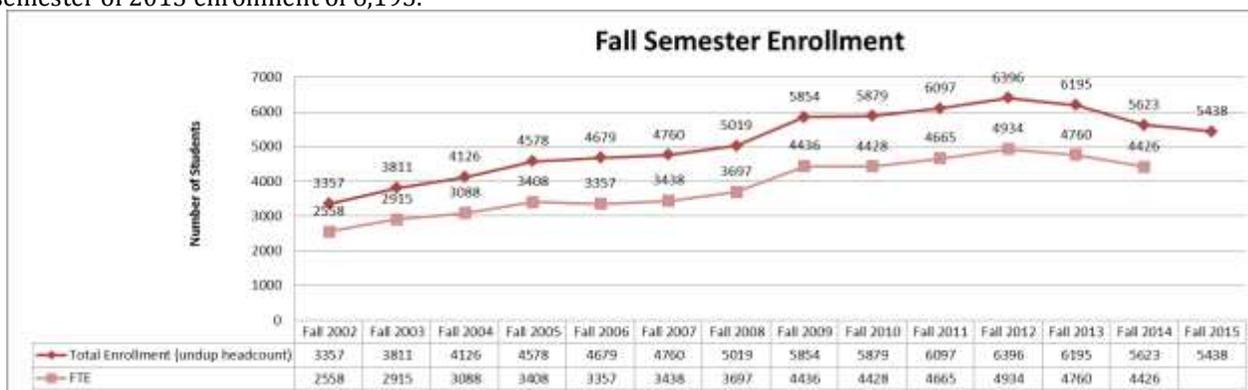
Term	% of Part-Time Students Enrolled
Fall 2009	51%
Fall 2010	53%
Fall 2011	52%
Fall 2012	50%
Fall 2013	53%
Fall 2014	54%

Adult Learners (25 and Older)

Term	% of Adult Learners
Fall 2009	75%
Fall 2010	67%
Fall 2011	62%
Fall 2012	60%
Fall 2013	52%
Fall 2014	43%

To increase access to a college education, DSC offers fully online degrees and certificates and partially online degrees. During the fall 2014 semester, 64% of DSC students participated in distance education by taking at least one online class, and 34% of students were enrolled fully online. The online enrollment percentages suggest an ever-increasing need for additional online programs and degree offerings to serve this growing population of distance education students.

DSC experienced a steady increase in enrollment from 2003 to 2013, but since then, has seen a decline in enrollment numbers during 2014-2015, with 9.2% decrease in enrollment in fall of 2014 as compared to its fall semester of 2013 enrollment of 6,195.



While enrollment has increased overall for the University System, it has largely bypassed the South Georgia schools. Several factors triggered the declines in enrollment throughout the southwest region of the state, including state and federal policy revisions. DSC’s 14 county service area has been identified as facing workforce challenges, poverty, and lack of educational training. These challenges have a negative impact on the economic vitality of the community and lead to a low-skilled workforce and lack of opportunities for future growth.

In cooperation with the University System of Georgia and the Complete College mandate, and to sustain its own institutional mission, DSC has developed a plan to increase “on- time” degree completion and retention and graduation rates. The established priorities and goals of the plan coincide with Governor Nathan Deal’s plan to gain an additional 250,000 postsecondary graduates by 2020 so that the state has a more educated workforce.

The combined focus of the institution’s mission and the implementation of the goals and strategies set forth in DSC’s Complete College Georgia Plan will challenge the institution to continue to seek innovative strategies and delivery modes to contribute to increased access and “on time” degree completion rates, while providing students with a breadth and depth of knowledge to prepare them for multiple academic and career pathways.

The CCG Status Report documents the institution’s on-going efforts to increase the completion rates of DSC’s students.

DSC’s key priorities for completion include the following:

- Increasing access to degree programs for diverse populations through several interconnected initiatives,
- Shortening time to degree through the College’s participation in dual/joint enrollment programs,
- Establishing innovative delivery systems through further development of online courses and programs, and
- Promoting a student-centered environment through the transformation of advising and remediation programs.

These priorities align directly with our mission in addition to reflecting the larger Complete College Georgia (CCG) goals. Our mission to offer education to a “wide diversity of constituents” and to provide “innovative delivery systems and promote exemplary teaching” fostered the continued development of our dual/joint enrollment and online programs. These programs are slated to reach the widest pool of potential college participants by offering several options for course completion. It is our institutional goal to improve student completion through the distance education programs and programs such as dual enrollment for high school students. Further, DSC has instituted the restructuring of its advising and remediation programs to promote a more student-centered environment based on our student body profile.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

DSC is pursuing the following *Complete College Georgia* goals:

Goal 1: Increase the number of undergraduate degrees awarded

Goal 2: Increase in the number of degrees that are earned “on time” (associate degrees in two years and bachelor’s degrees in four years).

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Goal 7: Increase the likelihood of degree completion by transforming the way remediation is accomplished.

Goal 8: Restructure instructional delivery to support educational excellence and student success.

DSC has identified and has begun to implement five high-impact strategies that align with one or more CCG goals. The first strategy is to transform advising with the purpose of increasing the overall number of degrees awarded and increasing the number of *on-time* degrees. Specific to the strategy, DSC has implemented a New Student Orientation to provide specialized advising experiences for new students through the inclusion of one-on-one time with advisors and clarification of institution, as well as program of study, requirements. The role of the advisor has been changed, so that the advisor focuses on advisement. In the past, the process was focused on registration rather than advisement. Lastly, DSC has removed the late registration day, only allowing students to drop/add courses, and has changed the name and structure of “pre-registration” to “spring advising/early registration.”

Strategy 1: Transform Advising

Strategy 2: Fifteen to Finish Campaign

Strategy 3: Transform Remediation **Strategy 4:** Restructure Online Learning

Strategy 5: Dual Enrollment

UPDATE ON STRATEGY 1:

High-impact Strategy:	Strategy 1: Transform Advising
Related Goal	Goal 2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years) also contributes to Goals 1 & 6.
Summary of Activities	<p>Strategy 1: The previous CCG report detailed the specific strategies of focus related to advising and faculty perception is now positive that the changes have been implemented. With this process in place, students begin classes on time and have quality advising that is much different from the last minute advising experienced during late registration. Changes to advising that were highlighted in the last CCG report are listed below:</p> <ul style="list-style-type: none"> • DSC has successfully implemented the new advising/registration process. • Removed “Late Registration” day • Changed “Pre-registration” to “Early Advising” • Expanded the number of early advising days to 15 during the fall and spring semesters and 10 during the summer semester as compared to 5 days during each semester previously. • Expanded communication to students about the importance of early advising via email, postcards, signs on campus, and electronic announcements via our myDC portal, D2L, and main website. • Redefined the role of the Advisor <p>While the changes above are still being refined, the primary focus of advising changes during the 2014-2015 academic year was on the New Student Orientation Program, which allowed students to be advised and registered for classes on an earlier timeframe.</p> <ul style="list-style-type: none"> • DSC has successfully implemented its on-campus and online New Student Orientation Program. The institution was initially committed to requiring first-time, full-time students to attend one of the scheduled on-campus orientation or online orientation sessions before they register for courses, but the institution has not put the requirement in place at this time.

Baseline Status

Is student success greater when they are advised and register early?

Student GPA based on advising and registration timeframe **Fall 2012**

		Advising/Registration Period			
		Early		Late	
GPA		Mean	N	Mean	N
		2.68	3798	2.1	1583

Student GPA based on advising and registration timeframe **Fall 2013**

		Advising/Registration Period	
		Early	Late

GPA	Mean	N	Mean	N
	2.68	3798	2.1	1583

Results of Independent Samples t-tests and Descriptive Statistics for GPA During the Fall 2014 Semester by Timeframe Registered for Classes.

Student GPA based on advising and registration timeframe Fall 2014

		Advising/Registration Period			
		Early		Late	
GPA	Mean	N	Mean	N	
	2.68	3893	1.98	1050	

N = Number of student

Statistical Analysis of Baseline Status

There are statistically significant differences, at the .001 level of significance, between college students who are advised and register early compared with those who register late with their semester grade point averages (GPAs). Statistically, there is little chance that the higher GPAs achieved by those who were advised and registered early were due to chance. Results show that students who are advised and register early, earn a significantly higher GPA than those who are advised and registered later.

Measures of Success

The percentage of DSC students who are being advised and registering early has increased by nearly 15% since 2012. The mean GPA of those students and the positive difference from those who were advised and registered later has remained consistent.

Lessons Learned

With an obvious GPA advantage to those students who are advised and register early we will continue to push our students to take advantage of this option. With the ability to identify and target a population of our students, those who register later, who are underperforming compared to their counterparts, we can look for other reasons that might be impacting this group of students and work to build services to assist them outside of early advising and registration.

UPDATE ON STRATEGY 2:

High-impact Strategy:

Strategy 2: Fifteen to Finish Campaign

Related Goal

Goal 2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years) also contributes to Goals 1 & 6.

Summary of Activities

Strategy: As a part of the new student orientation experience, incoming students hear numerous presentations from faculty, staff, and administrators about making the transition to college. Incoming students spend one-on-one time with advisors in their designated major who assist with course selection, clarification of institutional requirements, and answer specific questions pertaining to programs of study. The Fifteen to Finish initiative is a focal point of the new student orientation experience, particularly as it relates to the time spent with the academic advisors and during registration.

Baseline Status

DSC targeted First-Time, Full-Time freshmen participating in New Student Orientation as an audience for the Fifteen to Finish campaign, and is a strategy that relates specifically to increasing the number of degrees earned “on time”. A Fifteen-to-Finish presentation has been part of each new student orientation since fall of 2014. This presentation has captured over 870 new college students and their parents with the benefits of Fifteen to Finish. Also, an additional 122 online students were presented information about the benefits during the online orientations.

Percent of First Time, Full Time students enrolling in 15 or more credit hours. The Fifteen-to-Finish campaign was launched on the DSC campus for all students attending new student orientation in fall 2014, so fall 2013 cohort serves as baseline (32%)
Percent of First Time, Full Time students completing 15 or more credit hours in first semester, Fall 2013 baseline.

Interim Measures of Progress

Data results for 2010-2015 are presented below indicating trends for First Time, Full Time freshman taking 15 credit hours or more.
Data results for 2010-2015 are presented below indicating the trends for percent of First Time, Full Time freshman earning 15 or more credit hours in first term.

Term	% of First Time, Full-Time	% of First Time, Full-Time
-------------	-----------------------------------	-----------------------------------

	Students Enrolled in a Minimum of 15 Credit Hours During The First Semester	Students Completing a Minimum of 15 Credit Hours During the First Semester
Fall 2010	29%	71%
Fall 2011	30%	83%
Fall 2012	29%	84%
Fall 2013 (baseline)	32%	83%
Fall 2014 (first year of 15 to Finish Campaign)	38%	84%
Fall 2015	42% (Projected)	*

- Measures of Success**
- Percent of First Time, Full Time students registering for 15 or more credit hours with a target of increasing the percentage each year by 3%.
 - Percent of First Time, Full Time students earning 15 or more credit hours in first term with a target of increasing 1% per year.
 - Percent of First Time, Full Time students graduating on time with a target of improving by 1% each year.
- Lessons Learned**
- There is a need to identify additional strategies outside of the new student orientation to deliver the importance of the Fifteen-to-Finish campaign. This will be particularly important to encourage enrollment in 15 or more credit hours beyond just the first term for First Time, Full Time students. This will be necessary to ultimately shorten time to degree and facilitate degree completion “on-time”.
 - There are a significant number of students that have not participated in the new student orientation programs. These students, primarily part time or non-traditional students at DSC, need to be delivered the information regarding philosophy and benefits of Fifteen to Finish.
 - The college must continue to emphasize to students and parents the academic and financial benefits of on-time college completion through the Fifteen-to-Finish Campaign.

UPDATE ON STRATEGY 3:

High-impact strategy	Strategy 3: Transform Remediation Transform Remediation by (a) ending the practice of requiring students to withdraw from all collegiate courses when they withdraw from learning support courses and (b) placing students in co-requisite remediation courses with unlimited attempts for success.								
Related goal	Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.								
Summary of activities	(a) DSC ended the practice of requiring students to drop all courses when a learning support course is dropped. The only exception is that students cannot drop a co-requisite course without dropping the attached collegiate-level course. DSC hosted five different training sessions open to the entire campus regarding these new changes to educate them on the initiative and all other learning support changes. (b) In fall 2014, DSC added ENGL 0999 (+ENGL 1101) to the schedule for the first time and allowed students to place directly into co-requisite remediation if they required reading and/or English remediation. In spring 2015, DSC began offering co-requisite remediation for quantitative reasoning (MATH 1001 + MATH 0997), and in fall 2015, will begin offering co-requisite remediation for college algebra (MATH 1111 + MATH 0999). Students will also be able to place directly into math co-requisite remediation in fall 2015, meaning that the program will be at full-scale implementation for all learning support courses by fall 2015. While students in foundations-level learning support courses are allowed only two attempts to exit, students in co-requisite remediation have unlimited attempts to exit. DSC has seen the biggest impact on the number of students who are suspended for learning support attempts. Our numbers over the past few semesters have dropped dramatically!								
Baseline status	Number of students who were withdrawn from all courses in fall 2013 after dropping one or more learning support courses: <table border="1" style="margin-left: 40px;"> <tr> <td>ENGL 0099</td> <td>READ 0099</td> <td>MATH 0097</td> <td>MATH 0099</td> </tr> <tr> <td>5</td> <td>2</td> <td>33</td> <td>5</td> </tr> </table>	ENGL 0099	READ 0099	MATH 0097	MATH 0099	5	2	33	5
ENGL 0099	READ 0099	MATH 0097	MATH 0099						
5	2	33	5						

While this number is not very high, it is also important to note that many students chose to stop attending class and receive an F rather than have all of their courses removed. Of course, not all F grades are reflective on non-attendance, but a significant number certainly are.

Students who continued to attend learning support courses and participate in their coursework would receive an IP grade instead of an F.

Percentage of students who received an F for a learning support course in fall 2013:

ENGL 0099	READ 0099	MATH 0097	MATH 0099
9%	10%	43%	23%

The option to provide co-requisite remediation has helped our students in two ways. First of all, it allows them to successfully complete learning support and their gateway course in one semester. Additionally, the ability to have unlimited attempts cuts down on the number of students who would have been suspended for reaching their max attempts in learning support.

Pass Rates for Learning Support Reading and English

In fall 2013, 69% of students passed ENGL 0099 and 73% of students passed READ 0099; this includes students who were in their first and second attempts.

Suspensions

Spring 2012 - Number of students who were suspended for max learning support attempts in reading, English, and/or math: **139**

Spring 2013 - Number of students who were suspended for max learning support attempts in reading, English, and/or math: **127**

Interim measures of progress

In fall 2014, all students were able to drop a learning support course without dropping everything. As a W does not count as an attempt for Foundations courses, this gives students an additional chance to complete a course when they feel more prepared. However, not many students have taken advantage of this opportunity. In fall 2014, only 27 students dropped a learning support course. Additionally, the fail rate continued to be high for fall 2014 LS courses:

ENGL 0989	ENGL 0999+1101	MATH 0987	MATH 0097	MATH 0099
19%	44%	23%	39%	13%

As was mentioned above, the creation of co-requisite remediation

Pass Rates for Learning Support Reading and English

Of those who tested directly into ENGL 0989 in fall 2014, 70% were able to successfully pass the course by their second attempt. The pass rate for these students in their first attempt was 62%.

In fall 2014, 71 students were enrolled in ENGL 1101 and ENGL 0999. The pass rates for the first semester of co-requisite remediation were not as high as originally hoped.

First Attempt			
Pass ENGL 1101	Fail ENGL 1101	Withdraw	
43.7%	52.1%	4.2%	
Second Attempt			
Pass ENGL 1101	Fail ENGL 1101	Withdraw	Did not Retake
22%	43%	13%	22%

As we started the math co-requisite in the spring, we do not yet have data for this area.

Suspensions

In spring 2014, we were able to make large improvements with a pilot which, allowed students to switch their math pathways. This resulted in about 50 fewer students who would have been suspended. With the full implementation of our co-requisite remediation for fall 2015 semester, that number has dropped by 50 more students. Students who had completed MATH 0097 with a C or higher were able to transition into MATH 0997+1001 (if their pathway allowed) or MATH 0999+1111, both of which allow for unlimited attempts.

Number of students who were suspended for max learning support attempts in spring 2014: **78**

Number of students who were suspended for max learning support attempts in spring 2015: **22**

Measures of success

- (a) Prior to completing this report, our institution had not developed measures of success for this strategy, aside from tracking those who were able to drop the learning support courses without deleting their entire schedule, which in itself is a success. However, we are currently writing a report that will pull the semester GPAs for those students who do withdraw from a learning support course to see if they are still successful in their other courses.
- (b) Overall, 56% of students who tested into co-requisite remediation passed the course by their second attempt. Though this number is not exceedingly high, and even though it is lower than the pass rate for the stand-alone learning support courses, we have seen an improvement in college-level course success. In fall 2013, only 38% of students who had

previously been enrolled in a learning support reading or English course passed ENGL 1101 in fall 2013 (this includes students on any attempt of ENGL 1101).

This speaks to CCG strategy 7.3: *Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.* Though our students' pass rates in the stand-alone remediation courses for English and reading were higher before the revamp, their pass rates for their college-level (ENGL 1101) course were not. The new courses are geared toward creating success for ENGL 1101 and not for passing an exit COMPASS test, as is evidenced by the data above.

We will also continue to monitor the number of students who are suspended because of maximum learning support attempts, particularly as the new policy for only two attempts in math learning support is implemented at the foundations level.

Lessons learned

(a) Though we provided training campus-wide to address this policy change, we did not see a significant change in those students who did drop the learning support course, and the failure rate for the learning support courses is still very high. To counteract this, the instructors will begin more intrusive advising for their students with the help of our new Transitional Studies and Academic Retention Coordinator. The instructors and the coordinator will work with learning support students to be sure they are aware of their options and the implications of withdrawing from or staying in the course. Of course, it is preferable for a student to take his or her learning support course in the first semester and pass it on the first attempt, but for some very unprepared students, withdrawing from the course and continuing to work on refining skills until the next semester is sometimes the better way to go. We also hope that as the new EPI and MPI indices are put in place that we will have a better way to place students in a way that will allow them to be most successful. Finally, when the math pathways and learning support levels are at full implementation in fall 2015, we hope that this will also assist students to be more successful in their future coursework and not just their learning support courses.

(b) Though students are not being suspended any longer, we are still concerned about the pass rates for students in co-requisite remediation. To further help students who are struggling in English 1101, we have established a Supporting Opportunities for Success (SOS) team for our 1101 sections. The SOS team members will specifically provide support to those students in their second attempt of ENGL 1101, so that their second attempt will hopefully be their last. Of course, assistance will be provided to any student requesting support. In addition to students reaching out for support, instructors will also work with the SOS team to create plans of action for struggling students.

This team will consist of our Writing Center personnel and our Transitional Studies and Academic Retention Coordinator. They will be placed in the GaView support shells or online courses of our 1101 sections to assist repeating students with any difficulty they may face. The Writing Center personnel can provide specific assistance for essay writing and documentation strategies, and they will direct students to appropriate personnel in the library when needed. The Retention Coordinator will point students toward other campus resources for additional problems they may face including disability services, counseling needs, or help with motivation and time management.

The SOS team will begin with pilot sections in fall 2015. The team members will be placed in all sections of ENGL 1101 which are paired with 0999.

Finally, as we will be at full-scale implementation of all learning support in math and reading/English in fall 2015, we will continue to track student success not just in learning support but in related college-level courses, as well.

UPDATE ON STRATEGY 4:

High Impact Strategy

Strategy 1: Online Support
Strategy 2: Online Content

Related Goal

Goal 8: Enhance instructional delivery and student services to support educational excellence and student success.

Summary of Activities

Strategy 1: During the fall 2014 semester, 64% of DSC students participated in distance education by taking at least one online class, and 34% of DSC students were fully online. To more effectively serve the student population, Online Support Specialists (OSS's) were assigned to fully online students in each major area of the Institution. These Online Support Specialists provided specialized support to this student population, which included but was not limited to, assistance with admissions, advising, registration, course navigation, and proctored testing.

Number of "online only" students

Term	Total Headcount	Online Only	Online Only (%)
Fall 2014	5602	1055	18.83%
Fall 2013	6221	893	14.35%
Fall 2012	6369	788	12.37%

Additionally, in fall 2013 approximately 17% of the total credit hours taken were garnered from students taking classes solely online. The support specialists utilized an ACCESS database to track the number and type of student contacts for the semester. This data was analyzed to assist in identifying potential gaps in student support for fully at-a-distance students.

Strategy 2: DSC contracts with select full-time faculty who, as content experts, create MasterShells(11) for specific disciplines, mentor new and adjunct faculty, and review courses periodically throughout the semester. This online lead designer/faculty program ensures that MasterShells cover all required learning objectives, meet DSC’s standards for academic rigor, and assist student success by providing a well-organized course structure.

Baseline Status

Strategy 1:

- Number/type of student calls to Online Support Specialist
- Online only student retention rates

Strategy 2:

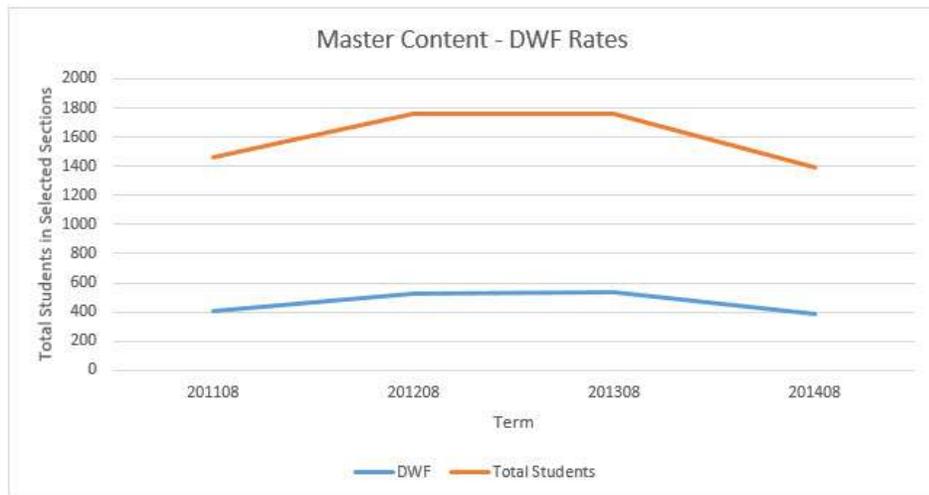
- Number of available MasterShell content for core classes
- DWF rates for online classes with MasterShell content in use

Interim Measures of Progress

Strategy 1: Between September 1, 2014 and December 3, 2014, 2,720 contacts were made of which 1,614 were unduplicated student contacts. Eighty-two percent of the contacts dealt with direct course concerns ranging from advising and proctoring questions to course navigation issues. Only 3% of the contacts were specific to academic services such as online tutoring or other academic support. While 79% of the attempted online credit hours for fall 2015 were successfully completed, the online learning division will continue to take proactive steps to ensure that fully at-a-distance students are aware of academic support services available to them. This will include additional contacts through email, phone calls, and webinar sessions, which should further increase the percentage of successfully completed online credit hour attempts in future semesters.

Strategy 2: The online learning division has worked diligently to create MasterShell content for specific core classes and to assign mentors to new online faculty members and online adjuncts. MasterShell content ensures that learning objectives and assessment criteria are included in the course content and that they meet DSC’s standards for academic rigor. Online Learning implemented the use of MasterShells fall 2012. Content has been developed for sixteen courses, which are routinely staffed by adjunct faculty. Full-time faculty members may choose to use the master content, but adjunct faculty are required to use the content as a base shell. During any given fall term, 60 to 130 online sections utilize MasterShell content.

DWF rates tracked from fall 2011 (baseline data) through fall 2014 demonstrated a disappointing increase from 2011 to 2013, with a decline from 2013 to 2014. The Online Division is cautiously optimistic that the approach may be demonstrating some benefit. Additional monitoring will need to be done before any firm conclusions can be made. Furthermore, an in-depth analysis should be performed to determine inconsistencies in data, define student characteristics, and identify gaps in curriculum development and delivery decisions.



Overall Measures of Success

Strategy 1:

- Retention rates of "online only" students who establish a connection with the OSSs

¹¹ Darton State College creates “master” content for online classes in certain disciplines. This content is then shared to adjuncts teaching in that area. We call the courses that have the master content -MasterShells.

- compared to those who do not.
- Comparison of student course evaluation survey questions 3 and 11, which deal specifically with course structure and academic rigor.
- Retention, persistence, and graduation rates for "online only" students and year-to-year comparisons using DWF reports

Strategy 2:

- A comparison between course shells with and without master content
- An analysis of DWF rates to determine F's with effort and F's without effort
- An analysis of DWF rates by course discipline and instructor.

Lessons Learned

The Online Learning Division continues to work with Enrollment Management teams to track online student populations. DSC has opted to use parameters other than student course load to assign the student campus code in Banner, which continues to make tracking online only students a challenge. In an attempt to identify online only students, a student attribute code was created and key Admission and Registrar staff were asked to ensure the code was applied correctly to student records. There remains a learning curve regarding the student attribute code, and RPG numbers for online only students remain difficult to disengage from the overall student population.

UPDATE ON STRATEGY 5:

High-impact strategy	Strategy 5: Expand dual enrollment programs.								
Related Goal	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school (also relates to goal 1)								
Summary of Activities	<ul style="list-style-type: none"> • A Full-time Dual Enrollment Coordinator position was created during fall of 2014. • Policies for the program were created • Developed a list of reports to be completed each semester to track academic achievement, credit hours, and demographics • Included advertising in recruitment materials for the DSC Testing Center’s Institutional ACT for admission to the program. • Added students to the “Early Alerts” process • Entered into the new Move on When Ready agreement for the 2015-2016 school year 								
Baseline Status	<ul style="list-style-type: none"> • Number of students enrolled in ACCEL/ MOWR (Dual enrollment). • Number of credit hours enrolled/earned 								
Interim Measures Of Progress	<ul style="list-style-type: none"> • 181 students participated in ACCEL fall 2014 compared to 75 participants in fall 2013. This represented a 241% increase in the number of participants from fall 2013 to fall 2014. • Dual- enrollment students enrolled in a total of 1664 credits for the 2014 academic year compared to 726 credits for the 2013 academic year, a 229% increase. • Additionally, preliminary statistics based on fall 2015 (185 students) enrollment showed an increase of 247% from fall 2013 to fall 2015. 								
	<table border="1"> <tr> <td colspan="2"><i>Dual Enrollment Fall 2014</i></td> </tr> <tr> <td>Total Participants</td> <td>181</td> </tr> <tr> <td>Total college credits earned</td> <td>1664</td> </tr> <tr> <td>Number of participating high schools in service region</td> <td>15</td> </tr> </table>	<i>Dual Enrollment Fall 2014</i>		Total Participants	181	Total college credits earned	1664	Number of participating high schools in service region	15
<i>Dual Enrollment Fall 2014</i>									
Total Participants	181								
Total college credits earned	1664								
Number of participating high schools in service region	15								
Measures of Success	<ul style="list-style-type: none"> • Number of students enrolled in dual enrollment • Number of credit hours enrolled • Number of credits awarded to dual enrolled students- * currently collecting • Number of high schools from which we enroll dual enrolled students 								
Lessons Learned	<p>DSC realized the need to develop a customized orientation to help students’ progress and complete programs of study, while simultaneously meeting high school requirements. Students earning dual credit have many processes that are significantly different from first-time, full-time freshmen (admissions requirements and procedures, financial and payment procedures, etc.)</p> <p>DSC created a Dual Enrollment Coordinator position for FY 15, but the institution discovered the need to provide more training opportunities for other members of the admissions team regarding recruitment strategies and assistance with advising and registration</p>								

OBSERVATIONS

DSC implemented five high-impact strategies in its Complete College Georgia plan. Although the level of success for each strategy varies, all strategies have shown some degree of promise. DSC will continue to modify the strategies as appropriate to yield results that will impact student success.

What strategies and activities have been most successful?

DSC’s strategy of transforming advising was particularly impactful regarding the importance of students being advised and registering for classes prior to “late registration” deadlines. Early advising and registration had an impact on student success as evidenced with average GPA’s of early advising students being 0.5 points higher than students that registered late.

Transforming Remediation has increased the number of students eligible for gateway courses, reduced the number of students in foundation level learning support classes, improved retention, and cut cost. Plans for the current year include additional intervention strategies for students that are at risk including more intrusive advising from faculty as well as support from the newly established Transitional Studies and Academic Retention Coordinator. Additionally, the establishment of Supporting Opportunities for Success (SOS) team will provide intervention and support for students in co-requisite remediation.

Enhancing online instructional delivery and student services to support educational excellence and student success has continued to be effective. The use of Online Support Specialists as well as the design and implementation of course MasterShells developed by lead faculty content experts, have been impactful towards student success. It appears that the effective implementation of MasterShells have played a role in reducing the DWF rates in online courses.

Further monitoring and analysis will continue to identify gaps in curriculum development and delivery decisions with a focus on comparing courses with and without MasterShell content.

DSC was successful in expanding the number of dual enrollment students and the number of courses taken by each student. The number of students enrolled increased from our baseline of 75 students in the fall 2013 semester to 185 in the fall 2015 semester, a 247% increase. We expect the number of dual enrollment students to increase further with the new Move On When Ready law that was passed this year. This new law will allow us to attract more students due to the addition of summer enrollment, book waivers, and the authorization of new courses. The dual enrollment program is certainly shortening the time to degree completion, as evidenced by the 6 dual enrollment students who graduated with their associate degrees before completing high school after the spring 2015 semester. We currently have spring 2016 graduation applications for 11 students.

What have been least effective?

DSC's Fifteen-to-Finish initiative, provided a slow but steady increase in the number of First Time Full Time students attempting 15 or more credit hours per semester since its implementation, but a more static number completing 15 credit hours. To that end additional strategies beyond New Student Orientation must be developed to communicate the importance and benefits of the Fifteen-to-Finish campaign to students and parents.

Has your institution made adjustments to completion activities over the past three years? If so please explain why.

Despite our successes in areas mentioned in this report, DSC recognizes that we have challenges that need to be resolved during the upcoming year. One area includes improving our data collection and analysis structures to ensure that we have the most up to date and accurate information to make purposeful decisions. Additionally, we will work on fostering a sense of shared commitment across campus with respect to DSC's CCG plan, by bringing appropriate parties to the table more frequently throughout the year to review data, discuss strategies and initiatives, and to communicate progress more effectively to the campus community.



East Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

East Georgia State College (EGSC) is an associate degree granting, liberal arts institution providing its students access to academically transferable programs of study and targeted bachelor degrees. Two students graduated from the College's first baccalaureate program, a Bachelor of Science in Biology, at the end of Spring Semester 2014, following the program's initiation in Fall Semester 2012 and the program has produced four more graduates since then. EGSC will launch its second baccalaureate program, an online Bachelor of Arts in Fire and Emergency Services Administration (FESA), in Spring Semester 2016. The FESA program blends fire science, emergency service, and business management courses to create a career pathway for firefighter and emergency services personnel seeking an advanced credential.

Following double-digit percentage enrollment growth in the 2010 and 2011 fall semesters, EGSC experienced declining enrollments through the next two fall semesters before enrollment increased in Fall Semester 2014 by 1.9%. Enrollment further increased in Fall Semester 2015 by 3.1%. Throughout this period, EGSC's four most important demographic cohorts [African-American Females and Males; White (Non-Hispanic) Females and Males] showed a decline as a percentage of the total student body from 93.9% in Fall 2010 to 89.8% in Fall 2015. During this period, the College experienced a more moderate enrollment decline of African-American students at its home campus in Swainsboro due to the popularity of on-campus housing among these students. Student on-campus residential housing first opened on the Swainsboro campus in Fall Semester 2011 and housing capacity is scheduled to more than double to 412 beds with the opening of a second residence hall in Fall Semester 2016.

The College extends its access mission from its home campus in Swainsboro to campuses in Statesboro and Augusta. EGSC is working collaboratively with Georgia Southern University in Statesboro and Augusta University to encourage its former students to make application for their EGSC associate degree through a reverse transfer process.

83% of Fall Semester 2015 students have received some form of financial aid (61.3% who were awarded Pell grants, 22.4% who received Hope grants, and 47.9 % who secured loans). Less than 2.0% of new freshmen were aged 25 or over and the average age of all students declined, dropping the percentage of students classified as non-traditional. An academic profile of Fall Semester 2015 new freshmen by location is presented in the following table.

Fall 2015 New Freshmen	Augusta	Statesboro	Swainsboro
Full-time	80.5%	90.2%	91.4%
Part-time	19.5%	9.8%	8.6%
SAT Average Math Score	432	431	432
SAT Average Verbal Score	438	434	425
Learning Support (LS)			
Require Math LS	33.5%	33.1%	32.0%
Require English LS	15.1%	13.3%	17.7%
Require Reading LS	6.6%	8.0%	14.0%

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

EGSC is pursuing the following top five high-impact strategies, each presented below with their associated goals.

Complete College Goal	High-impact Strategies
Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions.	USG Strategy 1.1: Target increases in access and completion for students traditionally underserved in postsecondary education. EGSC Strategy 1.1 Implementation: Provide a range of academic support services to remove obstacles and provide clear pathways to college completion. (Academic Center for Excellence (ACE) usage for tutoring services)
Goal 2: Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelor's degrees in 4 years).	USG Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time." EGSC Strategy 2.1 Implementation: The (g2)2 or "Get to Graduation in Two Years" is a "15-to-Finish" program paired with the "Commit to Completion" initiative, sponsored by Phi Theta Kappa. The College received a USG Innovation Grant to assist in funding this program. [(g2)2 - 15 to Finish program]
Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.	USG Strategy 5.4 Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see if they have met requirements for degrees. If so, an associate degree would be awarded unless students have opted out or did not have the opportunity to sign off on the initial permission for automatic award of degree. EGSC Strategy 5.4 Implementation: EGSC began auditing students with 45 or more credit hours in Fall Semester 2013. (ADD - Reverse Transfer Initiative pilot)

<p>Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</p>	<p>Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. EGSC Strategy 7.3 Implementation: Provide academic support programs that prepare students to successfully complete college courses across the core curriculum. (Transforming Remediation – adoption of Foundations/Co-Requisite Model and Alternative Pathways)</p>
<p>Goal 8: Restructure instructional delivery to support educational excellence and student success.</p>	<p>Strategy 8.2: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction. EGSC Strategy 8.2 Implementation: Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms. (Instructional Delivery Methods – Flipping Classroom)</p>

SUMMARY OF GOALS. HIGH-IMPACT STRATEGIES AND ACTIVITIES

EGSC's progress on its top five CCG goals/high-impact strategies is presented below.

<p>Goal 1</p>	<p>Increase in the number of undergraduate degrees awarded by USG institutions.</p>
<p>Strategy 1.1 Implementation</p>	<p>Provide a range of academic support services to remove obstacles and provide clear pathways to college completion.</p>
<p>1.1 Summary of Activities</p>	<p>9. Increase student usage of tutoring and academic advising services in the Academic Center for Excellence (ACE). 10. Extend operational hours in the evening for ACE. 11. Refine the Early Warning System and integrate it into the academic services of the ACE. Utilize intrusive advising techniques, with assistance from course instructors, to assist students.</p>
<p>1.1 Interim Measures of Progress</p>	<p>1. In Swainsboro, most of the students coming to the ACE were looking for math assistance, but in Fall 2014 came to the ACE for 44 different courses. In Statesboro, most were also in math and 44 different courses (some from GaSoU). In Augusta, most were in math and 27 different courses. In Swainsboro, Statesboro, and Augusta the most common course was MATH 1111. A study of the usage shows the accompanying success of students who utilize the ACE for tutoring. Student (academic) success is measured by the percentage of students who receive A,B, or C grades in a course or a set of courses.</p>
	<p>Students/Hrs/Success Rates in Fall 2014:</p>
	<ul style="list-style-type: none"> • Swainsboro – 638 (54% of all students at Swainsboro)/6,960 hrs/71.9% • Statesboro – 687 (49% of all students at Statesboro)/4,319 hrs/76.2% • Augusta – 191 (61% of all students at Augusta)/1,183 hrs/74.4%
	<p>Students/Hrs/Success Rates in Spring 2015:</p>
	<ul style="list-style-type: none"> • Swainsboro – 419 (59% of all students at Swainsboro)/5640 hrs/66.4% • Statesboro – 498 (43% of all students at Statesboro)/5051 hrs/73.0% • Augusta – 193 (62% of all students at Augusta)/1830 hrs/76.4%
	<p>Although the success rates are better than the overall success rates of all students, there was a decline in the ACE success rates due to a delay in hiring tutors because of an inadequate number of qualified tutors and the need to reduce the number of tutors because of funding. In addition, it was found that the overall math utilization of the ACE in Fall 2014 was 29%, highest among all disciplines, and the success rate of those students was only 56%, lowest among all disciplines. We showed an overall increase in percentage of our students who used the ACE in Swainsboro, but a slight decline in the percentage in Statesboro and Augusta when compared to last academic year.</p>
	<p>2. Hours in ACE have been expanded in Swainsboro to Monday-Friday 8-6; in Statesboro to Monday-Thursday 8-8, Friday 8-5; in Augusta to Monday-Thursday 7-8, Friday 7-5, and Saturday 8-5.</p>
	<p>3. In Fall 2014, all students who come to the ACE for assistance were tracked to compare their early-warning grades to their final grade. The students showed a substantial improvement in their final grades. At the time of the early-warning grades the success rates of those students was 48%. By end-of-term, the success rate for those students had increased to 74%.</p>
	<p>4. There were a number of academic success measures which have shown the overall success of these activities. The academic success data shows an increase in the percentage of students making Dean's List, a flattening in the overall course success rate, a decline in the success rate in gateway mathematics (MATH 1111) and gateway English (ENGL 1101), a good increase in the success rate in gateway history (HIST 2111/2112), an increase in student success in learning support classes, and an increase in student success in online classes.</p>

Measures of Success

The following table shows the academic success data for the fall and spring semesters for the last three years. The usage of ACE is a factor leading to the success of students in individual courses and ultimately their success in completing their degree. Collection of the academic success data which includes data on the Dean's List, overall course success rates, and success rates in gateway courses, learning support classes, and online classes is vital to assess activity success.

	Dean's List	Overall Course Success	MATH 1111 Success	ENGL 1101 Success	HIST 2111/2112 Success	Learning Support Success	Online Course Success
Term	%	Rates	Rates	Rates	Rates	Rates	Rates
Fall 2012	8.3%	63.7%	53.9%	56.6%	58.5%	47.6%	58.6%
Spring 2013	7.5%	62.9%	44.9%	48.5%	53.4%	43.2%	57.3%
Fall 2013	9.8%	68.3%	54.8%	67.2%	53.2%	49.8%	60.0%
Spring 2014	9.1%	65.4%	45.2%	55.9%	58.5%	53.3%	56.1%
Fall 2014	8.1%	67.0%	50.1%	66.1%	63.5%	56.4%	64.3%
Spring 2015	10.8%	66.2%	42.7%	49.0%	63.4%	55.1%	62.9%

Goal 2 Increase the number of degrees that are earned "on-time" (associate degrees in 2 years, bachelor's degrees in 4 years).

Strategy 2.1 Implementation The (g2)2 or "Get to Graduation in Two Years" is a "15-to-Finish" program. To expand the program, it was paired with the "Commit to Completion" initiative, sponsored by Phi Theta Kappa. The (g2)2 program began in Fall 2013 and the College received a 2014-2015 USG Innovation Grant to assist in funding this program.

2.1 Summary of Activities The (g2)2 program is for those students who plan to finish an associate degree in two years. The mission of the program is to assist students to achieve that plan by (1) providing active attention from the Academic Affairs staff and direct assistance from the faculty and staff mentors, (2) providing assistance in developing and following an academic plan focused on graduation, (3) waiving of the graduation fee for (g2)2 students, (4) providing a learning community of like-minded students to support each other, and (5) recognizing those students who successfully achieve their (g2)2 goals.

2.1 Interim Measures of Progress The percentage of enrolled students taking 15 or more credit hours increased from 13.7% for Fall Semester 2014 to 16.5% for Fall Semester 2015.

Term	Total Grads	AY Grads	(g2)2 Grads	(g2)2 %	AY (g2)2 Grads	AY (g2)2 %	3-Yr Grads	3-Yr %	AY 3-Yr Grads	AY 3-Yr %
Fall 12	58	173	0	0.0%	14	8.1%	18	31.0%	43	24.9%
Spring 13	94		10	10.6%			20	21.3%		
Sum 13	21		4	19.0%			5	23.8%		
Fall 13	77	208	2	2.6%	25	12.0%	33	42.9%	85	40.9%
Spring 14	110		14	12.7%			43	39.1%		
Sum 14	21		9	42.9%			9	42.9%		
Fall 14	92	253	30	32.6%	73	28.9%	57	62.0%	157	62.1%
Spring 15	117		31	26.5%			77	65.8%		
Sum 15	44		12	27.3%			23	52.3%		

An analysis of the data for EGSC graduates for the last three years (Fall 2012 - Summer 2015) corresponding to the year before the (g2)2 began, the first year of the program, and the second year the program which was funded by the USG grant shows approximately 8% of our graduates finished a degree in two years from entry and 25% finished a degree within three years of entry prior to the introduction of the (g2)2 program. The program's first year produced a two-year graduation percentage of 12% and a three-year graduation percentage of 41%. After the completion of the grant period, 29% of our graduates completed an associate degree in two years and 62% completed the degree in three years.

The total number of graduates for each academic year (fall-to-summer) has increased from 173 graduates in AY 12-13 (fall 2012-summer 2013) to 253 in AY 2014-2015 (fall 2014-

summer 2015), perhaps being spurred on by the program to increase the number of two-year and three-year graduates.

EGSC has plans to continue the (g2)2 program even though the funding for the program was just for a single year. The entire College has actively supported the (g2)2 program and has agreed to waive the \$35 graduation fee for (g2)2 graduates.

An additional success measure of the program may be the reduction in the number of hours students are getting in order to graduate. The following table shows the reduction of the number of hours to graduate before the program and during the program.

	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
Total Graduates	58	94	77	110	92	117
Average Hours to Graduate	73.8	72.2	73.4	73.9	70.5	70.7
(g2)2 Graduates			2	14	30	31
Average Hours to Graduate			66.5	67.2	70.3	67.2

This may also be due in part to the work of the Academic Advising Centers to focus on graduation. They have developed program maps for almost all of the associate degree fields of study and those have been used by the academic advisors.

The most important measure of success will be the number of graduates who complete their degrees in two years followed by the number of graduates who complete their associate degree in three years. The goal of the original (g2)2 project was to increase the average number of students completing a degree in two years from 15 to 30 per academic year by the end of the innovation grant period (Spring 2015). The actual number was 61 for Fall 2014 and Spring 2015, 73 with the addition of Summer 2015. The goal was changed to a percentage rather than a number. The goal is for 25% of the graduates to graduate in two years and for 60% to graduate in three years. In addition, a goal was developed to decrease the average hours to graduation to less than 70 hours.

2.1 Measures of Success

Goal 5

Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

EGSC audits all students with at least 45 or more credit hours each fall semester.

Strategy 5.4 Implementation
5.4 Summary of Activities

EGSC annually conducts degree audits and contacts students who can complete their associate degree within one term. In addition, students who plan to transfer are informed about reverse transfer. This is facilitated within the Records Office, through the Academic Advising Centers, and through the faculty advisors.

East Georgia State College has made preliminary contact with GaSoU and AU to develop a formal agreement to simplify the reverse transfer process. EGSC begins tracking students for reverse transfer when they get close to transfer to the university. The Advising Center develops a graduation plan which focuses on reverse transfer and begins working with the student. Both GaSoU and AU do special transfer information sessions for EGSC students prior to transfer during their last term as EGSC students. Students will be asked to commit to doing reverse transfer and will be tracked by EGSC advising personnel into the university if they agree to commit. The university will provide access to information about the student to EGSC during the tracking. In addition, university students who have not been successful at the university will be informed of the option to transfer to East Georgia to finish an associate degree. An MOU has been developed between EGSC and AU to formalize the process. Negotiations are currently in progress to develop a similar MOU with GaSoU.

5.4 Interim Measures of Progress

According to USG Summary data for EGSC, the number of students reaching credit hour benchmarks increased from FY 2008 to FY 2013:

- 15 hour benchmark from 774 (FY 2008) to 1,126 (FY 2013)
- 30 hour benchmark from 579 (FY 2008) to 884 (FY 2013)
- 60 hour benchmark from 132 (FY 2008) to 289 (FY 2013)

In Fall 2014, the number of students reaching credit hour benchmarks

- 15 hour benchmark – 876 students
- 30 hour benchmark – 1,002 students
- 60 hour benchmark – 389 students

79 of the students reaching the 60 hour benchmark graduated at the end of Fall 2014 and 111 of the students graduated in Spring 2015.

Fifteen former EGSC students have been successfully reverse transferred back to receive their associate degrees from EGSC between Fall Semester 2012 and Summer Semester 2014 (Academic Year 12-13 and Academic Year 13-14). This is 3.9% of our graduates during those terms. While this percentage is small, prior to those terms it was less than 2% during an academic year.

Reverse transfer is defined by EGSC as a student voluntarily transferring classes back from a receiving institution and completing their degree without returning to EGSC. The literature

suggests that the definition of reverse transfer could also include those students who transfer hours from another institution and finish their associate degree before transferring again. A study of the Fall 2014 graduates found two graduates who fit into our traditional definition of reverse transfer, sixteen graduates who transferred courses to EGSC and finished their associate degree, and four graduates who transferred from EGSC after completing 30 hours and returned to EGSC bringing with them some hours they could use to finish their associate degree. All of the twenty graduates who did not fit into our traditional definition of reverse transfer were having difficulties being successful at their previous institution and returned to EGSC to complete their associate degree.

On July 15, 2014 EGSC was chosen to partner with GaSoU and AU for a USG pilot program in reverse transfer called ADD (Associate Degree you Deserve). A MOU was developed between EGSC and AU this past year. A MOU with GaSoU is still in progress. Funded by the Lumina Foundation, the initiative will begin this Fall 2015 term.

5.4 Measures of Success

The most important measure of success will be the number of graduates who complete their degrees. Other indicators of success will be a reduction in the number of extra hours beyond 65 students complete before the awarding of their degree and the number of students who reverse transfer courses to complete a degree.

Goal 7

Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Strategy 7.1 Implementation

Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support. The College is continuing to refine the alternative pathway through mathematics.

7.1 Summary of Activities

In fall 2014 EGSC began development of the learning support corequisite model in English and mathematics on the Swainsboro and Augusta campuses. In Spring 2015, the mathematics program was expanded to all campuses. In Summer 2015, all campuses had fully implemented the corequisite model.

7.1 Interim Measures of Progress

The table below outlines the status of the College’s corequisite learning support model. The goal is to reach the point where more than 50% of the students in an area of learning support are in the corequisite track. In Spring 2015, the percentage of learning support English students was 43% and the percentage of learning support mathematics students was 56%. Considering this model was not available in learning support English in Statesboro in Spring 2015, we can surmise we made our goal.

Term	Metric	English or Combined Learning Support	Reading Learning Support	Mathematics Learning Support
Fall 2014	Students Requiring Remediation	184	44	516
	Students in Corequisite Remediation	54	0	76
Spring 2015	Students Requiring Remediation	91	12	351
	Students in Corequisite Remediation	39	0	195

The English corequisite option has been very successful producing an success rate of 69% in Fall 2014 and 56% in Spring 2015. The math corequisite option was not as successful, with a 20% success rate in Fall 2014, rebounding to a 35% success rate in Spring 2015. A change was made in the spring term to assign the corequisite learning support class (Math 0999, Math 0997) to the instructor of the core math class (Math 1111, Math 1001).

In January, 2011 East Georgia State College, along with seven other institutions in Georgia, New York, and Ohio, became part of a collaboration with the Carnegie Foundation for the Advancement of Teaching to develop an alternative pathway through learning support mathematics. Called Quantway, the program focused on funneling non-stem majors to the Math 1001 class through a special learning support math class (MLCS 0099). The MLCS 0099 course began in Fall 2012 and lasted through Spring 2014 when EGSC shifted to the development of the corequisite model. During the time frame for MLCS 0099, the success rate in that course was 63.0% compared to 48.3% for the traditional learning support math class. With the new corequisite model, a Math 0997 class was developed in spring 2015 to be a corequisite for the Math 1001, the alternative non-stem pathway through Area A2 in math. The stem pathway consists of the Math 0999 corequisite with Math 1111. The Math 0999 was developed in fall 2014. The following table gives a breakdown of the success rates of the various options.

Course	Total Students	Successful	Success Rate
Math 0989 (Foundations)	156	81	51.9%
Math 0997	11	6	54.5%

Math 0999	260	84	32.3%
Math 1001 (3 yrs.)	183	100	54.6%
Math 1111 (3 yrs.)	4361	2189	50.2%
MLCS 0099 (2 yrs.)	138	87	63.0%

Clearly the non-stem pathway does provide a greater opportunity for success, but the number of students choosing this pathway is very small because of a reluctance on the part of students. They choose the safer stem pathway which would give more options for students who may choose a program of study which requires Math 1111 in Area A2.

7.1 Measures of Success

An increase in the percentage of students exiting learning support English and mathematics and being successful in the gateway courses.

Strategy 7.2 Implementation
7.2 Summary of Activities

Combine remediation in English and reading.

7.2 Interim Measures of Progress

In Fall 2014, the English and reading learning support classes were merged into English 0989 and the course was taught on the Swainsboro and Augusta campuses. In Summer 2015, the course was expanded and taught on the Statesboro campus.

7.2 Measures of Success
Strategy 7.3 Implementation
7.3 Summary of Activities

In Fall 2014, 54 students placed in the corequisite English learning support option. The students showed a success rate of 69% in the English 1101 course which accompanied the corequisite Engl 0999. In Spring 2015, the 39 students in the corequisite English learning support model had a 56% success rate in the English 1101 course.

An increase in the percentage of students exiting learning support English.

Provide academic support programs that prepare students to successfully complete college courses across the core curriculum.

7.3 Interim Measures of Progress

1. Promoted all components of the Academic Center of Excellence (ACE), including tutoring services and academic advising services.
 2. Implemented the Intensive Academic Program (IAP) directed at successful COMPASS testing. The IAP is a program of intensive tutoring by our ACE staff in which the student is given 20 hours of intensive instruction in math, English, and/or reading before being allowed to retake a COMPASS exam.
 3. Implemented a Jump Start Summer Academy – a summer-bridge program to college. The Jump Start program is not appropriate for fall and spring term, but will be continued each summer. The program is for students who are not eligible to attend EGSC because of low COMPASS scores. Currently the program is focused on mathematics, English/reading, student success class, and an additional elective if required. Depending on their COMPASS scores, students are allowed to enroll for learning support English or English composition; learning support math, college algebra, or pre-calculus; student success; and another core course. The results from this program are used to allow students to be admitted or become eligible for admissions to EGSC who previously had been denied admissions.
1. In a previous section it was noted the use of all ACE services has declined this year compared to previous years because of challenges with hiring tutors in a timely fashion. The ACE still appears to be the major factor in increasing success rates, especially in gateway courses.
 2. In this academic year 15 of 17 (88%) of IAP students were able to increase COMPASS score to be successful. The average increase in COMPASS scores was 10.4 pts.
 3. The number of Jump Start students increased to 21 in Summer 2015. The overall exit rate from learning support English classes in Summer 2015 was 89%, with 88% from the foundations English class (Engl 0989) and 100% from the corequisite class (Engl 0999). In math learning support, the overall exit rate was 50%, 72% from the foundations math class (Math 0989), and 0% from the corequisite math option (Math 0999). All 21 Jump Start students did very well in the courses which accompanied the learning support math and English classes.

7.3 Measures of Success

The overall usage of ACE, the use of IAP opportunities, and the availability and usage of the Jump Start program are measures of success for the academic support services.

Goal 8

Restructure instructional delivery to support educational excellence and student success.

Strategy 8.2 Implementation
8.2 Summary of Activities

Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms.

For the past five years various EGSC faculty have been experimenting with new ways to restructure delivery. One key activity has been to provide instructional material for the student that is available anywhere and anytime. Tablet PCs with video production software were made available to most instructors in the School of Mathematics & Sciences and a number of instructors have produced several hundred videos that are short, to the point, address areas in which students struggle, and are available on-line 24/7 for access by the students.

Examples of flipping the classroom include:

- Flipping the classroom in Biology requires students to utilize a wide variety of resources (e.g. short videos, scientific articles, podcasts, websites), in addition to their textbook, to learn key concepts and supporting subject information. During class, students actively participate in their own learning by completing tasks that focus on critical thinking, problem-solving, and practical application of concepts.
- Calculus students viewed videos before class and class sections were devoted to working calculus problems that involved critical thinking in problems setup and discussion and further elaboration on calculus concepts. In Calculus I classes, it was noted that students struggled with certain concepts in Calculus ("The Chain Rule", "Relative Rates", "The Fundamental Theorem of Calculus"). Videos were created summarizing many of these concepts. The class was "flipped" by creating a YouTube Channel entitled "Calculus In a Nutshell."
- The general chemistry I and II classes were flipped last year. The organic chemistry I class was flipped this year. Videos of all chemistry lectures were developed and students were required to view the videos BEFORE class. Students were given a short (~10 minute) quiz based on the video(s) at the beginning of class and the class time was used to answer questions, do demonstrations relevant to the topics, and emphasize particular points that students seem to be missing.

The "flipped classroom" method of instruction continues to expand to other math/natural science areas, as well as into the social sciences and humanities areas. Faculty are being trained in the use of the "flipped classroom" in our Teaching and Learning Center.

The chemistry instructor transitioned to fully "flipped" courses in general chemistry I, general chemistry II, and organic chemistry I this year. As can be seen by the following table the success rates increased from the prior year (2013), with a non-flipped format, to this year (2014).

8.2 Measures of Progress

Flipping Chemistry	2013		2014	
	Spring	Fall	Spring	Fall
Chem I Success Rate	42%	36%	50%	57%
Chem II Success Rate	48%	62%	63%	71%

The instructor noted an increase in overall student success rates, an increase in student completion of assignments, an increase in exam scores, a more relaxed atmosphere in class, and an increase in student engagement and group work

In the table below the evolution of the process to "flip" the Calculus I class is shown. The resulting success rates and the class GPA for these students can be seen as the class transitioned from traditional lecture to various phases of being totally flipped. No traditional lectures were delivered in class starting in AY2013. The classroom session involved hands on problem solving and discussion of various calculus concepts. After an initial period of adjustment, the students began to realize the value of the flipped classroom. All comments were positive and the students were pleased with their improved understanding of the concepts learned in the course.

Flipping Calculus I	AY 2012		AY 2013		AY 2014	
	Fall Un-Flipped	Spring Un-Flipped – Special Videos	Fall – Flipped	Spring - Flipped With DVDs	Fall - Flipped + DVDs	Spring – Flipped + DVDs
Success Rate	63.3%	80.0%	83.3%	86.2%	76.7%	NA
Class GPA	2.26	2.82	2.8	3.07	2.89	NA

8.2 Measures of Success

Ultimately the success of restructuring instructional delivery is tied to the success of students taking the classes and the expansion of the delivery methods to courses in other academic disciplines.

OBSERVATIONS

Most Successful Strategies:

One of our most successful strategies is encouraging and increasing the usage of our ACE. The combination of tutoring and academic advising has helped to show an improvement in our course success rates. The (g2)² program appears to be having a substantial impact on the number of students who graduate in two years and three years. The financial support from the USG Innovation Grant was greatly appreciated and efforts are being made to continue the program even with substantially less funding. Success rates in learning support classes have increased and it appears this is due to increased usage of tutoring in ACE and to intrusive use of the early-warning grades. The ACE still is the

Complete College Georgia | Campus Plan Updates 2015

centerpiece of our Complete College Plan because it facilitates faculty and staff contact with students.

We continue to restructure instructional delivery to increase student success. Most of the activity is focused on “flipping” courses. Success from the restructuring is evident from the increase in the overall and gateway course success rates.

We have implemented the co-requisite strategy for learning support. The strategy is working very well in English/reading and is being adjusted in mathematics to be more effective. We have reached our goal of having at least a 50% placement rate into the co-requisite option, and we have seen an increase in the overall learning support success rates.

We developed a D2L Faculty Manual, a Basic Instructor Training Manual, and tutorial handouts to assist faculty with D2L, and all of those materials have been very effective.

Least Effective Strategies:

We have studied our online classes and initially adopted Quality Matters to assure the quality of our online courses. The program was not embraced by our faculty, and we are now using the Illinois Online Network (ION) Rubric to assess our online offerings via a three-part process: rubric evaluation by the associate dean of e-learning, rubric evaluation by the online instructor’s academic dean, and self-evaluation by the instructor using the rubric.

EGSC participated in a pilot of the Desire2Learn Analytics and Student Success System (S3) software. Initially planned for Spring 2014, the USG OIT moved the pilot to summer 2014. Six professors participated, with eight courses in the pilot. The USG closed the use of Insights Analytics after the pilot. EGSC is now using GradesFirst to identify and track an array of issues which cause students to be unsuccessful. The GradesFirst program allows immediate student notification (via text and email) when they are flagged “at risk” by an instructor or academic advisor.

Adjustments Made to Completion Activities:

We continue to expand our promotion of the ACE as we realized its potential to assist students to succeed. Although we have some 50-60% of our students visiting the ACE, those students are usually in learning support or English and/or math. We need to expand the usage to other non-English, non-math classes.

We have increased and will continue to increase our utilization of the early warning grade. We added GradeFirst to our process to expand our early warning system to assist students in being successful.

We have increased our focus on graduation, not only for on-time graduation but also to reverse transfer and to graduation within three years. We will continue the (g2)² program and are looking forward to the ADD reverse transfer initiative.

We have seen a decline in the percentage of students who have an unsatisfactory academic standing as we increase the various student success activities. It is still not at the level we want and we have focused our discussions on college completion and other college enrollment studies to students not making satisfactory academic progress (SAP). With 85% of our students on some form of financial aid, SAP is a significant factor in their decision to stay in college. The following table shows the SAP data for the last four years.

Term Code	Students Not Making SAP	Term Enrollment	% NOT Making SAP
Fall 2011	486	3436	14%
Fall 2012	247	2944	8%
Fall 2013	232	2857	8%
Fall 2014	216	2910	7%
Fall 2015	224	3001	7%
Spring 2012	762	3130	24%
Spring 2013	604	2670	23%
Spring 2014	405	2618	15%
Spring 2015	423	2567	16%
Summer 2012	113	922	12%
Summer 2013	80	904	9%
Summer 2014	37	729	5%
Summer 2015	87	776	11%

With the increase in the number of online offerings and the number of faculty involved in teaching online classes, a need was seen to assure the quality of those classes delivered in the online format. We began the process of making sure we are 508 compliant via a series of training documents. An online training course for faculty and staff is also being developed. We are now using the Illinois Online Network (ION) Rubric to assess our online courses.

EGSC participated in a pilot of the Desire2Learn Insights Analytics and Student Success System (S3) software, a predictive algorithm which alerts the professor to students who are “at risk” or “trending downward” during each week of the course. After the USG ended the pilot, EGSC switched to GradesFirst to identify and track which cause students to be unsuccessful. The GradesFirst program allows immediate student notification (via text and email) when they are flagged “At risk” by an instructor or academic advisor. National data show a 5-7% increase in retention with GradesFirst, and our outcome goal is similar.



Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional Mission

The mission of Fort Valley State University (FVSU) is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 120 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

Student Body Profile

The following narrative and summarized tables present a snapshot of key elements that influenced FVSU completion work's key priorities. Tables listed below provide data that assisted with development of the plan.

FVSU enrollment reached a high in 2011 (3896) and now stands at 2695. The student retention percentage was slightly lower than it has been over the last two years but has averaged 57.9% for the last three years, after having reached a peak of 77.8% in 2003. However, the current retention rate is 76.8%! This is a whopping increase of 18.9 % over the previous three year average. FVSU administrators believe this increase is due to many initiatives that have been implemented. Much of the **previous** enrollment increase and retention decline can be attributed to the increase in the number of underprepared students that were admitted to FVSU over that period. Likewise, the influx of less-prepared students possibly resulted in a decline in the four-year graduation rates by cohort, which was only 6.1% in 2011. The six-year graduation rate by cohort, likewise, has suffered a decline and is only 28.5% for the 2009 cohort. Clearly, FVSU serves a unique population. The majority of FVSU students are African-American (94%) and as of 2014, 84% of FVSU students received Pell Grant Funds. Approximately only 5% of the incoming freshmen class were considered adult learners (25 years or older), so the bulk of the student body is made up of high school graduates who are products of lower-performing high schools in the inner-cities or rural areas. **However a shift has occurred in the enrollment practices and the reward for this is a higher retention rate and, hopefully, a future increase in graduation rates.** Our slightly higher female population is consistent with national trends. These indicators were used as the committee devised the Complete College Georgia Plan for FVSU as benchmarks and as points of reference for strategies that needed to be developed and for historical perspective as the plan was outlined for the future of FVSU.

Table 1: Enrollment, Retention and Graduation Rate by Cohort

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male Enrollment											1529	1530	1574	1442	1286	988	1063
Female Enrollment											2024	2198	2322	2126	1894	1606	1632
Total Enrollment		2561	2485	2446	2537	2558	2174	2176	2568	3106	3553	3728	3896	3568	3180	2594	2695
Retention by Cohort		72.7	75.3	77.8	67.9	74.8	75.2	74.5	71.1	63.5	58.93	58.4	59.3	57.7	56.7	76.8	
Four-Year Graduation Rate by Cohort		13.95	14.7	15.9	13.1	14.9	15.53	10.4	7.6	10.8	10.9	6.4	6.1				
Six-Year Graduation Rate by Cohort	25.6	36	32.3	35.1	33	34.3	33.6	29.4	27.9	30.6	28.5						

TABLE 2: Enrollment by Ethnicity

	2006	2007	2008	2009	2010	2011	2012	2013	2014
African-American	2017	2351	2850	3304	3510	3650	3100	3045	2446
International	35	33	26	23	21	12	15	17	15
Caucasian	54	50	51	43	51	57	84	88	91
Hispanic	5	6	15	13	11	11	5	10	9
Asian	2	4	8	6	6	7	2	12	2
Native-Am.	3	1	1	0	0	0	2	2	2
Multiracial	4	9	18	23	17	11	42	6	4
Not Listed	0	0	0	7	16	7	0	0	25
Total	2120	2454	2969	3419	3632	3755	3250	3180	2594

Table 3: Pell Recipient and Adult Learners by Incoming Freshmen Cohort

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Enrolled Cohort	319	515	720	1071	1030	869	1063	669	538	224
Pell Recipients	190	335	503	742	761	709	893	563	435	187
Pell Recipients (%)	59.6	65.0	69.9	69.3	73.9	81.6	84.0	84.2	80.9	83.5
Adult Learners	10	26	26	22	44	49	48	19	10	11
Adult Learners (%)	3.13	5.05	3.61	2.05	4.27	5.64	4.52	2.84	1.86	4.9

Table 4: Learning Support versus Non-Learning Support by incoming Freshmen Cohort completion

	2004	2005	2006	2007	2008	2009	2010	2011
Enrolled Cohort	457	319	515	720	1071	1030	869	1063
4-year completion								
Learning Support	18	15	15	16	25	29	19	16
Learning Support (%)	9.3	9.0	5.8	4.6	4.7	5.5	3.9	2.5
Non-Learning Support	48	29	28	27	72	82	37	50
Non-Learning Support (%)	18.2	19.0	10.9	7.3	13.3	16.3	9.7	11.9
5-year completion								
Learning Support	38	37	45	59	93	84	72	
Learning Support (%)	19.7	22.3	17.5	17.0	17.6	15.9	14.8	
Non-Learning Support	82	50	55	77	155	139	81	
Non-Learning Support (%)	31.7	32.7	21.3	20.7	28.6	27.7	21.2	
6-year completion								
Learning Support	54	49	68	86	128	119		
Learning Support (%)	28.0	29.5	26.5	24.7	24.2	22.5		
Non-Learning Support	106	57	76	115	199	176		
Non-Learning Support (%)	40.2	37.3	29.5	30.9	36.7	35.1		

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

High Impact Strategy

Pre-College Academy: Students formerly rejected for admission to FVSU, but who met the program’s minimum criteria, were invited to attend a five-week, intensive program designed to fortify their skills in reading, writing, and mathematics. Based on their successful completion of this program, they were admitted to the University the following semester.

Concept: The Pre-College Academy is designed to assist in the transition from high school and college. It is an opportunity to offer the university experience to students who, otherwise, might not receive admission. This highly concentrated program of study offers strengthening of basic skills in an on-campus environment which can lead to admission into the FVSU University College. Its mission is to increase the skill levels of selected high school graduates in mathematics, reading, and English; to increase students’ motivation to pursue college careers; and to enhance students’ perceptions of the value of attending college. In addition, the Pre-College Academy at FVSU will ensure that students will meet FVSU’s admission standards and are adequately prepared for the rigors of the academic curricula prior to being enrolled. The program will serve as a pipeline for admission to FVSU for students who successfully complete the program.

Identification, Analysis, and Prescription: The Office of Admissions at Fort Valley State University identifies all applicants who meet the following criteria: SAT Math 310 (ACT 14) and SAT Verbal 350 (ACT 13) and a high school GPA of 2.2 or above. By invitation, they are invited to campus to participate in the five-week program during which an analysis is conducted of the participants’ reading, writing and mathematics deficiencies, classes are tailored to the needs of participants, and tutoring and Supplemental Instruction are designed to address weaknesses.

Coordinated Activities: For a five-week period, program participants will attend classes in three subjects, reading, English, and mathematics. Each class will meet one hour and fifteen minutes per day, Monday through Thursday. Study sessions are also planned for evenings and throughout the day. Fridays will expose students to University Orientation where they will learn the basics needed for successful navigation of a college career. Weekends are devoted to recreational, cultural, and professional development activities.

Metrics to be Utilized: The impact of the program will be measured by test scores and perception surveys, designed to assess progress toward the program’s purpose. Pre- and post-tests will be administered to determine outcomes students have mastered before and after instruction. Course-embedded assessments in math modeling, reading and writing will be used to assess the students’ achievement in the various subject areas. Also, perception surveys utilizing quantitative and qualitative measures will be utilized to measure students’ awareness of higher education opportunities both before and after participation in the program.

Assessment and Anticipated Outcomes: Successful performance in the three courses will be measured by course-embedded assessments. Pre- and post-testing will allow assessment of the increases in reading ability related to the program. It is anticipated at least 75% of the students will successfully complete the course and will, therefore, be able to qualify for admission to FVSU in it University College program.

Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years). Goal 9: Increase Access for underserved and/or priority communities.
Summary of Activities	The program has been implemented and is currently preparing for the third cohort of students. The first cohort of students enrolled at FVSU at the rate of 89.3 %.(25 students) Moreover, their retention rate from Spring 2015 to Fall 2015 was 96 %(24 students). The program was held in the Fall of 2014, which means these participants enrolled at FVSU in Spring 2015. Cohort #2 started in the Summer of 2015 and 100% (21 Students) of them enrolled at FVSU in Fall 2015. Approximately 98 % of cohort members improved in each area (Math Reading, and Writing on the Compass Placement exam. FVSU believes that these participants will have a better chance of graduating.
Baseline Status	24.2% of underprepared students graduate from FVSU in six years.
Interim Measures of Progress	Increase the success of students who are underprepared by 5% over the next three years.
Measures of Success	Increase the success of students who are underprepared by 5% over the next three years. The outcome will be assessed based on retention and graduation rates of this population. Additionally, formative evaluations will be conducted annually by reviewing the course completion rates of this population.
Lessons Learned/challenges	The challenges that were encountered were mainly centered on the lack of funds. A budget must be allocated for this important initiative. The program does work and FVSU must decide which initiatives are accomplishing outlined goals and objectives and then fund them adequately. Also, the ability to admit more students into this program would enhance our opportunity to increase the number of undergraduate degrees at FVSU immensely.

High Impact Strategy **Expand Adult Learning Opportunities:** FVSU Expanded efforts to identify needs and increase access to FVSU programs and degree completion for adults returning to college, active military, and current student veterans to include creating additional assessment, planning, and intentional programs and services as needed.

Related Goal	Goal 9: Increase Access for underserved and/or priority communities.
Summary of Activities	FVSU Created a virtual one-stop-shop for military students and online students, to include admissions, registration, advisement, graduation applications, and financial aid counseling. Also, through Advance2Go, a project funded by the Adult Learning Consortium, FVSU provides assessment, competency-based introduction in math, reading, and writing skills in preparation for the COMPASS exam, support and instruction in learning and personal strategies, career counseling, and Prior Learning Assessment evaluation. Advance2Go includes marketing to and identification of adults who may benefit from the program as they begin or reenter college. Additionally, FVSU launched the “Recruitback” program. The program targeted over 10,000 former students who had “dropped” or “stopped” out by sending them info on what it took to get reenrolled at FVSU. This effort netted approximately 139 students. Intrusive advising and academic support were provided to these students. FVSU will track these students and monitor their success rates. The Recruitback program will be duplicated and all persons who didn’t respond will be contacted again as life situations might have changed .Next, a position was developed and assigned to maintain records of students with potential to earn credit through Prior Learning Assessment and enlist faculty support to offer PLA opportunities to adult learners and military. Hiring of a military liaison/resource center coordinator has been requested to implement one-stop process. The VA certifying official is responding to active military recruits who indicate an interest in FVSU through CONAP immediately. The VA certifying official is completing transfer of credit forms based on the ACE Guide and forwarding these to departments where veterans have chosen to major so veterans can receive academic credit they are entitled.
Baseline Status	Currently, Adult students make up 4.9% (2014) of the first-time freshmen student enrollment along with Adult students comprising of 1.3% of first-time freshmen online students. The Adult student population graduates at rate of 27.3%. The Total Online population makes up 2.7% of the first-time freshmen enrollment.
Interim Measures of Progress	Increase the enrollment and graduation rates of adult students by 5% over the next three years.
Measures of Success	Increase Graduation and retention rates of this population by 5% over the next three years. Also as an indirect assessment, the institution is collecting survey data from this population that provides the perceptions of FVSU from the students.
Lessons	FVSU has experienced a remarkable amount of turnover and leadership changes. As this

Learned/Challenges	turnover is reduced, this initiative will flourish even more. Again, budget issues are of concern. Title III has been helpful and the Advance2Go grant helped to offset some cost; however, much more funds are needed.
High Impact Strategy	Use Data Analytics: FVSU is using data analytics to better inform decision makers on campus. The beginning phases of this effort started with just using SPSS and Excel but it is quickly grown to using Tableau, data visualization software, and currently there is a proposal to purchase EAB Student Success Collaborative, which will give FVSU access to Grades First as well. This initiative will allow FVSU to use predictive analytics to identify students who are “off track” and to help them understand their likelihood of success in programs and to ensure students who are off track receive timely and targeted advising intervention. Georgia State University seems to be the leading entity to try this collaborative in the State of Georgia and they have proven the collaborative works. Columbus State University and Savannah State University have come on board as well and now FVSU is moving in this direction if the funding is available.
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate
Summary of Activities	The Office of Institutional Research, Planning and Effectiveness has been using Tableau to better prepare data visualizations and providing data dashboards to key decision makers. This level of access to data has increased the culture of data driven decisions being made on the campus. Additionally, weekly data reports are being developed to help contextualize key data for the institution. The end game is better decision making. A proposal has been submitted to the Title III Administrator for the purchase of the EAB Student Success Collaborative. EAB Student Success Collaborative (SSC) combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. At the core of SSC is a proprietary predictive model that identifies at-risk students as well as an analytics engine that isolates systemic barriers to degree completion. To complement the predictive model, SSC provides advisors and other student success specialists with powerful communication and workflow tools to transform insight to action and administrators with customized change management guidance to support institutional transformation. Also, Accutrac is being used to monitor students as they utilize the academic support services around the campus. It is being used to keep up with student contacts as FVSU begins to identify areas of support that have a correlation with overall student success. This feature will work well with EAB Student Success Collaborative as we enhance our Predictive Analysis capabilities. The audience for these data consists of Key Stakeholders including President’s Cabinet members and other frontline decision makers.
Baseline Status	Limited Predictive Modeling taking place initially, this only includes the manual process of using SPSS and Excel. The Retention Rate at FVSU is 56.7% and the six-year graduation rate is approximately 28.5%.
Interim Measures of Progress	Data driven decisions being made based on data reports. 90% of the President’s Cabinet members will state on the Administrative Survey that decisions being made are based on relevant data. 85% of at risk students who are enrolled at FVSU will be identified and advised by Retention Specialists. Retention and graduation rates at FVSU will increase by 5%.
Measures of Success	Indirect Assessments to include surveys and an increase in graduation, retention, and course completion rates.
Lessons Learned	Funding is needed to move this initiative forward. Title III has been instrumental in moving these efforts forward and FVSU is currently deciding on the EAB Student Success Collaboration. The timeline for this is before the end of Fiscal Year 2016. Training sessions for Tableau and EAB (when we receive it) will be scheduled asap. The Tableau rollout has happened and three sessions with Dean’s at FVSU have been facilitated.
High Impact Strategy	Intrusive Financial Aid Advising: Identify and implement initiatives to address financial needs of students from these populations in a timely fashion. Proposed efforts will include seeking external funds for more scholarships, changing policies on campus, and providing financial literacy education. All students will receive the financial literacy courses during their first semester at FVSU.
Related Goal	Goal 4: Provide intrusive advising to keep students on track to graduate.
Summary of Activities	The reorganization of the Office of Financial Aid, to include the addition of a Banner Systems Analyst, has resulted in the development of a proper business plan for Financial Aid operations. This includes the timely notification of students who have been selected for verification; placed on SAP dismissal, need to submit missing documentation, etc. The University has contracted with a default management firm to provide financial literacy education to students and their parents and to decrease the FVSU Cohort Default Rate. The

	Office of Institutional Research Planning and Effectiveness worked to develop flow charts to outline Financial Aid Processes. This was done to identify gaps in the processes that could cause conflicts with students completing the overall process in a timely manner. Additionally, this will aid the department in identifying issues for the non-traditional students in the educational pipeline as well.
Baseline Status	Eighty-Three Percent (83.5%) of FVSU students receive Pell Grants and 92.6% of students receive some type of loan. Thirty-Seven Percent (37.3%) of the enrolled population was considered paid on the first day of class.
Interim Measures of Progress	Enhance the effectiveness of the Financial Aid Office and the processes involved with getting students in the paid category prior to class starting in the Fall Semester by 30%.
Measures of Success	Sixty-Seven Percent (67%) of enrolled students on the first day of class will be in the paid category and their accounts satisfied. Additionally, students will continue to provide their perceptions of the effectiveness of the Financial Aid office through the FVSU Listens Survey and the Student Satisfaction Survey. At least 85% of students surveyed will state that they are satisfied or above-satisfied with the effectiveness of the Financial Aid Office.
Lessons Learned	Many technology lessons have been learned as FVSU has transformed its processes to eliminate long lines and frustrated students. Retention is impacted by financial aid especially at FVSU where a high number of our students receive some type of financial aid. With this in mind, a new Vice President of Student Success and a new Director of Financial Aid were hired and many of the challenges are being eliminated.
High Impact Strategy	Intrusive Advising: Provide customized academic support services to students on academic probation and academic warning, as well as those on warning for violating Standard Academic Performance (SAP) requirements. FVSU has developed proactive and intrusive intervention strategies.
Related Goal	Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal 4: Provide intrusive advising to keep students on track to graduate.
Summary of Activities	New advisors are being hired along with a new Director of the Center for Retention Services. Advisement for freshmen and sophomores is done in the Academic Advising Center. Faculty representatives advise juniors and seniors. Both groups of advisors monitor all students that are assigned to them. In addition, a limited number of faculty members were assigned to work within the Center for Retention Services to assist with advising of freshmen and sophomores students, especially during peak periods. An advisement manual was prepared; advisors are being trained with materials from NACADA (National Academic Advisement Association) and advisors have attended the national conference for professional development. October has been designated as Advising Month and advisement information sessions have been developed. Registration and Post-Registration follow-up meetings are now mandated with spring semester following a similar plan. Also, Retention Specialists are assigned to students on Academic Probation, Academic Warning, and SAP violators. Each time these students see their Retention Specialist; they must see their Academic Advisor. Advisors will assist with assigning Tutorial Services and monitoring their attendance with tutorials. Students must attend tutorials at least 10 times during the semester. These students must develop Academic Improvement Plans and are placed on an academic contract to hold students accountable. Additionally, students meet with Retention Specialists bi-weekly to discuss improving academically and developing appropriate academic behaviors. Credit
Baseline Status	Eighty-percent (80.2%) of credits attempted were successfully completed.
Interim Measures of Progress	Increase the percentage of credits successfully completed by 5%.
Measures of Success	Increase the percentage of credits successfully completed by 5%. This direct assessment will incorporate an analysis of Passed courses (A, B, C, and S) versus attempted courses (D, F, W, WF, and U). Additionally students will continue to have an opportunity to provide their perceptions of the effectiveness of the advising center and the team of retention specialists through student satisfaction surveys. Also, Student Credit hour attainment will be tracked.
Lessons Learned	Four years ago FVSU, as a cost saving strategy, decentralized the advising process. This decentralization of these services transferred all advising duties to faculty members at FVSU. This strategy was not successful as the implementation of the strategy was not well planned and many students did not understand the new approach especially new students. As this decentralization has now been reversed, the issue of funding has become very prevalent; however, funds have been allocated to reengineer the advisement process and a new Advising center has been established. New positions have been posted and the interviewing process has begun to fill positions.

BRIEF OBSERVATIONS:

Fort Valley State University has had success in the shift of culture as it relates to being cognizant of retention, progression, and graduation efforts as evidenced by the latest retention rate of 76.8%. This effort has been assisted by an infusion of direction and intentional efforts of the Past President, Dr. Ivelaw L. Griffith and the current Interim President, Dr. Jessica Bailey. Dr. Bailey has been very instrumental in the recent success of the retention/graduation initiatives. She organized strategic meetings to deal with issues to include enrollment management, collaboration/partnership development, special populations' recruitment and adult/military student populations.

The activities that have been most successful and unsuccessful are identified as follows:

Reengineering the Advising Process has been a successful strategy as this transformation has allowed FVSU students and campus stakeholders to know where the process emanates and who is responsible for this important retention initiative. Also, with this change the "15 to Finish" model can be employed and monitored to ensure success. Additionally, now the model includes a partnership with Faculty and Professional Advisors, which promote stronger communication and less students falling through the cracks.

The development of the new Center for Retention Services has allowed for a great working collaboration for student success as Academic Advising and the Retention Specialist work as an extension of each other. This working relationship includes the advisement center creating the right road map for success and the Retention Specialists in the Center for Retention Services ensuring that the students are doing the things that are needed to be successful. These intrusive advisors monitor student attendance, student engagement, and instruct Freshmen Orientation courses as most student attrition occurs during the freshmen year at FVSU. Moreover, FVSU has developed a partnership with AVID for Higher Education. AVID collaborates with institutions of Higher Education to systematically address the goals of increased learning, persistence, completion, and success beyond college. AVID supports students in their efforts to earn a college degree and/ or certificate by developing and strengthening academic skills and personal development.

The Pre-College Academy Numbers are very positive as aforementioned.

Fort Valley State University has not been successful at providing additional scholarship funds for low income and first generation populations. Scholarships have been a major point of contention as the institution is not in a position to increase the amount of scholarships awarded.

FVSU employed a working group for Financial Aid processes and the entire process was mapped out and new processes and deadlines were established. However, FVSU still encounters problems with technology and infrastructure in regards to processing and eliminating/reducing lines and other obstacles. Many of the past problems were attributable to personnel. A new Financial Aid Director has been hired.

Purchasing a learning analytic system has been a part of the FVSU plan; however it has not been completed. The FVSU team has been looking to find an affordable solution. Leaders visited Georgia State University and received instruction and demonstrations of the learning analytics they have in place; however, the cost has been prohibitive. Currently, Tableau is being sampled in order to see if it can be used as a work around until the funds are available purchase a data analytic tool. Additionally, in house work has been initiated to develop data dashboards as a quick and accurate method to share data with key internal stakeholders. Fort Valley State University must purchase the tool from the Educational Advisory Board and make data analytics a part of the progressive culture of the institution.

FVSU reengineered its version of the Complete College Georgia Plan approximately two year ago as leaders realized that the first version had been completed in a silo. Many stakeholders shared with new leaders on the campus the fact they didn't know what the plan consisted of and didn't know whether the plan was doable or matched the needs of the institution. A committee was then established and a change process that included having a diverse representation of stakeholders involved. Additionally, the team did not believe the plan was measureable and in some instances achievable. From the involvement and participation of the Deans Council and President Cabinet, a new plan was devised. This plan is the current version of the activities of the CCG plan at FVSU.



Georgia College & State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional Mission

Georgia College remains committed to being an integral part of the University System of Georgia's Complete College Georgia (CCG) initiative for creating a more educated state. The CCG Campus Completion Plan initially developed by Georgia College in 2012 was built around its mission (see Georgia College Mission Statement) as Georgia's designated public liberal arts university where excellence, engagement, and innovation are essential components of an educational experience that according to its mission "supports the needs of the region and creates pathways to individual success and personal fulfillment." This sentiment remains today as Georgia College continues to refine and improve upon the CCG goals, strategies, and objectives previously developed.

Georgia College Mission Statement

"As Georgia's public liberal arts university, Georgia College offers undergraduate programs of study to talented and motivated students in a residential college setting. Georgia College also provides, at multiple locations, graduate and professional studies that support the needs of the region and create pathways to individual success and personal fulfillment. Its academically engaging, student-centered programs often take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society. Through its teaching, research, and service, Georgia College enriches the lives of students and their local and global communities."

Student Profile

Georgia College's enrollment has been stable over the past nine years. First-time freshman enrollment (see Graph 1: First-time, Full-time Students) was initially capped between 2007 and 2010 to support our mission but has experienced steady increases since 2011. Overall undergraduate enrollment also experienced moderate increases from 2006 to 2010, a small decline in Fall 2012, followed by a steady increase to its present level in 2014 (see Graph 2: Fall Undergraduate Enrollment). Further enrollment growth at Georgia College is planned for graduate programs while maintaining undergraduate enrollment at its current levels.

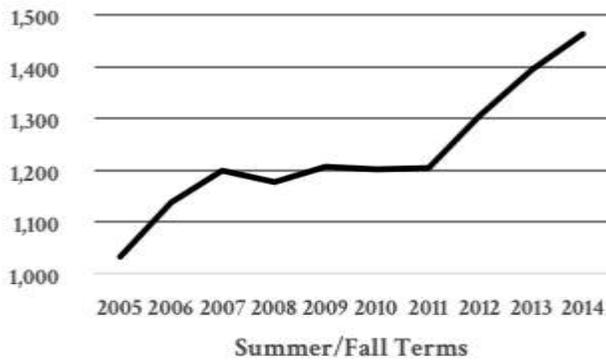
From Fall 2006 to Fall 2013, the academic profile of the incoming classes improved in quality as evidenced in average SAT scores with an increase from 1125 to 1162 (see Graph 3: First-time Average SAT). However, 2013 to 2014 witnessed a slight decline. Conversely, the average high school GPA evidenced an increase from 3.29 in Fall 2006 to 3.49 in Fall 2014 (see Graph 4: First-time Students' Average HS GPA).

Georgia College's four-year graduation rate (see Graph 5: Graduation Rates) has also seen a steady increase and is cause for optimism that many of our CCG goals and strategies might indeed be effective.

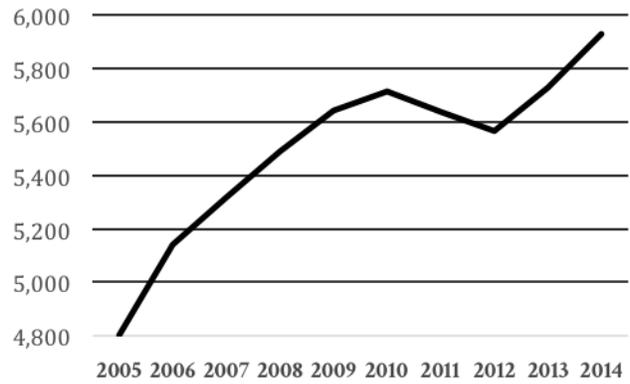
The diversity among our student body is illustrated in Graph 6: First-time Students by Race and Ethnicity, and reviewers will note the trend line for minority students, particularly African-American and Hispanic. The percentage of African-American students increased modestly from 2013 to 2014 while the percentage of Hispanic students remained steady. While Georgia College continues to struggle with attracting students from diverse populations, much attention has been placed on this initiative as a result of the recently authored campus diversity plan in 2014 and the continued successes of the Georgia College Early College Program as highlighted in this report. As stated in 2014, collectively, all efforts to date have the goal of increasing diversity across campus and, subsequently, retention and graduation rates of these student groups.

The selected strategies highlighted in this report support Georgia College's mission by increasing completion rates of our students, thus "developing their intellectual, professional and civic skills, and dispositions that will enable them to thrive in an information-intensive and diverse society" (See Mission Statement on page 3). Georgia College continues to be committed to its designated public liberal arts mission and the purposeful execution of activities designed to improve retention and graduation rates of its students.

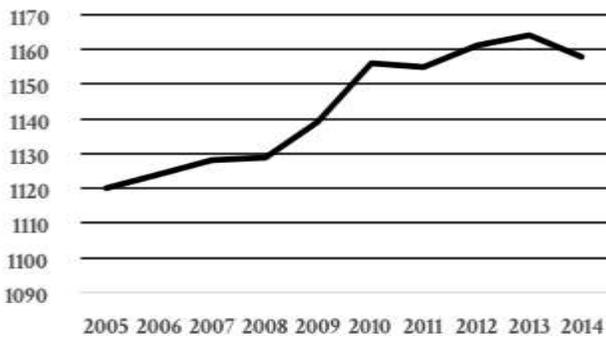
Graph 1: First-time, Full-time Students



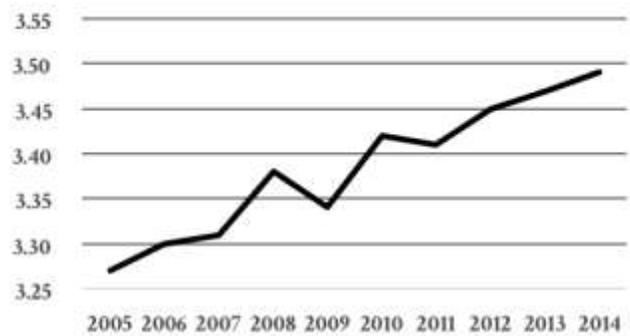
Graph 2: Fall Undergraduate Enrollment



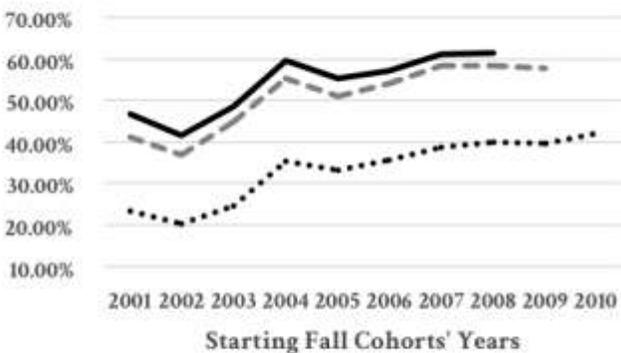
Graph 3: First-time Average SAT (Fall entries only)



Graph 4: First-time Students' Average High School GPA (Fall entries only)

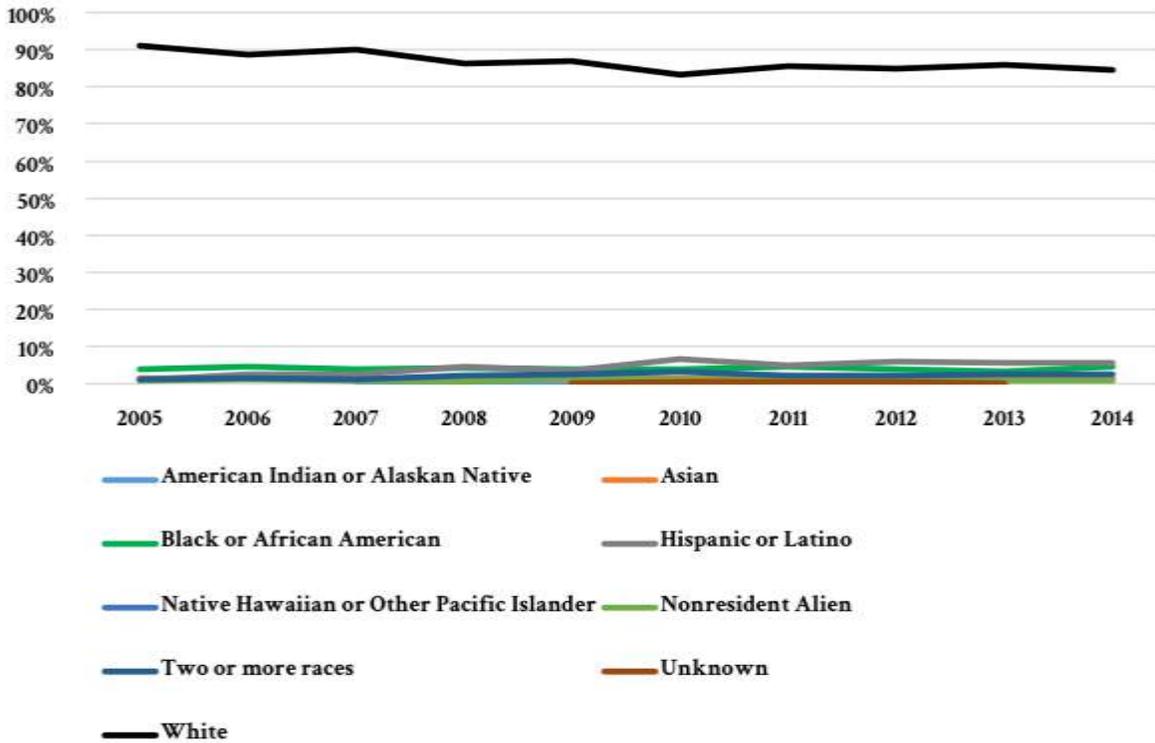


Graph 5: Graduation Rates



..... Four-year grad rate - - - Five-year grad rate
 ——— Six-year grad rate

Graph 6: First-time Students by Race and Ethnicity (Summer and Fall entries)



INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal	1. Increase the number of undergraduate degrees awarded by USG institutions.
High-impact strategy	Increase high school completion in GC’s Early College program by 5% annually and the earning of college credit by the time of high school graduation by 5% over the next two years.
Summary of Activities	Data presented below demonstrate a decline in students graduating from GCEC between 2014 and 2015 and, subsequently, the number of students opting to enroll at Georgia College. With respect to college credits earned, while there was a slight dip from 2012 to 2013, the number increased in 2014 with a range of 15-37 credits but then declined in 2015 to 9-32. Readers should also note that 2015 results were higher than in 2012 and 2013. Informally, GCEC administrators are cautiously optimistic that 2016 will see a return to the 2014 levels. Strategies that have helped achieve this objective have included: <ul style="list-style-type: none"> • Intrusive advising by the GCEC administration and staff • Constant efforts by the GCEC administration to maintain communication between GCEC and GC and increase number and quality of collaborations • GCEC administration and the GC Associate Provost for Student Success engaging in conversations related to GCEC student completion
Baseline Status	The measures identified for this strategy remain appropriate and will continue to be applied for this item. Note: 2011-12 data provided in the table below served as the baseline measure for all subsequent GCEC activities.
Interim Measure of Progress	Data from the GCEC Class of 2014 were noticeably higher compared to other recorded years. While percentages are down from FY15 to FY14, the GCEC administration is still very proud of the Class of 2015’s achievements. The administration had predicted that only 5 students would complete the program, so these results were very encouraging. The administration is anticipating that 26 students will complete the program in 2016 with a college credit range of 9-42.

	Total	Graduating	% of	Continuing	Dual Enrollment
--	-------	------------	------	------------	-----------------

	GCEC Enrollment	High School (Attended GC)	Original Class of 55	@ IHE	Range of College Credits Earned by GCEC graduates
2011-12	168	10 (1)	18.2%	10	15-29
2012-13	194	11 (0)	20%	11	13-26
2013-14	229	19 (5)	34.5%	19	15-37
2014-15	216	12 (2)	22%	12	9-32

Measure of Success

% students graduating from GCEC compared to original class enrollment
 Number of college credits awarded to GCEC graduates in each of the past three years

Lessons Learned

Attainment of this goal and strategy will result in greater access to Georgia College for a traditionally underserved group in the Middle Georgia area. Furthermore, because these students will enter GC with awarded college credit, there is a greater potential for these students to complete their degrees in four years.

Challenges for Georgia College Early College (GCEC) students attaining the goal are identified below with activities to remedy the situation:

4. **MENTORSHIPS:** As previously stated in last year’s report, most GCEC students do not come from environments that support them in furthering their education. Their lack of knowledge and reluctance to ask for help causes a series of negative events to occur when they begin their college courses. GCEC offers college support classes and have teachers monitoring them, but that interaction depends upon teachers having a free period of time during the day to assist.

Need: GCEC needs mentors, more college students intentionally interacting with our students.

Activities:

- Work-study Program Students: GCEC has been fortunate this year to have the use of two work-study program students. These college students have served as role models and mentors for our students. They have organized activities to support our students’ social and emotional growth and have gone beyond their office duties to support students in their college courses by editing papers, assisting them in finding resources, and helping them study and prepare for assessments.
- The Male Connection has been wonderful for GCEC’s African American males, but we are losing males of other ethnicities because they do not have a particular group or individuals targeting them. Since the Male Connection expanded to include 9th grade students and began having meetings during the school day, it has become more evident that a group of students is not being supported on the same level. Fortunately, with the help of work-study students, we were able to develop advisement programs that target all students. We still need this type of support from Georgia College. GCEC has reached out to the faculty advisor for Young Life (student Christian group) for help interacting with our students in the near future.
- Although GCEC does not have a "Near Peer" Course, a high school literature teacher (GC MAT graduate) was recently hired and has formed collaborations with three GC professors to team-teach literature courses. GCEC students received one-to-one (and sometimes two-to-one) assistance to enhance their reading comprehension and writing skills. These collaborations will continue next school year, as well as a partnership with a GC philosophy professor and her students.

5. **COLLEGE RIGOR/CONTENT COLLABORATION:** GCEC continues with two academic challenges: making sure its students master the state’s common core standards and ensuring that students are ready for college content. Although our students master state standards, they are not always ready for the rigor of college courses.

Need: GCEC needs more scheduled collaborations with college instructors to ensure its students are ready for college content. To date, GCEC has had successful collaborations with the theater, nursing, philosophy, political science, and science departments regarding specific activities but not centered on curriculum and instructional issues.

Activity:

- Through the campus collaborations established by one GCEC teacher, GCEC is well on its way to having a deeper understanding of what students need to do to be successful in their college courses. The GCEC teacher has engaged in collaborative planning and

team-teaching with college professors to make this idea a reality. These intentional efforts are relevant and beneficial to GCEC and GC instructors, and all students (college & high school) involved.

6. CHALLENGE: COMMUNICATION: There is a need for a greater sharing of student program information and progress between Academic Advising and the GCEC administration, including, but not limited to, sharing mid-term grades (with students' permission) and collaborating on effective student success strategies.

Activities:

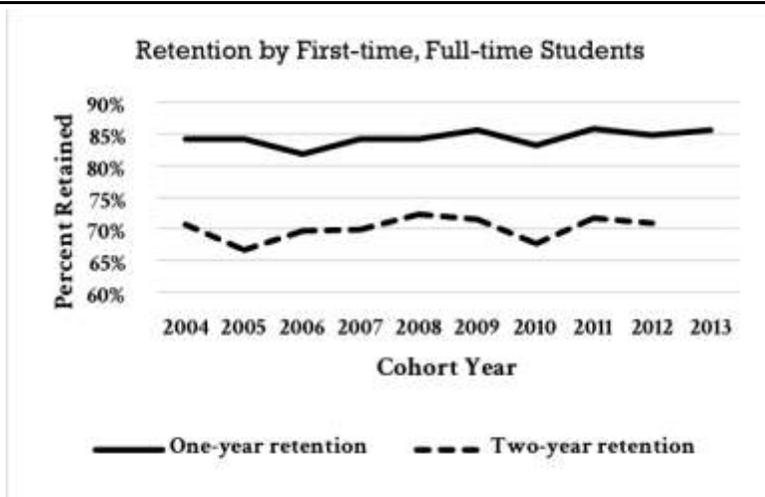
- GCEC administration and the Associate Provost for Student Success will meet to determine the best mechanisms to improve communication between both parties and, subsequently, to assist GCEC students' successful completion of dual enrollment courses.

Summary

GCEC has no intention of increasing the number of students in the program. However, with improvements in retention due to the work described above, graduation rates are anticipated to increase. Furthermore, the GCEC administration is hopeful that 100% of its Class of 2016 will graduate on time; and 4-6 students have already targeted Georgia College as their university of choice.

Goal	4. Provide intrusive advising to keep students on track to graduate.
High-impact strategy	Restructuring the Academic Advising area for greater efficiency and effectiveness using data analytics to better predict student success.
Summary of Activities	<p>FY'15 completed our first year utilizing "upper level" academic advisors. Eighteen (18) professional academic advisors now provide advising for all undergraduates.</p> <p>Academic departments encourage faculty members, now free from the administrative aspects of academic advising, to serve instead as academic mentors to students in their departmental major(s), to shepherd them through their upper-level courses, conduct undergraduate research with students, and help to develop the students' plans for graduate school, professional school, or the career world.</p> <p>A new Associate Provost was hired in January 2015 to oversee an expanded Center for Student Success. This new sector in Academic Affairs houses the Academic Advising Center and other resources dedicated to student achievement – the Bridge Scholars Program, The Learning Center, The Testing Center, Leadership Programs, and the Honors and Scholars Program.</p> <p>The Academic Advising Center is currently working to implement a modified structure, utilizing "advising clusters" in order to cross-train academic advisors and better accommodate and manage advising caseloads. Presently, our advising clusters consist of:</p> <ul style="list-style-type: none"> ○ Humanities and Education – 4 advisors ○ Social Sciences and Psychological Science – 3 advisors ○ Mathematics, Life Sciences, and Physical Sciences – 3 advisors ○ Business – 4 advisors ○ Health Sciences and Nursing – 4 advisors <p>Each cluster has a "Lead Advisor" (an Academic Advisor II) who supervises two or three Academic Advisor I positions. We have arranged our "clusters" so that each advisor will have an advising load of approximately 300 to 350 students. Lead Advisors typically have a slightly lower advising case load due to their supervisory responsibilities and their liaison efforts with their academic departments /colleges. In Fall 2015, professional advisors in the Academic Advising Center served 5,746 students. As the final seniors still with faculty advisors from the old advising arrangement graduate and move out of the pipeline, the Advising Center's number of advisees will increase slightly as all undergraduates are eventually served in our department.</p> <p>FY'16 will now see a shift of our advisor-advisee assignments to a four-year model, so that our academic advisors will have the opportunity to truly get to know their students and have deeper working relationships with their advisees. A stronger working relationship between student and advisor is expected to positively impact retention. For example, our academic advisors place a special emphasis on monitoring advisees' credit hour registration, to encourage students to target 30 earned credit hours a year. Now that the bulk of our centralized professional advising transition is complete and our model is set, GC will seek to capture baseline data on elements such as earned credit hour rates and retention by academic advisor and/or advising cluster.</p>
Baseline Status	The measures identified for this strategy remain appropriate and will continue to be applied for this item.

Interim Measure of Progress



Measure of Success

Retention rates for Y1:Y2 and Y2:Y3 annually for five years
 In 2012, the established baseline measure was “by FY15, Georgia College seeks to attain an 86% rate of retention of students from the first year into the second year, representing a 3-percentage point increase over current benchmark data.” This target has been achieved; and moving forward, Georgia College will increase Y1:Y2 retention by 1% in FY17.

Lessons Learned

The Student Success Collaborative (SSC) provides predictive information to academic advisors to identify students who, though in good academic standing, may be in danger of not graduating in their intended major. SSC performs these analytics by comparing students’ performance in key courses with those of students who have been successful in the same major. It also helps to identify majors that are strong matches in the event students are not performing adequately in their first choice.

All academic advisors at Georgia College have now been using the SSC platform for one complete year. For declared and undeclared students alike, the system allows advisors to record meetings and other contacts, to keep track of meeting and contact notes, and to assign select students to a “watch list” for additional monitoring and follow-up. Most importantly, the SSC platform generates alerts to advisors of students who may be at risk for leaving the university – either by virtue of performance/grades or perhaps missed milestones – important courses that must be taken in sequence or by a chronological target date. Advisors are able to then follow-up with the at-risk students to help them correct their path and/or connect them with key resources to improve their academic performance.

According to data from our SSC platform during the period of Fall 2014 to Spring 2015, 65% of the students who worked with their academic advisor realized decreases in retention risk (N=2,699 students). In addition, for the same time period, 65.3% of students who worked with our professional advisors to switch majors, according to our SSC data (N=2,699 students), did so.

While our professional academic advisors have incorporated basic use of the SSC platform into their daily work with students, the Academic Advising Center is now working with its staff to move toward more advanced use of the platform, such as using it for targeted campaigns to specific groups of students.

We have realized there is a close link between Academic Advising and the Career Center. To that end in July 2015, the Academic Advising Center assigned one advisor to serve as the Advising Center’s Liaison to the Career Center. The responsibility of this position will be to meet regularly with the administration of the Career Center to learn about the Career Center’s advising goals and practices and to determine ways that the Advising Center staff can begin to mirror and support the advising strategies of career counselors in academic advising sessions. With a responsibility now for four-year advising, advisors will provide career advising and track and encourage career-building opportunities among their students.

“Advising clusters” are effective organizational models for increasing the efficiency and organizational engagement of each advisor. Advising clusters also complement the focus at Georgia College on students choosing their majors early in their academic career. By being in a cluster, which focuses on advising similar majors, advisors are able to, cross-train and better accommodate and manage advising caseloads. Working in similar areas, advisors also become well aware of requirements for similar majors and can advise students more appropriately when students make major changes in the same area cluster. The “advising cluster” model combined with the new four-year advising model will allow academic advisors to intervene early, track their students more effectively, and

develop more meaningful relationships with their advisees overall. We believe the benefits of “Advising Clusters” will increase student satisfaction and positively impact student retention and graduation.

Moving forward, because Georgia College is still in the beginning stages of utilizing Education Advisory Board: SSC, we have asked the collaborative to assist us in completing a longitudinal internal tracking process to determine how our advising efforts are impacting retention and graduation. So while we do not have the longitudinal data to report this year, we will begin the collection of these data and will be able to provide results in future reports.

Goal 6. Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

High-impact strategy Increase the number of Dual Enrolled students taking GC classes and earning college credit prior to high school graduation

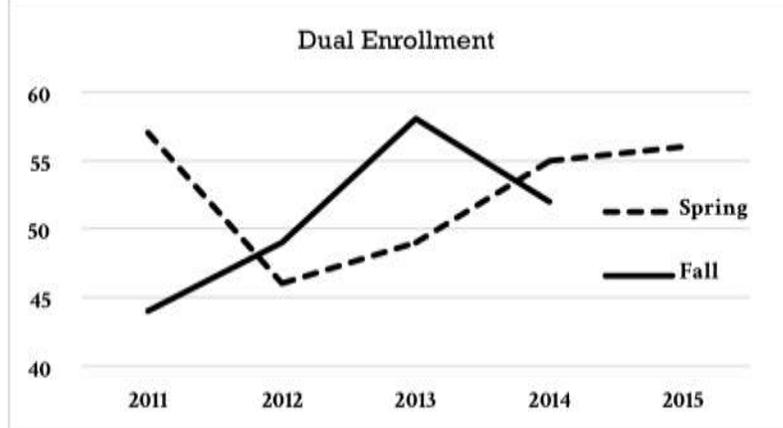
Summary of Activities Georgia College Office of Admissions has reached out to local schools to offer assistance for students enrolling dually in high school and college. Admission counselors also work with high school counselors to encourage students all over Georgia to take advantage of dual enrollment opportunities in their local communities to gain advance credit and also improve their admission portfolio when considering application to Georgia College.

The change in the funding model for dual enrollment from the Accel Program to Move On When Ready will make taking college courses in high school possible as some families were not able to afford this in the past. Under Move On When Ready funding, families will receive funding for all tuition, mandatory fees, and the use of required textbooks. The Office of Admissions will work closely with local schools to explain the benefits of this program.

Baseline Status The measures identified for this strategy remain appropriate and will continue to be applied for this item.

Baseline measures used to determine success were from 2011 (see below): Fall 44 and Spring 57.

Interim Measure of Progress



Measure of Success Number of students in the dual enrollment program.

Lessons Learned Any college credit that students can earn while still enrolled in high school not only shortens time to degree but also serves as preparation for postsecondary education after high school.

Georgia’s Accel Program has provided funding to assist with the cost of tuition, but some families struggle with the cost of mandatory fees. Georgia College has waived the mandatory fees for first generation dual enrollment students who are part of our Early College Program. This has allowed these students to take college courses with no out-of-pocket cost with the exception of textbooks. The additional fees have proven problematic for some families resulting in the Fall 2014 decrease in enrolled students. However, beginning Fall 2015, funding for these students will be available through Move On When Ready, which will cover the cost of mandatory fees and textbooks.

In addition to offering dual enrollment, Georgia College encourages entering students to enroll in Advanced Placement (AP) courses in high school with the intent to exempt college courses by AP exam score.

At the time this report was being prepared, our first two batches of AP score results arrived at GC. While we will receive other score reports throughout the remainder of

summer, the initial shipments received in early July are always the largest. From this first group of score reports, 566 incoming first-year students (39% of our freshman class) have received some form of academic credit that is applicable toward their degree. The total amount of academic credit awarded from this first round of evaluations equals 4,406 credit hours.

Goal 8. Restructure instructional delivery to support educational excellence and student success.

High-impact strategy Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.

Summary of Activities The College Algebra Emporium was piloted in Fall 2011. Since then, the program has been assessed on an annual basis with modifications made where appropriate to improve its effectiveness. Evidence of the program’s success is provided in the chart below (MATH 1111 College Algebra), which shows increases in ABs and declines in DFWs and Ws across the four years.

Modifications made since 2012 continue to have a positive effect on student success, and no additional changes were made in AY 14-15. The Department of Mathematics continues to monitor all aspects of the Emporium Model’s delivery.

Baseline Status The measures identified for this strategy remain appropriate and will continue to be applied for this item. AY 11-12 (see below) served as baseline measures to determine success of future activities.

Interim Measure of Progress

MATH 1111 College Algebra

	AB	DFW	W
AY 11-12	55%	24%	13%
AY 12-13	67%	20%	9%
AY 13-14	71%	16%	7%
AY 14-15	66%	18%	7%

The results for 2012-2013, 2013-2014, and 2014-2015 suggest that the College Algebra Emporium is having a very positive effect on student success in freshman-level math. These results are extremely encouraging as measured by the DFW-rate and the AB-rate. During these three years, the average DFW-rate in College Algebra was 18%. This is a decrease from the 24% DFW-rate which was typical in MATH 1101 Math Modeling. During these three years, the AB-rate in College Algebra has averaged 68% as compared to the 57% AB-rate which was typical in Math Modeling. The withdrawal rate in College Algebra has averaged 8%, a decrease from the withdrawal rate of 12%, which was typical in Math Modeling. This lower withdrawal rate is very encouraging, all the more so because those students who do persist in the course tend to do very well.

The improvements in the AB, DFW, and W-rates in College Algebra subsequent to Year 1 also suggest that the changes, which were implemented in the Emporium in Years 2 and 3, had a positive effect on student success.

One of the goals of the College Algebra Emporium is to enhance the algebraic skills of our students so as to better prepare them for any subsequent mathematics courses they may take, particularly MATH 1113 Precalculus and MATH 2600 Probability and Statistics, both of which are Area D core courses. We have done some preliminary tracking of those students who took College Algebra in Year 1 and who then went on to take either MATH 1113 or MATH 2600. The results we found are positive and very encouraging. Of the students who received ABC in College Algebra in Year 1 and who went on to take either MATH 1113 or MATH 2600 as their subsequent math course, 63% received ABC in the subsequent course. When we look at the analogous data for students who took MATH 1101 instead of MATH 1111, we find that of the students who received ABC in MATH 1101 and who went on to take either MATH 1113 or MATH 2600 as their subsequent math course, 54% received ABC in the subsequent course. These data suggest that the College Algebra Emporium provides better preparation for MATH 1113 and MATH 2600 than does MATH 1101.

We followed up this preliminary tracking by looking at the students who took MATH 1111 College Algebra during the period Fall 2011 – Spring 2014 and at their performance in their subsequent courses, specifically MATH 1113 Precalculus and MATH 2600 Probability and Statistics. We did the same thing for students who took MATH 1101 Math Modeling or MATH 1001 Quantitative Skills & Reasoning during the same time period. The results of this study continue to indicate the better preparation provided by the College Algebra Emporium.

To date, the only course offered in the Emporium has been MATH 1111 College Algebra. This course is one of the options to satisfy Area A of a student’s core curriculum requirements. Another such course is MATH 1101 Math Modeling. We would like to

enlarge the scope of our course redesign initiative so as to offer Math Modeling as well as College Algebra via the Emporium. If done properly, the Emporium can then accommodate students from both courses simultaneously. Thus, the College Algebra Emporium would become a true Math Emporium. Preliminary planning is already under way for this, and the hope is to implement this initiative in Fall 2015.

Measure of Success

AB, DFW, and W-rates for the College Algebra Emporium across three years.

Lessons Learned

College Algebra Emporium, MATH 1111 was designed to improve success and completion rates of non-STEM students taking their Area A Math course. Prior to the introduction of the College Algebra Emporium, students took MATH 1101 Math Modeling.

MATH 1101 Math Modeling

	AB	DFW	W
AY 09-10	56%	25%	12%
AY 10-11	57%	23%	12%

The corresponding rates for the first four years of the Emporium:

MATH 1111 College Algebra

	AB	DFW	W
AY 11-12	55%	24%	13%
AY 12-13	67%	20%	9%
AY 13-14	71%	16%	7%
AY 14-15	66%	18%	7%

The results for 2012-13, 2013-14, and 2014-15 suggest that the College Algebra Emporium is having a positive effect on student success in freshman-level math particularly DFW rates compared to MATH 1101 Math Modeling. The charts above provide evidence that the changes implemented in 2014 (Georgia College's August 1, 2104, CCG report) continue to have a positive effect on student success.

Given the success of the Math Emporium model over the past four years, the Department of Mathematics would like to enlarge the scope of the course design sequence and offer Math Modeling as well as College Algebra via the Emporium.

OBSERVATIONS

What strategies and activities have been most successful?

Math Emporium

As evidenced by data provided in this report, the Math Emporium model appears to have stabilized and continues to be one of Georgia College's greatest instructional delivery successes. The Mathematics Department has worked diligently to develop a model that has led to increases in students' performance. Given the success, the department would like to enlarge the scope of the course design sequence and offer Math Modeling as well as College Algebra via the Emporium.

Student Success Collaborative (SSC)

The use of SSC as a predictive tool in identifying students at academic risk allowed for advisor intervention resulting in a 65% decrease in the number of at-risk students. In addition, for the same period, 65.3% of students who worked with new professional advisors to switch majors did so according to SSC data (N=2,699 students).

What have been least effective?

GCEC

Data presented on page six identified a decline in students graduating from GCEC between 2014 and 2015 and, subsequently, the number of students choosing to enroll at Georgia College. While there was a slight dip in college credits earned from 2012 to 2013, the number increased in 2014 with a range of 15-37 credits but then declined in 2015 to 9-32. However, the 2015 results were higher than in 2012 and 2013. GCEC administrators are cautiously optimistic that 2016 will see a return to the 2014 levels.

Dual Enrollment

The number of students participating in dual enrollment showed a decrease in Fall 2014. Results of surveys indicate the primary barrier is one of financial resources. However, the restructuring of the dual enrollment program into Move On When Ready (MOWR) provides funding for essentially all costs for families, therefore, removing this barrier. This change is effective Fall 2015.

Has your institution made adjustments to completion activities over the past three years?

If so please explain why.

Center for Student Success

Since the arrival of the new Associate Provost and Director of Student Success in January 2015, there has been a renewed focus in terms of reviewing measures in place since the advent of CCG and identifying areas in need of an enhancement to improve retention and graduation rates of Georgia College students. As a result of these discussions, the following four areas have been targeted for implementation:

- **Area Cluster Advising:** Beginning Fall Semester 2015, the Academic Advising Center will implement a new organizational structure that "clusters" advisors together into five major academic areas: humanities and education, social sciences, physical and life sciences, business, and health sciences. Each advising cluster will be assigned a "lead advisor." This model will allow advisors in similar academic areas to improve the depth of their understanding of requirements for the major in each area, improve their relationships with area faculty, and thus provide more informed and strategic advice to students in the cluster majors regarding how to progress effectively to graduation. The area cluster model will also allow cross-training for advisors in the similar academic areas, better facilitation of changes in the major, and, with closer supervision, greater opportunity to identify and quickly solve any problems with advising knowledge and delivery.
- **Four-Year Advising:** Beginning Fall Semester 2015, academic advisors will begin four-year advising. Advising students all four years, instead of changing advisors after two years, will allow advisors to develop quality relationships with their students, intervene effectively when students have difficulties, and track the progression and retention of their advisees over four years. To support the four-year advising model, the Student Success Collaborative will provide retention reports tied to specific advisors. These reports, with real-time data for each advisee, will provide greater opportunity for early intervention by the advisors, help develop analytical models for advising best practices, and provide an outcome-incentive to advisors to make sure that their advisees are progressing successfully.
- **Increased Emphasis on the Value of a Liberal Arts Education:** In keeping with the renewed emphasis on Georgia College's mission as a public liberal arts university, academic advisors will begin to participate in discussion groups to develop a consistent message about the value of the liberal arts and a more intentional strategy for articulating this value to their advisees. We believe that when students have a greater understanding of the value of a liberal arts education for both self-development and career advancement, they will be more likely to have a satisfying educational experience at Georgia College that will yield greater retention and progression to graduation.

Math Emporium Model

Modifications made since 2012 continue to have a positive effect on student success, and no additional changes were made in AY 14-15. The Department of Mathematics continues to monitor all aspects of the Emporium Model's delivery.



Georgia Highlands College

Georgia Highlands College (GHC) is a state college of the University System of Georgia (USG) with an access mission and limited baccalaureate degrees. The college's purpose is to provide access to a teaching and learning environment that prepares students to thrive in a global society. The mission of GHC is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of the region.

The college had been seeing approximately 3% enrollment growth through Fall 2011 with 5500 students. In Fall 2013, GHC enrolled 5492 students. Fall-to-fall enrollment remained essentially flat until Fall 2014 when enrollment declined by 2.3% to 5365 students. For Fall 2015, enrollment was up 7% to 5748 students.

Demographics for the GHC student body as of Fall 2014 are shown below.

Gender	
Female	62%
Male	38%
Race	
White	68%
Black or African American	18%
Hispanic/Latino	9%
Asian	1%
Financial Aid	
Percent receiving some aid	73%
Pell awardees	47%
HOPE awardees, all categories	21%

Residency	
Georgia Residents	97%
Full or Part Time	
Full Time	49%
Part Time	51%
Age	
Average Student Age	23.7 years
All Adult Learners (25+)	25%
First Time Adult Learners (25+)	3.47% of new
Veterans	
Number	154
Percent of student body	2.87%

GHC's key priorities are directly tied to the student body as described by the demographics and the access mission of the college. The focus is on goals that relate to traditionally underserved students, including adults, veterans, lower-income students, and lower-prepared students. GHC's mission is to assist students to succeed, whether that be in a career with one of GHC's career programs (Nursing, Dental Hygiene, Human Service) or with a transfer associate's degree on the way to a bachelor's degree at a different institution. These priorities are reflected in GHC's selected goals for Complete College Georgia.

For instance, in Fall 2014, 49% of GHC's incoming freshmen required some form of remediation. That is a typical percentage for the institution, so finding ways to track and guide students through remedial work is key to assisting the students in achieving success. GHC has been working towards the completed adoption of new remedial strategies for four years, since the concepts were introduced large-scale within the USG. GHC's pattern of early adoption is evidenced by the college's piloting in the past several years of the emporium model, co-requisite remediation, and STEM versus Non-STEM paths for math Learning Support. Even though colleges are not required to adopt the current recommendations to change Learning Support regulations until Fall 2015, GHC was among five institutions that brought the recommendations fully to scale a year early in Fall 2014. For GHC, "at scale" means that all Learning Support sections provided by the institution were in the new formats, no more READ 0099, ENGL 0099, MATH 0097, or MATH 0099 sections.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Complete College Goal

1: Increase the number of undergraduate degrees awarded by USG institutions.

4: Provide intentional advising

High Impact Strategy

- **Target increases in completion for students traditionally underserved in post-secondary education.** Tracking retention and graduation for at-risk populations with interventions, such as African-American males (AAMI program), joint enrolled students, non-traditional students (Adult Concierge Initiative, covered in more detail in Goal 4), and Learning Support students (covered in more detail in Goal 7).

Additional strategy: Adopt targeted baccalaureate programs that meet local economic development needs. First set of graduates from fully online RN-to-BSN program in Spring 2015; first enrollment in fully online Bachelor in Dental Hygiene completion program in Summer 2015.

- **Establish criteria for identifying students who may need special interventions in**

<p>to keep students on track to graduate.</p>	<p>the semester (e.g., lack of attendance, poor performance on early assignments). Degreeworks; Early Bird Advising (EBA); Early Warning Program (EWP); Adult Concierge Initiative.</p> <p>- Ensure that students who meet off-track criteria receive timely and targeted advising intervention. Interventions resulting from Adult Concierge Initiative and EWP.</p>
<p>5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.</p>	<p>- Eliminate graduation application fees for associate degrees. Done.</p> <p>- Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees. Regular review of credit hours per student to identify those who have gained 90% or more of the appropriate credits toward a degree but have not petitioned for graduation; auto award for those who have correct credits; contact and advice for those who are lacking a few credits; reverse transfer awards.</p> <p>- Publicize the idea of degree completion via “reverse transfer” within the institution and locally. First step complete: posters at all sites of the college.</p>
<p>7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</p>	<p>Built on prior work in this area by joining four other USG institutions in the “vanguard” group fully at scale with new remedial methods in Fall 2014, a year ahead of USG’s implementation schedule (all Learning Support sections taught in the new formats); pursuing all high impact strategies for this goal; assessment of success in gateway and follow on courses and retention; analysis of outcomes against comparable Learning Support students in Fall 2009.</p> <p>- Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support</p> <p>- Combine remediation in English and reading. Done and at scale.</p> <p>- Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. Implemented and at scale.</p> <p>- End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses. Done and at scale.</p> <p>- Students have unlimited “attempts” to complete corequisite remediation. Done and at scale.</p>
<p>8: Restructure instructional delivery to support educational excellence and student success.</p>	<p>- Expand completely online opportunities. Continued expansion of GHC’s online offerings including whole AS and AA degrees starting in Spring 2015; rejoined eCore effective Spring 2015; analyses of student success in online classes comparable to those of eCore</p>

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

<p>Goal</p>	<p>1. Increase the number of undergraduate degrees awarded by USG institutions</p>
<p>High-impact strategy</p>	<p>Target increases in completion for students traditionally underserved in post-secondary education. Additionally, provide targeted baccalaureate programs that meet local economic development needs in the region.</p>
<p>Summary of Activities</p>	<p>One key focus area for Georgia Highlands has been retention, progression, and graduation for members of its African American Male Initiative (AAMI), which began in 2008. Another has been the first set of graduates in Spring 2015 from our new RN-to-BSN completion program (22) and the start of our Dental Hygiene baccalaureate program (students accepted in Summer 2015). GHC has also increased credit hours awarded to joint enrolled students.</p>
<p>Baseline status</p>	<p>Multiple events are held each year and services offered.</p>
<p>Interim Measures of Progress</p>	<p>Retention and graduation rates for all African American males and separately, for those who are part of the AAMI. Graduates from new bachelor programs. New joint enrollment arrangements are in progress to increase joint enrolled credit hours further. Non-traditional retention and graduation rates.</p>
<p>Measures of Success</p>	<p>As the corresponding table in the Data Appendix shows, retention rates for African American male students who are part of our AAMI are substantially higher than for AAMs who are not in the program. AAMI members also make up a substantial portion each FY of degrees awarded to African American males. GHC’s overall rate of degrees awarded for the past five fiscal years is shown in the Data Appendix, with an increase in associate degrees awarded between FY 2014 (585) and FY 2015 (625, local figures) of just over 6%. The new BSN graduates add 22 more degrees, contributing another 4% toward total degrees awarded. Credit hours awarded to joint</p>

<p>enrolled students have increased 288% since AY 2010-11.</p> <p>Lessons Learned</p>	<p>The retention figures also show a strong increase in retention for students who started college part-time rather than full-time. Since 51% of our students in Fall 2014 were part-time, that is a particularly welcome trend. It results at least partly from our increased online offerings, which have become the courses of choice for our adult and working students as the number of students who attend in the evenings has dropped. However, further analysis is needed to see what else is contributing to the increased retention for this group.</p>
<p>Goal</p>	<p>4. Provide intentional advising to keep students on track to graduate.</p>
<p>High-impact strategy</p>	<p>Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).</p>
<p>Summary of Activities</p>	<p>GHC has three programs contributing to this strategy. First, GHC created an Early Bird Advising (EBA) program which enables students to work with a faculty member to create an academic plan that spans at least a year, taking into consideration contingency plans, rather than simply choosing courses for the next semester. Second, GHC has operated an Early Warning Program (EWP) since Fall 2011 based on faculty reports. At the time the program began, faculty were not required to provide a mid-term grade (or S/U). Initially reports were required at three intervals: 5% into the term of attending/non-attending (auto drop for non-attendance); 30% for pursuing/not pursuing the course (irregular attendance, irregular completion of assignments, not a performance measure); 50% for a performance measure (grade or S/U). From early analyses of the data in Fall 2013, the required reports were reduced to two: 5% for attending and 40% for a performance indicator. Third, GHC created an Adult Concierge Initiative (ACI) in Fall 2013 that works to keep adult students on track by addressing student difficulties that are not strictly academic. A case management model was added in Fall 2014, assigning adult students to a staff member at their campuses to assist them with any issue that may hinder their ability to enroll in college or remain enrolled. The main responsibility of the adult concierges is to manage a list of both institutional and community resources to provide assistance. These resources range from help with paying utilities to food banks, transportation, transitional housing, counseling, and scholarships and grants reserved for adult students. The concierge model strengthens the partnership with our local communities as GHC's concierges continue to build and maintain their records with the local agencies that provide services that students need.</p>
<p>Baseline status</p>	<p>EBA. The baseline status for EBA was no required or incented visits for students to professional or faculty advisors for long-term planning and no advertising that long-term planning of path to degree was available. In the first three years of the program, advertising of the opportunity for long-term planning began and faculty were recruited to provide it, but no incentive for students was available.</p> <p>EWP. Interventions for students reported with unsatisfactory performance is discussed below under the Goal 4 strategy of providing "timely and targeted advising intervention." The baseline status for the EWP was no required notice to students until final grades.</p> <p>ACI. Baseline status was no formal intervention for adult students at risk of not enrolling or stopping out due to external, non-academic factors.</p>
<p>Interim Measures of Progress</p>	<p>EBA. One key measure is the level of student participation. Longer term GHC's goal is a 5% increase in retention rate for students who participate in EBA and a 2% increase in their graduation rate.</p> <p>EWP. The number and percentage of student reports with unsatisfactory performance is tracked each term as well as two sub-measures: number and percentage of student reports with unsatisfactory performance in credit-level classes that end with passing grades and the same measure for student reports in Learning Support classes. The number of reports is tracked rather than the number of students because one student can be reported with unsatisfactory performance in multiple classes in a term. The percentages are calculated against the total number of seats occupied in a term. The number of students off-track in courses in Fall 2014 is given in the Data Appendix as requested (students, not reports).</p> <p>ACI. The operation of the Adult Concierge Initiative changed during 2014-15 and goals have not yet been set for it. Eventual goals will include increased retention and graduation for students with assigned concierges.</p>

Measures of Success	<p>EBA. Student participation in Early Bird Advising increased sharply during 2013-14 as an incentive of early registration was added. For 2013-14, 2521 students participated in EBA at least once during the academic year. For 2014-15, the number rose to 2766, an increase of 9.7%.</p> <p>EWP. Considering only fall and spring terms because summer terms involve many transient students who cannot be tracked further, between Fall 2011 and Spring 2014, the total percentage of unsatisfactory reports has dropped steadily (high in Fall 2011 of 49% to low in Spring 2014 of 24%). Over the same period, the percentage of reports of unsatisfactory performance in credit-level classes that end in a passing grade has gone up (Fall 2011 at 26%, high in Spring 2014 of 31%). The successful completion rate for unsatisfactory reports in Learning Support classes has been even more dramatic (Fall 2011 at 19%, high in Spring 2014 of 27%). We think that these are strong results for our EWP.</p> <p>ACI. During 2013-14, the Adult Concierge Program began creating community partnerships and enrolling students. During 2014-15 a new case management system was adopted but due to changes in the program itself, no outcomes are available for it yet.</p>
Lessons Learned	<p>EBA. Incentives work to increase student participation in this voluntary program.</p> <p>EWP. The earliest analysis that led to the reduction in reporting intervals was faulty but even the reduced reporting at two intervals seems to be having an impact. Under consideration: requiring all three reports from faculty who are teaching online classes, closer to the reporting that is done for eCore. We also plan to add retention and graduation outcomes to our measures.</p> <p>ACI. A case management model was needed to maintain all the provider information and document the matches between students and potential providers.</p>
High Impact Strategy	Use DegreeWorks to track student progress.
Summary of Activities	DegreeWorks immediately enhanced the ability of GHC's professional advisors to give targeted guidance for staying on track when it was rolled out in April of 2011. Its use has gradually expanded to faculty and students, and continues to grow.
Baseline status	Initially DegreeWorks was used only by the professional advisors but its use is spreading to faculty advisors.
Interim Measures of Progress	The number of times DegreeWorks is used by faculty and advisors as indicated by notes provided. Notes are pre-formulated so adding them is not onerous. GHC has not turned on logging of all times DegreeWorks is accessed, so the number of times the program has been used by students cannot yet be determined.
Measures of Success	Data for DegreeWorks usage in Fall 2014 and Spring 2015 is provided in the Data Appendix. Professional advisors used DegreeWorks 11,966 times; faculty used it 3,127 times.
Lessons Learned	The more faculty, staff, and students who understand Degreeworks, the better. We continue to work toward expanding its use.
High Impact Strategy	Ensure that students who meet off-track criteria receive timely and targeted advising intervention.
Summary of Activities	EWP. The baseline intervention for every student identified with any unsatisfactory assessments in our Early Warning Program is an e-mail notification from an advisor. The e-mail tells the student the instructor(s) and course(s) for which the assessment is unsatisfactory and directs the student to contact his or her instructor to develop a plan for satisfactory work. Students are also invited to contact the advisor at their physical site or the eLearning advisor for students in online classes. Many students reply to the e-mail with questions, which places them immediately into contact with an advisor. In addition, advisors from each site (including the eLearning advisor) reach out to students reported at their sites, creating a second contact even for students who do nothing in response to the e-mail. Other, more targeted interventions have been adopted by specific groups but are not presently tracked.
Baseline status	E-mails and follow-on calls to students as described above.
Interim Measures of Progress	EWP. GHC is currently only tracking the number of unsatisfactory reports and course outcomes for those reports (how many lead to a passing grade) as explained in a prior section for this goal.

Measures of Success	Current success measures are the ones described in a prior section for GHC’s Early Warning Program.
Lessons Learned	EWP. We plan to add a measure of unsatisfactory reports by special populations, particularly ones that are targeted by specific programs such as African American males. That could lead to additional interventions. Over the life of the EWP, GHC has moved from only the e-mail notifications at first to adding outreach by the professional advisors. With each expansion we catch students who did not understand that they had been reported for unsatisfactory performance and thought all was going well with the class. Additional interventions would probably improve the successful notification of the at-risk students, who can then consult their instructors in time to correct the issues or withdraw from the course with a W rather than go on to fail.

Goal	5. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
High-impact strategy	Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees. If so, an associate degree would be awarded unless students have opted out or did not have the opportunity to sign off on the initial permission for automatic award of degree.
Summary of Activities	The audits are conducted each term. GHC does not yet have an opt-out form or procedure but some degrees have been auto-awarded (see table in Data Appendix).
Baseline status	The baseline status was no auto-awarded degrees.
Interim Measures of Progress	The number of awards beginning in FY 2014 (44)
Measures of Success	Our figure for reverse transfer includes auto-awarded degrees, with 39 degrees awarded this way for FY 2015 or some 6% of associate degrees awarded in that period. Our goal for that period was 6 additional degrees.
Lessons Learned	Our ability to auto-award or reverse-award degrees may decrease over time as we locate students who are near completion but stopped out or as students complete the associate degree more frequently before transferring. Hence our forward-looking goals for this strategy are modest, anticipating that 2% of associate degrees awarded in each of the next five years will be awarded in this way.

Goal	7. Increase the likelihood of degree completion by transforming the way that remediation is accomplished
High-impact strategy	Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support.
Summary of Activities	After five years of piloting new approaches to remediation in concert with statewide task forces and Complete College Georgia, GHC was one of five institutions in USG fully at scale with corequisite and foundations classes for Math and a combined Reading/English in 2014-15, a year ahead of the required implementation date of Fall 2015. GHC was also at scale with different Math pathways for students planning STEM and non-STEM careers. In addition, other high impact strategies for this goal have also been accomplished (“End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses” and “Provide unlimited “attempts” to complete corequisite remediation”). So Georgia Highlands is pursuing all the high-impact strategies for this goal.
Baseline status	GHC did not, in this first year, achieve the target of enrolling the majority of students in the corequisite classes. We placed two-thirds of the students requiring remediation into foundations and one-third in co-requisite. We are monitoring the success of the students as placed (with the majority in the foundations classes) to determine whether enrolling the majority in corequisite classes is compatible with success in our access institution.
Interim Measures of Progress	As shown in the Data Appendix, GHC is comparing the gateway success rates (rates of grades of A, B, or C) of students in corequisite remediation to rates of students who did not require remediation. Second, we are likewise comparing success rates of corequisite and non-LS

	students in the follow on class. Finally, we are comparing the retention of corequisite and non-LS student to the following term (fall to spring retention) and the following year (one-year retention).
Measures of Success	Success rates in the gateway classes for students placed in corequisite classes were promising for Fall 2014. Results for English corequisite students is presented in the next section on combining remediation in English and reading. For math, students placed in the corequisite with MATH 1111 passed the gateway course at a lower but not distant rate compared with students who did not require Learning Support (MATH 1111: 60% for coreq, 69% for non-LS). For the STATS path, which involved placement in a corequisite with MATH 1001, pass rates for coreq students was higher than the pass rate for students who did not require Learning Support (MATH 1001: 80% for coreq, 61% for non-LS).
Lessons Learned	The success rates of our corequisite students in 2014-15 is encouraging, if a little less so in STEM mathematics. We are reviewing the content of our corequisite classes for STEM moving toward Fall 2015 and considering how we can incorporate elements from our corequisite course for the STATS path into MATH 1001 itself. However, we are not planning to change our placement rules for 2015-16 pending outcomes for further progression of the corequisite students. We are not certain yet, for example, how students in corequisite STATS-path classes plus MATH 1001 will fare in the Area D course, Statistics (MATH 2200). Hence, we plan to maintain placements as they are and probably have in 2015-16 a similar split of a third of students requiring remediation placed into corequisites and two thirds placed into foundations.
High-impact strategy	Combine remediation in English and reading.
Summary of Activities	Georgia Highlands was fully at scale in 2014-15 with combined English and reading remediation.
Baseline status	51 students requiring English/reading remediation went into corequisite instruction (32%) while 160 students went into foundations instruction (68%) in keeping with GHC’s overall placement ratio of one-third in corequisite, two-thirds in foundations.
Interim Measures of Progress	Our measures of success for these students include the ones mentioned in the previous section for the corequisite students (success in the gateway class and the follow-on class as well as retention, shown in the Data Appendix tables for corequisite and foundations). However, we are also tracking the success of these students against a baseline of previous Learning Support results. We want to know how the progression of students in converged English/Reading remediation compares with progression of students with those areas separated.
Measures of Success	As shown in the Data Appendix, outcomes for corequisite placement into ENGL 1101 for Fall 2014 are positive, leading to pass rates in the gateway class only slightly lower than pass rates for non-LS students (75% for coreq students, 80% for non-LS). Similarly, for students who passed foundations English in Fall 2014, their success rate in ENGL 1101 compared well to the success rate for new non-LS students in Spring 2015 (62% for foundations students, 68% for non-LS). These are strong results. Perhaps more impressive and important is the comparison of current students to those completing English and/or Reading remediation under the old approaches. Considering LS Reading/English students who completed ENGL 1101 within the first two terms (the “gateway in two” figure), in Fall 2009 only 47% of students meeting the same placement requirements accomplished that. In Fall 2014, using combined remediation, 66% of students were through ENGL 1101 within two terms . For us, that is a critical figure indicating that the new remediation model is working better than the old one. Interestingly, fall to spring retention was slightly higher in Fall 2009 (87% for Fall 2009, 83% for Fall 2014).
High-impact strategy	Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.
Summary of Activities	Georgia Highlands was also at scale with placement, corequisite, and foundations courses for Math that reflect a student’s planned career path (STEM versus non-STEM or STATS).
Baseline status	For this strategy we see success with our corequisite students in MATH 1111 and MATH 1001 as documented in a prior section, so we focus this assessment on the foundations courses in the STEM and STATS areas.
Interim Measures of	GHC is tracking for the STEM and STATS path students the same outcomes mentioned earlier.

Progress	In addition, we want to know how the progression of students in the different math pathways compares with progression for students in the former single path represented by MATH 0097 and MATH 0099.
Measures of Success	For MATH 1111, we found that a success gap of 11% opened between students who completed the STEM foundations course in Fall 2014 and took MATH 1111 in the spring and students who took MATH 1111 in spring as new students who did not require Learning Support (48% for foundations, 59% for non-LS). A similar success gap appeared among the STATS path students regarding MATH 1001 in the spring (47% for foundations, 83% for non-LS).
Lessons Learned	Along our co-requisite instruction for the STATS path (MATH 1001) very successful, the foundations instruction in the same area was not. We are reviewing our MATH 0989 course with this outcome in mind. Similarly, we would like to close the success gap for the foundations students entering MATH 1111.
Goal	8. Restructure instructional delivery to support educational excellence and student success
High-impact strategy	Expand completely online opportunities.
Summary of Activities	Georgia Highlands College has been gradually increasing its online course offerings since Spring 2010 and in Spring 2015 rejoined eCore to increase availability further. In addition, as of Spring 2015 GHC has multiple programs that can be completed online, both associate and baccalaureate programs.
Baseline status	As of Spring 2015, GHC provides 73 courses online and approximately 100 sections each fall and spring, along with 9 associate-level transfer pathways and 2 bachelor programs. In addition, as of Spring 2015, GHC is again an affiliate of eCore, increasing the sections of core courses available online.
Interim Measures of Progress	See the Data Appendix for a display of the growth of our online offerings over the past five years, showing a steady increase. Other measures include ones recommended by Complete College Georgia (credits attempted and passed for online classes). In addition, we compare pass rates for online courses with pass rates for their face-to-face equivalents with a goal that average pass rates in the two should remain within 10% of each other.
Measures of Success	Until 2015, GHC students have not been able to complete associate degrees fully online due to lack of an online science sequence for Area D. Now multiple transfer pathways can be completed fully online. The new health sciences completion programs for BSN and BSDH are also fully online. Credits attempted and passed in online courses have gone steadily upward. We anticipate that the first student whose associate degree is comprised entirely of online classes will graduate during 2015-16. Our overall pass rate gap between success in face-to-face class and success in online classes for Fall 2014 was 7%. The detail for these figures appears in the Data Appendix.
Lessons Learned	We plan to maintain the close success rate for online classes to face-to-face classes by requiring all faculty teaching online to complete the first level of Quality Matters training ("Applying the Quality Matters Rubric") by the end of 2015. Several faculty members plan to move forward quickly to the Peer Reviewer training and each division will be creating an implementation plan for QM reviews of online courses that accompanies and complements other assessment activities at the college. Quality Matters focuses on assessing design and we are selecting additional training that focuses on instructional delivery (managing classes, keeping students involved, and so on) to complement Quality Matters. Growth In GHC's distance learning program has been slow but steady, allowing for sufficient infrastructure and support processes to be put into place.

OBSERVATIONS

Georgia Highlands College has seen an enrollment increase of 7.1% between Fall 2014 and Fall 2015, from 5,365 students to 5,748. Such an upturn sends an important message to current and prospective students: This College operates in five Northwest Georgia counties, from seven locations, with an access and limited baccalaureate mission that is aimed at unequivocal student success. The observations below align with the goals selected.

Increase the number of undergraduate degrees awarded.

While focused on all students' completion, we are particularly proud of our efforts targeting traditionally underserved populations, notably African American males. We credit hard work associated with the African American Male Initiative (AAMI). Upticks in degrees conferred to AA males and in retention, particularly among part-time students, are important to us. We have already expanded the AAMI effort to include other male students under our Georgia Highlands African-American and Minority Male Excellence program (GHAME). The results from the wider group of GHAME members are promising.

To augment these trends, we have added a newly-appointed Director of Retention and Advocacy, are strongly considering adding a Director of Multicultural Education, and will further refine a (new in Fall 2015) Success Coaching Initiative aimed at first-time fulltime students (about 1000 students and 200 faculty and staff already involved).

Provide intentional advising to keep students on track to graduate.

We hold that the Early Warning Program (EWP) is working and should be retained and cultivated. With unsatisfactory reports dropping steadily and passing final grades rising, we will continue, study, and probably extend EWP's use. We are gratified with the heightened use of DegreeWorks, and we will continue our expectations for active advising intervention for students found to be off-track in the process. As for academic advising overall, we believe that a revisiting of the process at GHC is required, carefully considering our professional advisor/faculty advisor blended approach to intended student outcomes. We plan to study our capacity to operate an assigned-advisor program, knowing that our multi-campus environment is challenging, as well as the creation of more centralized "action centers" at all locations that feature highly effective advisement opportunities.

The Adult Concierge Initiative is a home-grown strategy that we are further refining to address factors frequently contributing to drop-out or stop-out status but not within reach of the institution alone to correct. In 2015-16, we are pulling reports for each student served by one of our adult concierges in order to compare the retention and graduation rates of these nontraditional students to nontraditional students who have not received the concierge services. Our initial goal is a 10% increase in retention and 5% increase in graduation rates for nontraditional students who receive services from an adult concierge versus those who do not.

Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

Our efforts to conduct degree audits, reach out to students whose records indicate positive status, and automatically award deserved degrees, have paid off richly. This serves as both reward and reinforcement of educational goal, for students and institution. We plan to continue this win-win strategy.

Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

GHC's vanguard status reflect transformative efforts that have been underway for years. We are encouraged by success rates of our co-requisite students, particularly for the STATS pathway in math and for our English and reading combined remediation. After all, gateway courses are our business at GHC. To these already-valuable efforts, GHC will be among the first USG cohorts for the Gardner Institute's Gateway to Completion Project, wherein we will tackle course transformation of five of our high enrollment/high D-F-W rates gateway courses. These data analyses, studies and revision initiatives will occur over the next three years, 2016-2018.

Restructure instructional delivery to support educational excellence and student success.

Successes in this area include soaring numbers in high-quality online offerings, increased flexibility for students enrolling in those courses, the College's dedication to strengthening online classes through implementation of Quality Matters, and re-establishment of our affiliation with the much-improved e-Core. These efforts are bearing fruit. Our college goal is to reduce the DWF rate gap between face-to-face and online courses even farther, down the level of the individual course. Faculty will enter into memoranda of understanding that stipulate heightened expectations for measures of engagement with students. In addition, eLearning will be considered a "campus" for purposes of budget, staffing, advising, tutoring, instructional design, faculty development, and continuous improvement.



Georgia Institute of Technology

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The Georgia Institute of Technology (Georgia Tech) is a science and technology-focused learning institute renowned for its deeply-held commitment to improving the human condition. The Georgia Tech community observes the motto of "Progress and Service" through effectiveness and innovation in teaching and learning, research advances, and entrepreneurship in all sectors of society.

A member of the Association of American Universities (AAU) and one of the top research universities in the United States, Georgia Tech influences major technological, social, and policy decisions. The Institute was ranked in 2014 as #7 among public universities by *U.S. News & World Report*, and its undergraduate College of Engineering was ranked as #4. Tech's Industrial Engineering program has been ranked #1 in the country for over two decades. The Institute is also consistently rated among the top universities in the nation for graduation of underrepresented minorities in engineering, computer science, and mathematics.¹² The Academic Ranking of World Universities (ARWU) has named Georgia Tech as the sixth-ranked engineering university in the world.¹³

Georgia Tech is one of the South's largest industrial and engineering research agencies. The Institute plays a leading role in the Georgia Research Alliance, a centerpiece of the state's economic development strategy. Research is conducted for industry and government by the Georgia Tech Research Institute, various academic schools and departments, and more than 100 interdisciplinary research units.

A highly selective public institution, Georgia Tech saw an average SAT score of 1442 (two part), 2127 (three part), for its fall 2014 freshman class. The undergraduate enrollment in fall 2014 was comprised of 14,682 students, 81% of whom were enrolled in STEM majors¹⁴ and 62% consisted of Georgia residents. In addition to its undergraduate population, the Institute had a fall 2014 enrollment of 8,427 graduate students. Georgia Tech's largest school is engineering, which had a fall 2014 undergraduate enrollment of 9,253 (63% of its undergraduate student population). Between 2010 and 2014, Georgia Tech experienced an annual increase in undergraduate enrollment with a 7% increase over the five-year period. (Appendix A).

Georgia Tech values the diversity of its student population. In 2014, Tech experienced a historic high in female enrollment of 4,967 students. Current enrollment of women is 16% higher than in 2010, when female enrollment stood at 4,275. The proportion of women has risen from 31% of the student body in 2010 to 34% in 2014. Our summer/fall 2014 entering class included 550 underrepresented minorities (URM's), a 35% increase over the number of URM's entering the Institute in 2010. Beginning with the summer/fall 2015 cohort, Georgia Tech is offering automatic acceptance and four-year scholarships for all valedictorians and salutatorians from Atlanta Public Schools. Dialogue and engaged learning across a diverse student body, which includes a sizeable number of international students, represents an opportunity for the Institute to further its goal of equipping students to productively work, live, and lead in a complex, multicultural world.

Georgia Tech is a major producer of STEM degrees in the United States. Of the 15,598 undergraduate degrees awarded during the last five years, 77% of the degrees were in STEM fields. The proportion of undergraduate STEM degrees has steadily increased during the past five years from 73% of degrees in 2010-11 to 79% of degrees in 2014-15 (Appendix B).

Georgia Tech students are highly recruited by a wide variety of major corporations, small businesses, non-profit organizations, and government. In May 2015, 85.4% of graduating seniors had one or more employment offers by commencement, and 73.7% had accepted offers. In addition, approximately 18% of graduating seniors had been accepted to graduate school.

In fall 2014, Georgia Tech achieved a first-to-second-year retention rate of 96% for the 2013 cohort and a six-year graduation rate of 82% for the 2008 cohort. The five-year graduation rate for the 2009 cohort rose to a historic high of 78%. These figures represent steady improvements since 1993, when we began tracking retention and graduation rates. (Appendix C). For the 2008-09 transfer cohort, 81% of students graduated within in four years, and 85% graduated within five years. Our high retention and graduation rates, positive enrollment trends, number of degrees conferred, and high job acceptance rates underscore Georgia Tech's ability to help address the workforce needs of the future.

The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a freshman, lives on campus, attends full-time, and is seeking a first undergraduate degree. Although Georgia Tech is a highly selective institution and most students enter the Institute well prepared academically, we have populations of students who may be at a higher risk not to complete their degrees. These populations include students who experience academic performance issues, as well as populations traditionally considered underserved in postsecondary education. In fall 2014, 746 (5%) of our 14,682 undergraduates were in less than good academic standing with 389 students on academic probation and 357 on academic warning at the beginning of the semester.¹⁵ Our fall 2014 degree-seeking population also included underrepresented minorities (14%), U.S. military learners (less than 1%), students with disabilities (3%), first generation students (5%), and Pell recipients¹⁶ (12%).

¹² <http://www.news.gatech.edu/2014/09/09/georgia-tech-rankings-remain-strong>

¹³ <http://www.news.gatech.edu/2014/08/19/georgia-tech-ranks-sixth-globally-engineering>

¹⁴ STEM majors include students in the Colleges of Engineering, Sciences, and Computing

¹⁵ See <http://www.catalog.gatech.edu/rules/6c.php> for academic standing rules at Georgia Tech.

¹⁶ Pell recipient upon entering semester.

Our completion goals and strategies include interventions for populations at greater risk for not completing their degrees (a risk modeling approach), as well as emphasis on high-impact optional programs that correlate with higher levels of student success and involve large numbers of participants (an impact modeling approach).

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

Georgia Tech is engaged in the following *Complete College Georgia* goals and strategies:

- **Increase the number of undergraduate degrees awarded by USG institutions.**
Strategy 1: Target increases in completion for students traditionally underserved in postsecondary education.
Strategy 2: Increase degree completion in STEM fields.
- **Provide intrusive advising to keep students on track to graduate.**
Strategy 3: Provide advising and programming to promote student success and ensure that interventions are provided for students who are off track academically.
- **Restructure instructional delivery to support educational excellence and student success.**
Strategy 4: Implement alternative delivery models including online courses and supplemental instruction.
- **Promote high-impact educational practices throughout the undergraduate experience (institutional goal)**
Strategy 5: Provide high-impact curricular and co-curricular opportunities to enhance engagement and academic development.

Appendix D illustrates the relationship of our completion goals, strategies, and activities. Following is a description of our activities and outcomes for each strategy.

Strategy 1: Target increases in completion for students traditionally underserved in postsecondary education. (Related goal: Increase the number of undergraduate degrees awarded by USG institutions.)

Activities related to Strategy 1 include:

- Standardized identification of military learners, first generation college students, underrepresented minorities, Pell recipients, and students with disabilities
- A Veterans Resource Center to provide direct outreach, connect veterans with one another, and to educate the campus community about veterans' issues
- Disability services for students (ADAPTS)
- A faculty/staff committee focusing on the needs of first generation students and disconnected youth
- A first generation student organization
- Coca-Cola scholarships to cover study abroad, conference, and other travel expenses for first generation students
- A summer bridge program and a range of year-round program options for matriculated students offered by the Office for Minority Education: Educational Services (OMED)
- Dedicated advisors in the Office of Scholarships and Financial Aid to assist Pell recipients with information about their grants as well as additional potential financial resources

Georgia Tech has started to systematically track traditionally underserved populations, using definitions specified by the University System of Georgia (USG). Standardized tracking provides a mechanism for improved tracking of the retention and graduation rates for these populations going forward.

The Director of Veterans' Resources engages in direct outreach to veterans and helps to educate the campus community about veterans' issues. The Veterans Resource Center (VRC) provides opportunities for veterans to meet and support one another. In addition to the director for the center, military learners have access to a dedicated staff member in the Registrar's Office, who serves as a liaison between Georgia Tech military learners and the Department of Veterans Affairs. Military learners comprise a small percentage of our student population, less than 1% of undergraduates in fall 2014.

In September 2015, the VRC conducted a Needs Assessment to learn: 1) The extent to which student veterans were aware of and/or had made contact with the Veterans Resource Center; 2) The degree to which student veterans felt a sense of belonging and a connectedness to GT; 3) About their transition to GT; 4) Their awareness of where to go for assistance with their Veterans Administration GI Bill benefits; 5) Their degree of satisfaction with GT campus resources/services; 6) Their military status and branch of service in the United States Uniformed Forces; and 7) How GT can better meet the needs of active duty students, student veterans and their dependents. Survey links will be emailed out to all of the current student veterans, dependents, active duty, and reserve/guard students.

An improved awareness of disability services on campus has resulted in an increase in the self-reporting of students with disabilities over the past several years. In 2014-15, 507 undergraduates with disabilities were served by five staff members in ADAPTS. ADAPTS advocates for students with disabilities, helps to arrange appropriate accommodations, provides individual coaching sessions for students, and offers resources for faculty.

A faculty/staff committee focusing on the unique needs of first generation students and an active FirstGen Student Organization have resulted in direct outreach through financial and practical assistance. Our first generation students will be closely observed in the coming years for academic progress and retention and graduation rates. In fall 2014, 5% of all degree-seeking undergraduates (and 7% of entering degree-seeking undergraduates) were identified as first generation (neither parent had a level of education beyond high school).

A project currently underway is the development of a workshop series on financial literacy. These workshops may benefit a number of students on campus, including our first generation students and Pell recipients.

With a professional staff of five plus thirty student employees, the Office of Minority Education: Educational Services (OMED) provides a range of services designed to promote the success of underserved minorities at Georgia Tech. *Challenge* is a five-week, intensive residential summer program for incoming freshmen designed to prepare

students for the Georgia Tech experience. The *Team Coach Program* pairs highly engaged students with freshman and transfer underrepresented minority students in order to assist them both academically and socially throughout their first year at Georgia Tech. OMED also offers workshops, study groups, tutoring, and *Concept Classes*—topic-specific lectures that deal with course material historically found to be the most challenging. The *African-American Male Initiative (AAMI)* helps to address a negative performance trend in the African-American male population. AAMI is the first-ever statewide effort specifically focused on increasing post-secondary education attainment among Black males. In fall 2014, the summer/fall 2014 cohort of AAMI students at Georgia Tech achieved a 3.43 average GPA compared with a 3.04 average GPA for African-American males who did not participate and a 3.40 average GPA for all Georgia Tech males. Appendix E shares additional details about OMED participation and outcomes. OMED plays a key role in the Institute's Center for Student Diversity and Inclusion (CSDI).

Georgia Tech has staff in place to provide outreach to our students with disabilities, underrepresented minorities, Pell recipients, and to U.S. military learners. As noted above, first generation outreach has been provided by a faculty/staff committee and by a first generation student organization. The retention and graduation rates for these various demographic groups represent our ultimate measure of success. Beginning in 2015-16, we intend to observe retention rates of our military learners, first generation students, and students with disabilities.

At this time, we can report on retention and graduation rates for our URM's and Pell recipients and the first-to-second-year retention rate for our students with disabilities. For the 2013 cohort, 94% of URM's were retained to the next year, compared with 96% for non-URMs. The six-year graduation rate for the 2008 cohort was 78% for URM's and 82% for non-URM's (Appendix F). For Pell recipients, 94% of recipients from the 2013 cohort were retained to the next year, while 96% of non-Pell students were retained. Our six-year graduation rate for the 2008 cohort was 80% for Pell recipients and 82% for non-Pell recipients (Appendix G). Our first-to-second retention rate for students with disabilities was 86% compared with a 96% overall first-to-second-year retention rate.

Our ultimate goal is for students in underrepresented populations to be retained and to graduate at or above the institutional rate.

Strategy 2 - Increase degree completion in STEM fields. (Related goal: Increase the number of undergraduate degrees awarded by USG institutions.)

Georgia Tech's vision is to "define the technological research university of the twenty-first century." The sustained economic impact made possible through a better-prepared STEM workforce is significant, and graduating a larger number of STEM students to meet workforce needs is a high priority for Georgia Tech. To meet this goal, we are focusing on both K-12 STEM outreach and the retention of STEM students once they have enrolled.

Georgia Tech is involved in an array of outreach activities specifically designed to attract K-12 students, several of which target increases in women, underrepresented minorities, and students with disabilities. The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) conducts a comprehensive summer program to expose K-12 students to STEM topics and careers. In summer 2015, over 70 individual K-12 STEM programs were held at Georgia Tech. Appendix J illustrates a number of the Institute's STEM outreach efforts and the target population for each program.

While Georgia Tech does not have an education major, our pre-teaching efforts involve partnerships across the state to assist our students who desire to become K-12 STEM teachers. For fall 2014, 60 students who were offered admission to Georgia Tech have expressed an interest in pre-teaching assistance. The pre-teaching advisor will provide direct outreach to interested students who matriculate to assist them with their career plans. Pre-teaching internships are underway at Centennial Place Elementary School and at Gradv High School. In addition to K-12 outreach for students, CEISMC has designed and implemented teacher professional learning initiatives for over 20 years. For details on CEISMC's Teacher Education Partnerships, see <https://www.ceismc.gatech.edu/tep>.

Efforts to recruit and retain larger numbers of female students are vital, as women represent one of our best opportunities for increases in STEM fields. Once enrolled, women recruited as engineering students at Georgia Tech have the option to be paired with a mentor, become eligible for corporate-sponsored scholarships, and have the opportunity to assume various leadership positions. The effort to recruit and engage women in STEM fields at Georgia Tech has been successful. Over the past five years, the number of women enrolled in STEM majors at Georgia Tech has increased from 2,793 (20% of total undergraduate STEM enrollment) to 3,638 (25% of total undergraduate STEM enrollment), and once enrolled, women at Georgia Tech graduate at a higher and faster rate than men. The overall six-year graduation rate for women in engineering, our largest STEM area, was 86% in 2013-14 (for the 2008 cohort), compared to an 81% graduation rate for men in engineering. (Overall six-year graduation rates for all students in the 2008 cohort were 86% for women and 79% for men.) See Appendix H for our five-year history of STEM enrollment by gender and Appendix I for our five-year history of graduation rates in the College of Engineering by gender.

Through Georgia Tech's co-op program, 1,583 undergraduates completed 1,860 individual semester-long, major-related work terms in academic year 2014-15. Of this total, 95% of the positions were STEM related, and 76% of the positions were in the state of Georgia. Additionally, in 2014-15, 769 undergraduates completed 819 semester-long internships, 87% of which were STEM related, 57% in the state of Georgia. The co-op/internship program provides in-depth access to STEM opportunities, helps students to make better connections between theory and application, and strengthens students' motivation to stay on course to graduation.

A measure of progress for our STEM recruitment strategy involves the number of students enrolled in STEM majors at Georgia Tech. We have achieved a steady increase in STEM enrollment from 10,389 students in fall 2010 to 11,822 students in fall 2014 (a 14% increase). During the same time period, STEM enrollment also grew in proportion to overall enrollment from 76% of enrollment during fall 2010 to 81% of enrollment during fall 2014.

Table 1: STEM and Non-STEM Undergraduate Enrollment

Category	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	n	%	n	%	n	%	n	%	n	%
STEM	10,389	76%	10,718	77%	11,459	79%	11,701	80%	11,822	81%
Non-STEM	3,361	24%	3,230	23%	3,068	21%	2,857	20%	2,860	19%
Total	13,750	100%	13,948	100%	14,527	100%	14,558	100%	14,682	100%

The number of STEM degrees earned represents the ultimate measure of our success for our STEM strategy. Of the 15,598 undergraduate degrees earned during the last five years, 76.6% of the degrees were in STEM fields. In 2014-15, 3,274 STEM degrees were earned, a 7% increase from the number of STEM degrees earned in 2010. The proportion of STEM degrees earned has steadily increased during the past five years from 73% of degrees in 2010-11 to 79% of degrees in 2014-15. See Appendix B for detailed outcome metrics.

Strategy 3 - Provide advising and programming to promote student success and ensure that interventions are provided for students who are off track academically. (Related goal: Provide intrusive advising to keep students on track to graduate.)

A key aspect of our completion strategy involves intrusive advising for students who are underperforming academically or who may be at risk for not returning. Advising and outreach involve the following populations:

- Students with unsatisfactory midterm progress report grades in 1000- and 2000-level courses
- Students in less than good academic standing (academic warning, academic probation, students returning on contract from academic dismissal)
- Students who may be at risk for not continuing their education at Georgia Tech
- Students on the cusp of losing HOPE/Zell Miller and students who have recently lost HOPE/Zell Miller

Georgia Tech identifies students (primarily first- and second-year) who are off-track in a given semester with Midterm Progress Reports (MPRs) in 1000- and 2000-level courses. Submitted after 40 percent of the term has been completed, MPR's allow faculty in these courses to assess student performance with a qualitative indicator of "S" (Satisfactory) or "U" (Unsatisfactory). The grades are intended to alert students to concerns about their academic performance while there is still time to recover; these grades do not affect GPAs or become a permanent part of the transcript. An "S" indicates satisfactory work, usually understood to be performance at a C level or higher. A "U" indicates unsatisfactory work, usually understood to be performance at a D level or lower. However, faculty may report a "U" to indicate any concerns about a student's performance (e.g., to alert a student who may have good homework grades but poor class attendance). All students with U's are contacted by the Center for Academic Success (CAS) and are also encouraged to meet with faculty and with their academic advisor. Additionally, we currently *require* that all first-year students with two or more midterm U's meet with their academic advisor or a CAS staff member, and we use registration holds to enforce the mandatory advisement. During advisement, students receive advice, encouragement, and referrals to campus resources where necessary.

In fall 2014, 238 freshmen received two or more U's at mid-term. Ultimately, 216 of 238 students (91%) participated in advisement. Of 3,138 students with at least one midterm U, 1,187 (37.83%) used CAS services. In spring 2015, we expanded the advisement requirement to include all first-year students with two or more U's. This approach is allowing us to reach not only first-year students who are classified as freshmen but also students with the status of sophomore or above, including first-term transfer students, with U's in 1000- and 2000-level courses. In spring 2015, 308 first-year students earned two or more U's at mid-term; ultimately, 288 of these students (94%) participated in advisement.¹⁷ Of 2,480 students with at least one midterm U in spring 2015, 1,005 students (40.52%) used CAS services.

In April 2015, a longitudinal study on Georgia Tech's midterm progress reports underscored the fact that final grades in courses for which U's are earned are highly predictive of retention:

- For students with a midterm U in fall 2013 who were able to pull up their grade to A/B/C/S by the end of the term, 97.5% returned for spring 2014 and 93.9% returned for fall 2014.
- For students with a midterm U in fall 2013 who earned a D/F/W/U for the course, 85.1% returned for spring 2014 and only 75.0% returned for fall 2014.

We will continue to ensure that midterm grades provide meaningful early feedback to students and to offer resources to help students succeed in their course work. The midterm progress report process at Georgia Tech benefits from committed cooperation across campus. Appendix K illustrates the relationships of entities across campus involved in the midterm progress report process.

A baseline measure of progress with the midterm progress reporting process is the percentage of students with two or more U's who participate in advisement (91% in fall 2014 and 94% in spring 2015, for a baseline of 92.5%), and the U to A/B/C/S convergence in courses for which U's were earned, (58% in fall 2014 and 53% in spring 2015, for baseline of 55.5%). We aspire to reach and maintain a 100% advisement rate for students with two or more U's, as well as to reach and maintain a U to A/B/C/S convergence rate of at least 58%.

The Center for Academic Success (CAS) was established, in part, to assist Georgia Tech with its retention and completion goals. With a staff of seven plus approximately 95 student employees, CAS provides a range of resources for students who need additional support. During 2014-15, CAS experienced 28,446 contact points with 6,397 Georgia Tech

¹⁷ Students who did not participate in mandatory advisement were primarily composed of students who withdrew from the Institute for the remainder of the semester.

students. Some of the programs CAS offers are as follows:

- *1-to-1 Tutoring* supplies free, appointment-based peer tutoring sessions for students in more than 84 courses, especially 1000- and 2000-level STEM courses. During 2014-15, 1,525 students participated in 5,222 tutoring sessions. (In addition to CAS tutoring, students have opportunities to engage in tutoring through Clough Commons, Housing, OMED, the Athletic Association, and within individual schools.)
- Supplemental Instruction (SI), known as PLUS at Georgia Tech, provided 21,560 contact hours of assistance for students in targeted, challenging courses. PLUS is covered in more detail in Strategy IV below.
- *Reboot* offers a six-week series of academic recovery workshops and coaching sessions for students on academic warning and probation and for students who are not meeting their own academic expectations. During 2014-15, 74 students participated in *Reboot*. *Success Summit* is a half-day series of workshops and panels for students on academic probation or warning. This optional intervention was attended by 39 students during 2014-15.
- *Academic Coaching* allows students to work with professionals in CAS to establish goals, find motivation, and troubleshoot behaviors that prevent student success. During the 2014-15 academic year, CAS delivered 698 Academic Coaching sessions (a 58% increase from the previous year). The five most commonly covered topics during academic coaching were:
 - Time management
 - Study habits
 - School/life balance (work, family, extracurricular)
 - Procrastination
 - Test preparation/Finals Planning

CAS has recently partnered with Innovative Educators/Student Lingo to provide four student success workshops in an online format. Topics cover:

- Discover Your Learning Style
- Exam Preparation Tips and Test-Taking Strategies
- Overcoming Procrastination: Causes and Cures
- Time Management: Strategies for Success

During the coming year, we will market these workshops widely and track student participation. In-person single-topic workshops will also be offered, although low attendance for these sessions has been a concern during the last two years.

CAS has expanded its programs and services for “at risk” student intervention, specifically in response to CCG. Our newest initiative, GT 2100, is a credit-bearing, one-hour *Seminar on Academic Success* that is mandatory for students returning from academic dismissal. It offers opportunities for reflection, skill development, and one-on-one academic coaching. The course was established in fall 2103 specifically in relation to Tech’s CCG goal to provide increasing support for students who are not achieving academically as anticipated. The inaugural class, taught in spring 2014, was optional, and the course became mandatory in fall 2014. Based on the number of students who need to take the course, CAS offers three to four sections of the course per semester (approximately 20 students in each section). During 2014-15, 114 students returning from academic dismissal participated in GT 2100. A majority of these students met the terms of their contract and were able to continue during the subsequent semester after taking the course—58% in fall 2014 and 61% in spring 2015. As of May 2015, 15 of 27 participants (56%) from the inaugural class were either continuing or have graduated. These positive outcomes for students who are returning from academic dismissal point to the effectiveness of the intervention. We are using next-semester retention as a measure of success for this course. From a baseline of 59.5% for 2014-15, the first year in which GT 2100 became mandatory, we aspire to consistently maintain a next-semester retention rate of at least 60% for this population. We are also tracking the persistence of GT 2100 over time. See Appendix L for outcome metrics.

The Retention and Graduation Coordinator reports jointly to the Associate Vice Provost for Undergraduate Education and the Registrar and is responsible for helping to move our retention and graduation initiatives forward on a full-time basis. One of several activities associated with this position involves an annual survey of students who did not register for fall semester during Phase I. Historically, it has been observed that not registering for classes during Phase I may be a “red flag” for a student who may not be returning or who may be experiencing a barrier to returning. In summer 2014, 632 students who had not registered for fall by the end of Phase I registration were identified and surveyed. In total, 268 of 632 students reported on the primary reasons they did not register in Phase I. Of the 268 students, 152 students wanted someone from Georgia Tech to contact them. The Retention and Graduation Coordinator contacted the 152 students and made referrals as needed to the Office of Scholarships and Financial Aid, academic advisors, the Center for Academic Success, the Center for Career Discovery and Development, the Dean of Students, and the Registrar’s Office. By the end of Phase II registration, 341 of the 632 students had registered. The non-registered survey and outreach also highlighted how changes with the registration process itself may impact student outcomes. Improvements in communication about registration dates, increased registration of students engaged in optional professional internships, and the potential extension of Phase I registration dates are being considered. Our goal is for the number of eligible students who do not register for fall during Phase I to decrease each year.

An annual survey of non-returning students (defined by students who are in good academic standing but have not been enrolled for three consecutive semesters) was institutionalized to help identify students who may need assistance to return to Georgia Tech and to identify primary reasons that students in good academic standing have not returned. Of the 145 students in the non-returning population for this year, only 54% of students were in good academic standing upon leaving Georgia Tech (overall, 94% of the students were in good academic standing for the same time period). These data point to academic standing as a potentially significant marker for withdrawal from Georgia Tech. The Institute’s 2014 survey of non-returning students was coordinated by the Office of Assessment and the Office of Undergraduate Education. The survey was completed by 30 of the 78 students who left the Institute in good academic standing. The top four reasons students cited for leaving were personal reasons, desired major not available at Georgia Tech, financial reasons, and family or health reasons. Of this group, 12 of the 30 students completing the survey

indicated they would like to return to Georgia Tech, and each student was contacted. By spring 2015, 6 of these 12 students had returned. Our goal is to assist non-returning students who wish to return and to observe any longitudinal trends in reasons for withdrawal that emerge. This survey will be repeated annually.

This year, Enrollment Services, Institute Communications, and the Office of Undergraduate Education collaborated to develop an intervention for 302 students who were on the cusp of losing the HOPE or Zell Miller scholarships. The outreach included a postcard sent to students’ home addresses; an email campaign from the Office of Scholarships and Financial Aid reminding students of ways to improve their GPA and alternative financial options; email outreach by the Center for Academic Success (CAS) with information about tutoring, academic coaching, workshops, and other resources; and a video, which may be viewed at <https://www.youtube.com/watch?v=X520QF540Is&feature=youtu.be>. Of the 302 students, 203 (67%) opened the email from CAS. The Office of Scholarships and Financial Aid and the Center of Academic Success also reached out at the end of the academic year to 121 students who lost HOPE/Zell Miller to offer academic recovery workshops and services. The goal of these activities is to provide time-sensitive messaging concerning financial and academic success resources during a critical point in which students are experiencing a downward trend in their academic progress.

In an effort to improve resources and tools available to academic advisors, Georgia Tech has purchased GradesFirst, advisor workflow software, to manage messaging to students, track advising meetings, and identify select student attributes. GradesFirst will be fully implemented in fall 2015. To further support our CCG advising goal, a full-time Undergraduate Academic Advising Manager position has been established to coordinate advising practices and develop advising resources that have potential for impacting students’ retention and completion. This position will report to the Associate Vice Provost for Undergraduate Education. A search to fill this position is currently underway.

Strategy 4 - Implement alternative delivery models including online courses and supplemental instruction. (Related goal: Restructure instructional delivery to support educational excellence and student success.)

The Summer Online Undergraduate Program (SOUP) offers opportunities for students to take online classes during summer semesters. These online options allow Georgia Tech to engage students who may not otherwise study during summers. We are measuring the success of SOUP based on increases in the number of courses offered, the number of completed online enrollments, and the percentage of completed courses with a grade of A/B/C. From a baseline of 12 courses offered in summer 2013, we have expanded to 18 courses in summer 2015. From 2013 to 2014, SOUP experienced a 131% increase in completed enrollments. From 2014 to 2015, the program experienced a further increase in completed enrollments of 111%. From an 82% baseline percentage of course completions with a grade of A/B/C in summer 2013, A/B/C rates were 94% in summer 2014 and 89% in summer 2015.

Table 2: Online course participation for SOUP 2013-15

Semester/Year	# Courses	# Enrollments*	# Enrollments Completed*	A/B/C Grade by N	A/B/C Grade by %
Summer 2013	12	112	99	81	82%
Summer 2014	15	248	229	215	94%
Summer 2015	18	533	483	430	89%

*Enrollments = a single registration. A unique individual can have multiple enrollments.

Innovation in teaching and learning is a key component of Georgia Tech’s mission. In alignment with this aspect of our mission, Georgia Tech provides supplemental instruction (called Peer-Led Undergraduate Study (PLUS) at Georgia Tech) to students in traditionally challenging courses, including Calculus I, II, and III, ISYE 2027, BMED 3300, PHYS 2211, and PHYS 2212 through the Center for Academic Success (CAS). The two physics courses were supported during 2014-15 by a CCG Innovation grant.

Enrollment and the number of contact hours represent a marker of success for PLUS. During fall 2014, 2,071 students participated in PLUS for total of 11,163 contact hours. During spring 2015, 2,004 students participated for a total of 10,397 contact hours. During fall 2014, 37% of students in the above courses participated in PLUS; during spring 2015, 38% participated.

To measure whether or not PLUS is successful, we are comparing students’ final grades in courses for the PLUS and non-PLUS participants. Our goal is for students in PLUS to consistently outperform their peers who do not participate. In both fall 2014 and spring 2015, this goal was achieved. In the fall, 88% of PLUS participants earned a grade of A/B/C/S, while only 82% of their peers who did not participate in PLUS earned an A/B/C/S. In spring 2015, 87% of PLUS participants earned a grade of A/B/C/S, while only 82% of their peers who did not participate in PLUS instruction earned an A/B/C/S. Mean course grades for PLUS participants were also higher in both semesters. See Appendix M for fall 2014 and spring 2015 PLUS outcomes.

Strategy 5 - Provide high-impact curricular and co-curricular opportunities to enhance engagement and academic development. (Related goal: Promote high-impact educational practices throughout the undergraduate experience.)

Along with the risk modeling approach implicit in Strategies I and III, Georgia Tech employs an impact modeling approach by providing a range of curricular and co-curricular offerings designed to enhance the undergraduate experience. According to the Association of American Colleges and Universities, these teaching and learning practices

have been widely tested and found to have a positive impact on student retention and engagement.¹⁸ Along with an optional first-year seminar (GT 1000), we are now offering GT 2813, a transfer student seminar. Both GT 1000 and GT 2813 assist students with adjusting to the culture of rigor at Georgia Tech and introduce students to academic and career resources. These optional courses served over 1,600 students in 2014-15, and students in the courses had a first-to-second year retention rate of 96%.

Additional enhanced forms of education at Georgia Tech include:

- Living/learning communities
- Undergraduate research
- Global learning through study and work abroad programs
- Experiential education (co-op and internship programs)

The Grand Challenges Program, a living-learning community for incoming freshmen, helps students develop leadership, teambuilding, and analytical skills not taught in traditional first-year classes. In this program, students live together in a residence hall and engage with faculty from a variety of disciplines. The students also take one academic class per semester together and, in groups of eight to ten mentored by a faculty member, develop proposals for a potential solution to a real-world problem. More than 300 students currently participate in the Grand Challenges community as students, mentors, advisors, recruiters, ambassadors, and student and teaching assistants. The Honors Program, another popular living-learning community, promotes intellectual curiosity and creates an academic context in which students can work with professors and other students in a spirit of intellectual inquiry. Over 650 students are enrolled in the Honors Program. ThinkBig, with a menu themed-based living-learning options, involves monthly programming, outings, and professor engagement with students. Approximately 200 students currently participate in ThinkBig.

We continue to observe correlations between such communities and higher-than-average retention and graduation rates. For example, Grand Challenges has enjoyed a 99.9% retention rate over the last three years.

For the 2008 cohort of Honors Program students, 91% graduated within six years. Georgia Tech has developed a strategic plan to expand our living-learning communities over the next few years, particularly for first-year students. We believe that expanding our living-learning communities is a key opportunity to improve our first-to-second year retention as well as our six-year graduation rate.

The Center for Academic Enrichment oversees the coordination of the Undergraduate Research Opportunities Program (UROP). Undergraduate research is a key complement to the mission of Georgia Tech. Research—a catalyst for innovation—sparks critical thinking and creativity, builds on teamwork skills, fosters relationships between students and faculty, and solves real-world problems. During AY 2014-15, 2,782 students (19% of undergraduates) participated in undergraduate research courses compared to 2,602 students in AY 2013-14, an increase of 6.9%. In summer 2014, 426 students were enrolled in undergraduate research courses. In fall 2014, 1,166 students enrolled in undergraduate research courses, an 11.7% increase in total enrollment from the fall 2013 semester. For spring 2015, 1,190 students were registered for research, a 6.6% increase from the previous spring.

Table 3: Undergraduate research enrollment since AY 2004-05

Course #	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
2698	8	25	40	33	41	45	47	42	35	44	63
2699	85	95	144	180	218	253	243	310	311	392	494
4698	221	259	388	367	364	479	447	417	385	433	426
4699	651	829	1008	930	1187	1311	1451	1524	1557	1733	1799
Total	965	1208	1580	1510	1810	2088	2188	2293	2288	2602	2782

The Office of International Education provides opportunities for students to become more globally competent through study abroad options and global internships. During 2014-15, 1,881 students (13% of undergraduates) studied or worked abroad.

Table 4: Undergraduate study/work abroad participation for Summer 2014-Spring 2015

Semester	# of students studying abroad	# countries for study abroad	# of students interning abroad	# of countries for internships
Summer 2014	956	40	88	32
Fall 2014	237	21	22	6
Spring 2015	555	26	23	10

To complement Georgia Tech’s efforts to encourage entrepreneurship in all sectors of society and simultaneously provide experiential learning opportunities to enhance students’ education, the Center for Career Discovery and Development (C2D2) facilitates the co-op and internship program. Optional co-ops and internships provide students with in-depth, major-related learning experiences through paid positions with our industry and government partners. During 2014-15, 2,352 (16%) of undergraduates experienced a co-op or internship for a total of 2,679 work terms.

¹⁸ George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Association of American Colleges and Universities, 2008).

Table 5 illustrates our co-op and internship participation for 2014-15.

Table 5: Co-op and internship participation for Summer 2014-Spring 2015

Semester	# of co-op work terms	# of co-op employers	# of professional internships	# of internship employers
Summer 2014	643	266	503	354
Fall 2014	631	264	131	114
Spring 2015	586	214	185	137

In addition to providing students with an enhanced form of education, these academic enrichment programs have shown positive correlations with graduation rates. A review of the 2004-2008 cohorts participating in these programs demonstrates average six-year graduation rates that significantly exceed those for the Institute as a whole (Appendix N). Six-year graduation rates for our 2008 program cohorts appear in Table 6.

Table 6: Graduation rates for select academic enrichment programs

Program	Six-Year Graduation Rates for 2008 Program Cohorts
Undergraduate Research	94%
Study Abroad	98%
Co-op	96%
Internship	98%

One measure of progress is the number of participants in each academic enrichment option; however, our final measure of success is the graduation rate for students participating in these programs (detailed above). Our challenge is to maintain high enrollment and similar graduation rates for these cohorts over the next several years.

OBSERVATIONS

Over the past ten years, Georgia Tech has achieved an increase in both retention and graduation rates. The percentage of first-time, full-time freshman students returning for their second year rose from 92% for the 2004 cohort to 96% for the 2013 cohort. A ten-year review of our six-year graduation rates shows a rise from 76% for the fall 1999 cohort to 82% for the fall 2008 cohort group. Overall enrollment, STEM enrollment, and the number of conferred degrees have also been on a steady, upward trajectory. Since the inception of *Complete College Georgia*, Georgia Tech has implemented a number of programs and interventions across campus we believe are positively impacting the success rate of our students.

While Georgia Tech's four-year graduation rate of 37% is lower than our peer average of 67%, the academic enrichment opportunities available through co-op opportunities, internships, study/work abroad and undergraduate research give students a competitive advantage when they graduate and go on to pursue their careers or further their education. The extra semester or two that it takes students to participate in these endeavors makes for a worthwhile reason to extend their time in college beyond the four-year mark. Indeed, at the end of six years, Georgia Tech's graduation rate of 82% is the same as the rate for its public peers.

We are observing positive outcomes for the various Center for Academic Success offerings such as tutoring, academic coaching, PLUS (supplemental instruction), and our GT 2100 required course for students returning on contract from academic dismissal. We are seeing that carefully-designed interventions for students underperforming academically are improving their success rates.

Programs in OMED are also continuing to make a difference. SOUP is expanding opportunities for students to study online in summer, which may positively impact time to graduation. We are experiencing high retention rates for students who are living on campus. We are also seeing positive results from our outreach to non-registered students—a process that allows us to uncover individual student situations that need to be addressed.

Our academic enrichment programs (living-learning communities, undergraduate research, study abroad, and experiential learning) have wide participation and are correlated with high six-year completion rates. A take-away is that high-impact academic enrichment programs have the potential for influencing student motivation, engagement, and graduation rates.

With these successes, we are observing several opportunities for improvement. Our CAS single-topic student success workshops have not been well attended in the past year. In the coming year, we will track the participation in our new online workshops (available 24 hours a day) to see if they are a more viable option for students. We will also continue to market and track in-person workshop options.

At this time, only about one-fourth of our students on academic probation are using CAS services. To address a need for greater outreach to our students underperforming academically, we are considering piloting a section of GT 2100, a one-hour, credit-bearing *Seminar on Academic Success*, for 15-20 students on academic probation. Retention rates for students in this course would be compared with retention rates of non-participating peers.

An intentional campaign to encourage more students in our "at risk" categories to become involved in programs that involve extensive engagement with faculty and industry partners may improve our graduation rates for students in these populations. Having supplemental funds available for students who exhaust their financial aid options prior to graduating may prevent some of these seniors from withdrawing prior to completion. A greater focus on time to completion could potentially impact a large number of students.

A *Complete College Georgia-GT Steering Committee* meets on a regular basis to monitor the progress of our strategies and to provide leadership for new initiatives. Appendix O lists our 2015-16 committee members, which include representatives from across campus.

In our continued focus on student success, we are employing both risk modeling and impact modeling approaches. Strategies span the range from macro-level programs to micro-level interventions. By concentrating our efforts on the strategies described in this document, we anticipate high completion rates and deep learning experiences for our students.



Georgia Gwinnett College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Gwinnett College (GGC) is the **only access institution within the University System of Georgia that primarily offers baccalaureate degrees**. The GGC mission states that the College “provides access to targeted baccalaureate and associate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.” Founded in 2005, Georgia Gwinnett College (GGC) operates, and has always operated, in the context of a clear strategic plan derived from its mission. From its inception, access to and success in baccalaureate education have been at the center of the College’s efforts. GGC’s growth and its success in serving a challenging population are evidence of the College’s commitment to providing not only access to post-secondary educational opportunity but also support structures that engender success.

A review of the basic demographic characteristics of the GGC student population shows a preponderance of those who are traditionally underserved and for whom substantial support structures are essential.

GGC students tend to have relatively low levels of academic preparation. The mean high school GPA of GGC’s Fall 2014 entering freshman cohort was 2.79, among the lowest in the USG State Colleges. Each cohort of first-time entering students at GGC has had a consistent academic profile with a mean high school GPA of between 2.69 and 2.82, with over 30% requiring remediation in at least one core subject (Math, English, Reading). New transfer student cohorts have traditionally entered with a mean transfer GPA between 2.3 and 2.9 and transfer in an average of 40-45 semester hours.

GGC enrolls a substantial number of first-generation college students. Results from four consecutive years of the Beginning College Survey of Student Engagement (BCSSE) indicate that 40-50% of the entering first-time students are from families in which neither parent has a college degree. A more detailed analysis of the most recent entering class shows that 38.1% of entering students have no parent with a college degree. Other self-report data continues to indicate that over 20% of entering GGC students are the first in their families to attend college. These findings suggest a substantial portion of the student population may enroll without having had a model of college attendance as a regular part of their formative educational experience.

GGC is a majority-minority institution. GGC enrolls a highly diverse student population and has been majority-minority since 2009. GGC has been recognized by *US News and World Report* as the most diverse college in the South. For Fall 2014, the College’s race/ethnicity data show that its student population is 38.7% White, 31.4% Black/Non-Hispanic, 15.6% Hispanic, 9.3% Asian, and 3.8% multiracial. This pattern of racial/ethnic enrollment has been consistent for several years.

GGC enrolls a high percentage of Pell Grant eligible students. For the past four years, over 50% of each entering freshman cohort has been eligible for Pell grants, and over two-thirds have received financial aid of one form or another. For the upcoming academic year, preliminary data show that over 60% of GGC students are Pell eligible.

GGC students are primarily traditional-aged and full-time. For each of the past four years, 98% of GGC’s incoming freshmen have been under 24 and 84% of the student population as a whole is of traditional age (18-24). Further, over 70% of the student population is enrolled full-time, taking 12 or more credit hours per semester. However, **GGC students are more likely to work over 20 hours per week than most traditional-aged, full-time students.** The 2014 NSSE data show that 35% of GGC’s first-year students and 47% of prospective graduates work over 20 hours per week in comparison to national results of 12% and 34%, respectively. Similar results were found in the 2013 NSSE data.

These consistent characteristics of GGC’s student population, along with the mission’s focus on providing both opportunity and support, have shaped the College’s specific strategies for promoting completion. GGC’s key priorities in support of Georgia’s college completion goals are focused on increasing enrollment among typically underserved populations, supporting students through a successful transition to higher education, and providing tools that enable early successes for our students. GGC has focused first on increasing access and success for the traditionally underserved. The specific strategies and activities pursued in GGC’s Completion Plan are oriented toward supporting the transition to higher education, early academic success, and the formation of strong relationships with faculty, staff, and other students. These three factors are well documented as strong predictors of persistence and success, particularly in underserved populations. A successful transition to higher education is facilitated by the College’s focus on student engagement and student success in the first year, most notably through advising programs, faculty mentoring and block scheduling. Early successes are fostered by the provision of tools such as academic advising for students enrolled in Learning Support pre-college courses, concurrent remediation, the multi-faceted tutoring program available to all students through the Academic Enhancement Center, and programs tailored to the needs of specific sub-populations of first-year students. Finally, the overall commitment to active learning and authentic experiences for all students supports ongoing success, deep learning, and preparation for post-graduate careers and study.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

High-Impact Strategy (HIS) -- Optimizing Placement for First-semester classes through Block Schedules

Goals addressed: Goal 3 – Decrease excess credits; Goal 8—Restructure instructional delivery

GGC has invested significantly in designing and using block scheduling as a strategy for addressing Goals 3 (Decrease excess credits) and 8 (Restructure instructional delivery) of the Complete College Georgia effort. Early data from the College’s pilot efforts with block scheduling indicated that this strategy supports success for the GGC student population. Therefore, the College expanded its efforts in Fall 2014 and enrolled all first-time, full-time students with less than 12 hours of prior college credit in block schedules. This expansion was successful and GGC is continuing this strategy for the 2015-16 academic year.

This strategy addresses the overall goal of increasing college completion and the two specific identified goals in two meaningful ways. The first is that block schedules serve to enroll and focus entering students on optimal set of courses for first semester based on the student’s academic status (Learning Support or Non-Learning Support) and intended major or meta-major (STEM or non-STEM). Second, this strategy addresses the goals by promoting strong relationships between students in that it creates a cohort of students who are enrolled in a common set of classes, which facilitates the formation of social bonds between students and of study groups. Thus, enrolling entering students into block schedules is expected to impact both first-semester academic success and first-semester retention positively. Since these factors are known to impact first-year retention and overall progression, this strategy is seen as essential to establishing a solid base from which to increase the number of students who persist in college and complete their degrees.

Summary of Activities

GGC began offering block schedules to incoming full-time first-time students on a voluntary basis in Fall 2012 with 40 course blocks available. With preliminary data showing a positive impact on academic performance and retention, the College again offered 40 course blocks to incoming students on a voluntary basis in Fall 2013. In these two semesters, students were informed of the option to select a course block at the time of registration and were given a list of available choices. Students self-selected a course block and were enrolled in those courses by the Registrar’s office staff. Data from Fall 2012 again showed a strong positive impact of block enrollment.

Based on these findings, the College has expanded the pilot and enrolled all full-time first-time students with less than 12 hours of college-level credit in course blocks designed to support the student’s anticipated major. Course blocks have been developed for each meta-major and specialized for possible learning support requirements. Upon acceptance, students are informed of the block scheduling process and given a limited set of appropriate blocks to use in selecting options. Registrar’s Office staff then enroll students in one of their chosen blocks. Students are given their schedule when they attend new student orientation.

During the 2014-15 academic year, the specific activities related to this strategy, aside from the ongoing creation of block schedules and enrollment of students, have focused on improving communication with students about their options and the rationale behind the course assignments. A full-time position has been created and filled to allow more focus on information and communication. As a result, the College has improved the web page(s) and communication materials (emails and letters) sent to students so that they are more logical, more directive, and more informative.

Interim Measures of Progress

Basic activity and output measures are used to track progress in implementation of this strategy. As noted above, the College offered 40 course blocks in the Fall semester of 2012 and 2013 during its pilot implementation and test of this strategy. For the full implementation in Fall 2014, 122 course blocks were prepared based on 20 different possible configurations derived from meta-majors and learning support placement options, providing spaces for 2520 students in course blocks. For Fall 2015, there are 28 course configurations derived from the meta-majors and learning support placement options. This provides spaces for up to 2557 students. As of August 1st, 2207 students have been enrolled in blocks.

While we have primarily used block scheduling as a registration tool, we also recognize the value of this approach for retention and progression. Anecdotally, faculty are reporting they are seeing increased interaction among students who are in block classes. While we currently have been capturing information on students who actively select their block (versus being placed in a block by the registrar’s office), we are now focusing on identifying additional data that are needed to help us better understand the impact of block registration on student retention and progression. The values of these metrics for Spring 16 will provide baseline data for assessing progress going forward.

Measures of Success

As noted earlier, the block schedules are predicted to yield improvements in academic success and retention for enrolled students. It is difficult to identify specific baseline data for this strategy in part because GGC is implementing several overlapping strategies that impact the same students. However, for Fall 2012 and Fall 2013 students, some analysis is possible because not all incoming students were enrolled in blocks. A comparison of those in blocks to those not in blocks showed that the students in blocks had both higher GPAs and higher retention rates than students not in blocks. Data for the Fall 2014 student cohort are compared to the data for the Fall 2013 cohort and shown in Table 1. While the results suggest that a portion of the pilot results were related to self-selection of students into blocks, the Fall 2014 results nevertheless show both a clear positive impact of the blocks on GPA and retention and, to some extent, a persistent impact on student success and retention.

Table 1: Block vs Non-block Academic Performance and Retention for Fall 2013 Cohort

N: First-time, full-time freshmen	Mean Fall GPA	Mean Fall credit hours passed	First semester retention rate (N)	Spring Cumulative GPA	Spring credit hours passed	First year retention (N)
-----------------------------------	---------------	-------------------------------	-----------------------------------	-----------------------	----------------------------	--------------------------

In block Fall 2013	744	2.70	13.23	91% (678)	2.66	13.18	71.6% (533)
Not in block Fall 2013	1225	2.44	12.07	86.5% (1060)	2.42	12.55	62.4% (765)
Fall 2014 All FT Freshmen	2121	2.48	11.64	90% (1910)	2.51	10.96	68.0% (1442)

Lessons Learned and Next Steps

These data clearly demonstrate that this is an impactful strategy that is contributing to our overall success in maintaining strong retention rates in a high-need, under-prepared population. Further, as we have worked to improve this strategy, we are steadily moving toward the overall goal of supporting student success by enrolling students in the best or most-appropriate schedule of classes for their academic goals and backgrounds. GGC will continue to improve communication materials and processes, enrollment processes, and the configuration of the course blocks over the next year.

GGC fully recognizes the potential inherent in block schedules for the creation of learning communities through integration or alignment of the individual courses in each block. Enhancing the block schedules through such alignment would be a highly desirable next step. Accordingly, the College has begun exploring the implications and requirements for moving in that direction.

HIS: Advising Center

Goal addressed: Goal 4 -- Provide intrusive advising

GGC has pursued development and implementation of intrusive and proactive advising programs to meet Goal 4 of the Complete College Georgia effort. In its first full year of operation, the Advising Programs office served over 1000 regularly-enrolled students and 50 students in the Grizzly Renewal Opportunity Workshops (GROW) program.

This strategy addresses the overall goal by providing support and outreach to students at higher academic risk, specifically to students required to enroll in Learning Support classes through typical advising services and to students who have been placed on academic suspension through the GROW program. Success in this endeavor is predicted to result in increased academic success and retention for academically underprepared students.

As is common in commuter student populations, the primary challenges faced by this effort are relational. Persistent work by the staff is required to engage students who are already busy and who may not recognize their need for support and to build working relationships with the students early in semester. Meeting this challenge requires a significant financial investment in staffing and in appropriate and inviting physical spaces. A further challenge lies in identifying the “right” students to target for the advising programs, which is a challenge of analytics. The primary need to address this challenge is the development of predictive analytics that are appropriate to a high-need student population.

Summary of Activities

Based on the overall academic characteristics of GGC’s student population, as summarized above, GGC has established an Office of Advising Programs. The Office is staffed by a Director, Assistant Director and 4 professional advisors, with two additional advisers as of August 2015. Students who are required to enroll in Learning Support classes are assigned to one of the professional advisors for support and guidance during their first year of enrollment. During the 2014-15 academic year, the Advising Center served 2586 students with 4377 total student visits.

The Office of Advising Programs also offers programs to students who have been placed on academic suspension. The Grizzly Renewal Opportunity Workshop (GROW) program is designed to support students who have been placed on academic suspension. The program allows students to remain enrolled despite their academic standing provided they agree to and comply with the conditions stated in the GROW Program Contract. The program engages participants in activities designed to help them improve their academic success skills, get back on track, and improve their academic standing. Students who do not elect to participate in the program in the fall/spring semester immediately following their suspension will have to sit out the following semester and will need to appeal to the Admissions Committee for readmission. During the upcoming year, GGC plans to expand services to include a program for students on academic probation and a possible program for students returning from academic suspension.

Interim Measures of Progress

The initial measures of progress for this initiative have focused on evidence that the Office of Advising Programs is functional and contributing to the well-being of the GGC student population by providing services and designing appropriate programming. Evidence that the Office is meeting those progress measures can be seen in the fact that the Office of Advising Programs has added two additional advisors, has increased the number of entering students served from 1071 to 2463 (those assigned to the Advising Center), and has increased the number of students served in the GROW program from 50 to 164. Further progress will be assessed based on the College’s success in meeting staffing and service targets for the Office of Advising Programs. Over the next three years, the Advising Center will expand to provide services to the all of the following: Learning Support students, English for Academic Purposes students, conditional admits, committee admits, and provisional readmits. By 2017, this is expected to create a service population of approximately 3000 students and the Advising Center will be staffed with ten professional advisors.

Measures of Success

As noted above, the efforts of this office are expected to impact both early academic success and retention in the populations of students that are served by the office. Data from the first year of operation clearly show that the advising programs are meeting these expectations. Since all Learning Support students were referred to the Office of Advising

Programs, a direct comparison of equivalent groups of student who did and did not receive advising services is not possible. However, a year-to-year comparison is feasible using data on Learning Support students from Fall 2012 as a baseline. These students had a mean GPA at the end of their first semester of 1.75, a fall-to-spring retention rate of 74%, and a fall-to-fall retention rate of 56%.

In contrast, Advising Center advisees in Fall 2013 had a mean GPA of 2.19 at the end of their first semester, a fall-to-spring retention rate of 92%, and a fall-to-fall retention rate of 59%. All of these metrics show a substantial impact of the Advising Center. Data for Fall 2014 Advising Center students show a mean GPA of 2.03, a fall-to-spring retention rate of 83%, and a fall-to-fall retention rate of 60%, which continues to exceed student performance prior to the opening of the Advising Center. Further evidence of success can be seen in the reduced gap in first-year GPA. For the Fall 2013 cohort, the mean GPA of Advising students (2.08) was 82.9% of the mean GPA for the full cohort of first-year students (2.51). This gap was reduced for the Fall 2014 cohort with the Advising Center student GPA (2.14) reaching 85.9% of the overall student GPA (2.49). Although the fall-to-fall retention of Advising Center students continues to lag behind that of the full first-year student cohort, the gap between the two groups has also been reduced. These data show progress toward the long-term goal for this initiative, which is for Advising Center students to have retention rates and GPAs that are not more than 5% below those of the full first-year cohort in any given year.

Data for the GROW program is equally encouraging. Of the 50 students in the pilot GROW program, 50% were able to continue their enrollment. Ten students achieved an end of term GPA that returned them to good academic standing and exited the program. Another 15 earned a semester GPA of 2.0 and were able to continue in the program but did not reach good academic standing. Twenty of the students who returned to good standing or were eligible to continue in the program enrolled the following semester. Data for subsequent cohorts of GROW students is equally encouraging. In fall of 2014, 58 students participated in the GROW program. Ten returned to good standing and exited the program. An additional 24 students earned a 2.0 semester GPA and were eligible to continue in the program. Thirty of those who returned to good standing or were eligible to continue in the program enrolled the following semester. Eighty-six students participated in the program during spring 2015. 18 successfully exited the program and 32 were eligible to continue in the program.

Lessons Learned and Next Steps

The data indicate the success of the GROW program for engaging and facilitating increased levels of success among GGC's most at-risk students. Next steps involved increasing levels of support for GROW and related efforts that support this group of students and other groups of at-risk students at the College. Efforts in this direction (e.g., hiring of additional advisors) are already underway. Advising Center staff had a total of 4440 meetings with students in the past (2014-15) academic year, and this number is projected to grow in the year ahead in support of our first-year students and other student success (learning support) populations.

HIS: Concurrent Remediation

Goals addressed: Goal 7 -- Transforming remediation; Goal 8 – Restructure instructional delivery

GGC has also invested heavily in supporting Goal 7 (Transforming remediation) by developing and deploying a strong program of concurrent remediation. During the 2014-15 academic year GGC offered concurrent remediation to eligible students in mathematics, reading, and English.

This strategy addresses the overall goal of increasing college completions supporting the needs of academically underprepared students while enabling them to earn graduation-eligible credits during their first semester of enrollment. Effective, well-designed concurrent remediation options are expected to lead to increased academic success and confidence and increased retention in academically underprepared students.

The primary challenge for GGC in implementation of this strategy continues to be one of capacity building. While our data show that the concurrent remediation effort is successful and there is a clear need to grow the programs to serve more students, there are significant costs associated with hiring and preparing sufficient faculty to maintain implementation fidelity as this effort scales up. A second significant challenge is to match remediation approaches to students based on careful analyses of historical success patterns.

Summary of Activities

GGC has continued to invest heavily in developing and offering remediation through a concurrent delivery model to qualified students. Developed by faculty, the model is based on successful models such as the Accelerated Learning Program used by Baltimore Community College. The College has successfully implemented programs for English (Segue English) and mathematics (ACCESS Math), pairing corequisite remedial support and instruction with the appropriate college-level class. Further, during the 2014-15 academic year, GGC offered courses pairing remedial support in reading with ENGL 1101, thus making concurrent remediation available to an expanded population of students. While recent changes in USG policy regarding remediation combine foundation-level reading remediation with English, the investment in planning and curriculum development has proven useful in improving the framework for future concurrent remediation in English.

Interim Measures of Progress

Progress for this initiative is measured by tracking the number of sections offered, which provides a measure of the number of students served. GGC has increased its investment in concurrent remediation each year, moving from 12 sections of Segue English and 8 of ACCESS Math in 2012-13 to 17 sections of Segue English and 18 sections of ACCESS Math in 2014-15. Further, during the 2014-15 academic year, GGC prepared to increase the scope of this initiative in compliance with new policies of the University System of Georgia. For Fall 2015, the College will have 23 sections of Segue English, serving over 360 students. For learning support Math, the College will offer 25 sections of concurrent remediation aligned with MATH 1001 (for non-STEM track students) and 32 sections aligned with MATH 1111 (for STEM track or Undecided students). Table 2 tracks the growth of corequisite course offering and projects likely targets

for the 2016-17 academic year.

Table 2: Implementation of Corequisite Remediation

Corequisite Remediation Course	FA 2014 # sections	FA 2014 enrollment	New Corequisite Remediation Course	Projected # sections FA15	Projected enrollment FA15	Projected # sections FA16 at 67% in corequisite course
ENGL 0099	9	144	ENGL 0999	23	360	29
(Segue English)			Total corequisite ENGL	23	360	29
MATH 0111	11	189	MATH 0997	25	500	31
(Access Algebra)			MATH 0999	32	640	36
			Total concurrent MATH	57	1140	67

A second measure of progress is the number of faculty in each discipline prepared to teach the courses. This number has increased over time as additional faculty are trained or hired with the appropriate skills and background to teach and engage with students in corequisite courses effectively. An example of this effort is the specific training provided by faculty leaders in the English discipline for colleagues teaching the ENGL 0099 Segue courses. In the Math discipline, the effort is bolstered by the purposeful hiring of those with appropriate teaching experience and skills that will serve well in or be adaptable to the corequisite classroom.

Measures of Success

The critical measure of success for this initiative is the overall success of the students, both immediately in the Learning Support and college-level courses and in subsequent related classes. Baseline data for success in learning support classes is show in Table 6 below, with the data for AY13 serving as the overall baseline. The results from the early implementation showed that students in the Segue English and ACCESS Math classes were able to exit Learning Support at higher rates than their peers in traditional Learning Support and passed ENGL 1101 and MATH 1111 at comparable rates to their non-Learning Support peers. Subsequent years have produced comparable results. For the 2014-15 academic year, the data continued to show that students in the Segue and ACCESS classes perform well. Figures 1 and 2 show that students in the concurrent remediation classes successfully completed ENGL 1101 and MATH 1111 at rates comparable to their peers who did not require remediation and substantially higher than their peers who completed a traditional sequence of remediation followed by the credit-bearing class. In the 2014-15 academic year, about 77% of students exited ENGL 1101 after having completed a traditional (non-concurrent, or foundational) remedial English class, whereas about 83% of students who enrolled in ENGL 1101 while in a concurrent co-requisite remedial ENGL 0099 section exited successfully. For MATH 1111, about 73% of students enrolled in concurrent co-requisite remediation successfully exited the Gateway course. These same data document high success rates in the learning support courses as successful completion of the credit-bearing class documents successful exit of the learning support requirement. As GGC increases enrollment in concurrent remediation, the target for success metrics is to maintain performance of students in concurrent remediation at the same level as performance of non-remedial students.

Lessons Learned and Next Steps

As learning support continues to change throughout the University System of Georgia, GGC anticipates our programs will continue to grow and evolve in order to effectively meet the needs of our unique student population. The move toward increased numbers of corequisite learning support offerings and more tailored options for STEM and non-STEM track students with respect to remedial mathematics should continue to enhance the opportunity for success among GGC's less prepared first-year students. In the year ahead, careful measurement of student success rates will be taken.

Figure 1: Percentage of Students Passing Math Gateway Course by Remediation Status

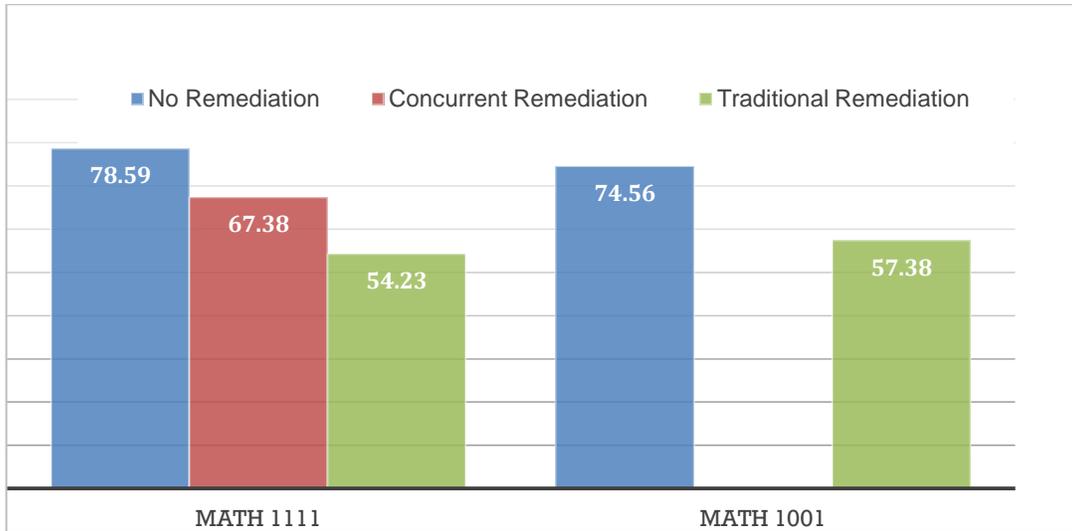
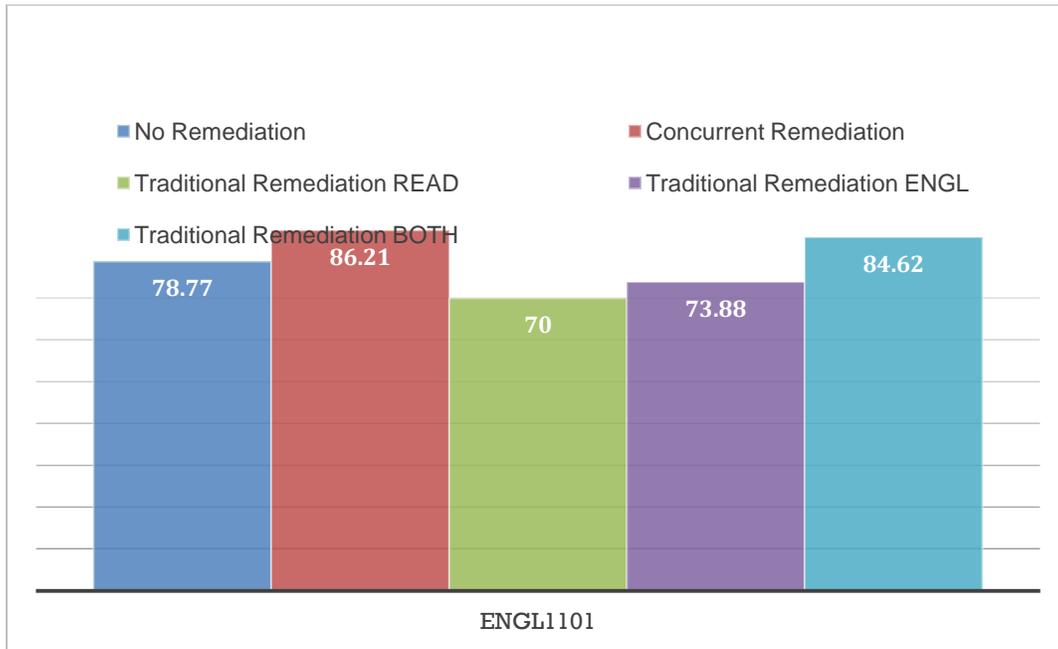


Figure 2: Percentage of Students Passing English Gateway Course by Remediation Status



HIS: Expansive and Available Tutorial Support Services

Goals addressed: Goal 8 – Restructure instructional delivery; Goal 9 Improve access for underserved and/or priority communities

Recognizing that, for some students, the structure and format of their class section may not be sufficient for mastery of the course material, GGC has invested deeply in tutorial services. Extra-curricular tutoring provides a safety net for students who are academically underprepared, who struggle with self-organization and management, or who find their instructor’s pedagogical approach incompatible with their own learning style.

Deep investment in tutoring services addresses Goal 8 (Restructure instructional delivery) by offering to students instructional contexts that vary from those found in the classroom and that may better fit the student’s individual needs. Given that much of GGC’s population enters college at an increased level of risk due to poor academic preparation, first generation status, racial/ethnic minority status, or a combination of factors, the College’s investment in tutoring also serves Goal 9 (Improve access for underserved and/or priority communities) as one of an array of support services designed to enable students to succeed in their educational efforts.

Summary of Activities

GGC's investment in tutoring services has been a feature of the college since its opening. As of the most recent academic year, tutoring services are offered in two face-to-face on-campus locations, in classrooms, online, and at a variety of other campus locations, including the campus Residence Halls. The on-campus tutoring centers are open 63 hours per week and offer support for all classes and disciplines, with limited exceptions, which are typically covered in online or specialized tutoring sessions. The tutoring center, known as the Academic Enhancement Center (AEC) employs 32 professional tutors and 15 student/peer tutors. In addition, more than 20 faculty volunteers and a small number of community volunteers have donated time to the center each academic year.

In addition, GGC offers tutoring outside of the AEC through its TIC-TAC-TOE programs. The TIC program provides Tutors In the Classroom for selected courses, including ENGL 0099, MATH 0099, ENGL 1101, ENGL 1102, MATH 1001, MATH 1111, ITEC 2140, ITEC 2150, and some EAP (English for Academic Purposes/English as a second language) courses. During the most recent year, the TIC program supported 14 tutors (4 primary) in 46 class sections to serve over 700 students. The TAC program provides Tutors Around Campus, professional tutors who provide drop-in tutoring in a variety of well-populated locations on campus such as the food courts, the residence halls, and the student center. 9 TAC tutors provided 460 hours of tutoring services in the most recent academic year. TOE provides Tutoring Online Everywhere through a relationship with Smarthinking (a Pearson service), which provides access any time of the day or night to online tutoring for GGC students. In the 2014-15 academic year, 428 students accessed the TOE Smarthinking service for a total of about 2,200 online tutoring sessions.

Interim Measures of Progress

Increased use of tutoring services in the Academic Enhancement Center (AEC) serves as a strong indicator of progress in the area of expansive and available tutorial support services. During the 2013-14 academic year, there were 15,357 tutoring sessions provided to 3,876 students in the AEC. During the 2014-15 academic year, there were 18,123 sessions provided to 4,623 students in the AEC. This is an 18% increase in the total number of sessions from the 2013-14 academic year.

Measures of Success

Increased Grade Point Averages (GPA) is a valuable measure of success for the implementation of expansive and available tutorial support services at GGC. It is not possible to provide a baseline figure for this strategy as GGC has always invested heavily in making tutoring available and accessible to all students. Further, since students often access multiple forms of available tutoring support, it is not feasible to conduct a fine-grained comparison across the various options. Rather, assessment of this strategy rests in maintaining a positive impact of tutoring services as shown in the comparison of GPA between those who utilize the services and the overall student population. In Fall 2014, the average overall GPA of students who visited the AEC was 2.84 (compare to 2.71 among all GGC students). Further, in Spring 2015, the average GPA of students who visited the AEC was 2.86 (compare to 2.76 among all GGC students).

Lessons Learned and Next Steps

The Academic Enhancement Center (AEC) will continue to support all the efforts toward expansive and available tutorial support services, using innovative methods and technology to provide an effective and engaging tutorial experience. The AEC exists to help students become more confident, efficient, and successful learners. AEC tutors (both professional and peer tutors) and volunteer faculty continue to work to establish friendly, welcoming interaction with students while challenging and equipping them to excel in their coursework and ultimately in their careers.

HIS: Active Pedagogy with Authentic Experiences

Goal addressed: Goal 8 -- Restructure instructional delivery

GGC's primary strategy to address Goal 8 (Restructure instructional delivery) is focused on creating classroom experiences for students that are engaging, provide authentic experiences, and promote deep learning and transferrable skills. The three flagship efforts at GGC are the Undergraduate Research Experience initiative across all STEM programs, the programmatic structure of the Education programs, and the programmatic structure of the new Nursing program.

These efforts address the overall goal by connecting classroom instruction to future study and careers and by promoting active and deep learning. They further address Georgia's completion goals by promoting strong relationships between students, between faculty and students, and between students and potential future employers. These factors are known to contribute to student persistence and success and are expected to result in stronger than predicted academic performance, retention, progression, and graduation.

The primary challenges in implementing this strategy across the institution rest in curriculum development, faculty development, and faculty-student ratios. Instruction based in active learning and authentic experience requires a skilled teacher and a well-designed curriculum. GGC's faculty have dedicated extensive time to professional development to acquire the skills in curriculum design and teaching that are needed and maintaining the College's commitment to faculty professional development is essential. Another primary need for the success of this strategy is a network of relationships with local companies, schools, and medical facilities so that ample opportunities are available for student internships, placements, and other experiences.

Summary of Activities

A primary focus of GGC's efforts in restructuring instructional delivery has been the development and delivery of active, engaging courses that include authentic discipline-based experiences. The primary efforts on this initiative have been housed in the STEM disciplines and in teacher education. The new nursing program has also crafted a curriculum that invests heavily in active learning and authentic experiences in the field.

The STEM disciplines have been working collaboratively over several years to redesign classes and laboratory exercises to involve students in authentic research every semester of undergraduate enrollment beginning with the laboratory component of class in the first STEM course and building toward an independent or directed research project prior to graduation, known on campus as the Four-year Undergraduate Research Experience (URE). These experiences

range from individual lab exercises to study-abroad data collection and analysis opportunities. In addition, a service learning course that engages GGC STEM students with local K-12 teachers and classrooms is now offered every semester along with academic internships.

GGC’s Teacher Education programs have also been carefully designed to provide opportunities for students to engage in authentic classroom-based activity every semester. Pre-education majors are provided an opportunity to work in after-school tutoring programs, which expose them to children at various levels of development and academic attainment. Majors are placed in field settings each semester with the level of responsibility and complexity of expectations set at a developmentally appropriate level each term. This immersive experience coupled with a curriculum designed to support meaning-making to apply lessons learned from classroom experiences provides GGC students with a rich and engaging program and prepares them well for their future roles as classroom teachers.

GGC’s new Nursing program has adopted a similar design and places students in clinical settings beginning in their first semester in the major. In addition, the Nursing program used a flipped classroom design for all their courses and makes extensive use of state-of-the-art simulation classrooms to engage students in additional experiential learning.

Further, the faculty within the Schools of Business and Liberal Arts engage in continual professional development in course design and pedagogy to create engaging courses and promote deep learning and development in their students. The Liberal Arts majors, like their STEM counterparts, encourage students to participate in internship programs through their curriculum. These real-world experiences provide liberal arts and business students with clearer connections between their academic work and their career options while also aiding students in making connections with potential employers. Within the Business curriculum, selected classes engage students with genuine or simulated businesses and require students to complete projects such as marketing plans, business plans, and simulated management exercises.

Interim Measures of Progress

Progress for this initiative is measured by tracking the extent to which the curriculum efforts impact students and involve them in active and authentic learning experiences. The joint STEM URE effort at GGC has been firmly established as part of the institution’s programs. Across all disciplines, this program now involves 27 separate courses and 273 class sections and, in the most recent academic year, directly impacted 3435 individual (unduplicated) students.

Similarly, progress in the Teacher Education programs is measured by monitoring the success of the program in placing its students in appropriate settings. During the Academic Year 2013-14, 231 pre-education majors were placed in afterschool settings. In addition, the program placed 566 students in over 90 Gwinnett County public schools for field experiences and student teaching. Tables 3a and 3b show the breakdown of student placements for the academic year.

Table 3a: GGC Teacher Education students by Type of Experience	Total Students	Table 3b: GCPS school level placements utilized for GGC Students	Total Schools
Field Experience I	144	Elementary	58
Field Experience II	155	High School	15
Field Experience III	150	Middle School	15
Student Teaching	129	Grand Total	88
Grand Total	578		

The Nursing program was also successful in placing students in appropriate clinical settings with all 31 of the first cohort placed during Fall 2014 and a total of 56 placed in Spring 2015 of whom 29 were continuing students and 27 were members of the second student cohort.

The data for STEM and Liberal Arts students seeking internships is also encouraging, although growth is certainly still possible for these majors. Table 4 shows the number of students enrolled in internship classes in each discipline between Summer 2014 and Spring 2015.

Table 4: Internship Participation by Liberal Arts and STEM Majors

Liberal Arts	Summer 2014	Fall 2014	Spring 2015	Total
English	7	12	14	33
Criminal Justice	8	8	6	22
History		8	20	28
Political Science		3	2	5
Psychology		9	6	15
Liberal Arts Subtotal				103
STEM				

Biology	7	3	4	14
Exercise Science	8	7	16	31
Information Technology	6	6	7	19
STEM Subtotal				64
Overall Total				167

Measures of Success

The critical measures of success for this initiative, aside from the broad College-wide measures of retention and progression, are measures that reflect the effectiveness of engagement and deep learning on student behavior and measures that reflect post-graduation success. Within the STEM majors, GGC has seen steady growth in the number of students engaged in undergraduate research, with 82 students enrolled in the senior research class during the past academic year, 8 students in the inaugural sophomore-level research class and over 40 students presenting at regional or national conferences.

Similarly, the Teacher Education programs have seen students successfully complete the program prepared for the demands of their careers can be seen in the fact that approximately 10% of the new teachers hired by the Gwinnett County Public Schools for 2014-15 are GGC graduates.

A broader measure of success for this metric, as for others, is the overall success of GGC students in their academic careers and the degree to which students report being deeply engaged in their courses and with their faculty. Tables 6 and 7 below show the College’s baseline data for AY13 and the related figures for each year since. As can be seen, GGC is achieving strong retention and graduation rates relative to peer institutions and expects to see these rates continue to improve. Further, data from the National Survey of Student Engagement (NSSE) indicates that GGC students report educational experiences that are challenging and engaging. GGC participates regularly in NSSE and, thus, can provide 2013 results as a baseline. In the 2013 administration, GGC seniors placed GGC in the top 10% on two of ten engagement indicators and in the top 50% on an additional three. As Table 5 shows, for the 2015 administration, GGC seniors place GGC in the top 10% of institutions nationally on five of ten Engagement Indicators and in the top 50% of institutions nationally on an additional two. These results, while indirect, provide strong evidence that GGC’s commitment to active pedagogy is creating an engaging, challenging, and supporting environment for students. GGC’s long term goals for retention and progression are shown in Table 6. The College’s overall goal for NSSE indicators is to maintain its strong results.

Table 5: NSSE Engagement Indicators for GGC Seniors

	GGC	Carnegie Class	NSSE 2014 & 2015	Top 50%	Top 10%
Academic Challenge					
Higher-Order Learning	43.9	41.5	41.4	43.5	45.3
Reflective and Integrative Learning	39.7	39.3	39.0	41.3	43.1
Learning Strategies	42.7	40.6	40.3	42.5	44.8
Quantitative Reasoning	33.3	29.7	30.4	31.8	33.6
Learning with Peers					
Collaborative Learning	34.4	32.4	32.9	35.7	38.2
Discussions with Diverse Others	46.7	39.7	42.0	43.9	45.9
Experiences with Faculty					
Student-Faculty Interaction	25.0	24.8	24.0	29.8	34.1
Effective Teaching Practices	43.7	41.4	40.8	43.1	45.1
Campus Environment					
Quality of Interactions	44.2	43.5	42.4	45.0	46.7
Supportive Environment	37.8	33.7	33.3	36.1	38.8

For information on the impact of this approach on individuals, see the most recent edition of GGC's *Engage* magazine (<http://summer2015.engage.ggc.edu/>).

Lessons Learned and Next Steps

The data related to these specific efforts continue to be highly encouraging. GGC is succeeding in engaging, retaining, and graduating a high-risk, high-need population of students. Both the quantitative data reported here and the anecdotal data available indicate that the GGC educational experience, which is highly relational, active, and authentic, is providing the environment and context necessary to support student success and development. Going forward, the College will maintain its commitment to strong pedagogy both through its hiring processes and through its investment in professional development for faculty to enable them to design and deliver GGC's highly effective Integrated Educational Experience.

Other Strategies

GGC is continuing to pursue the additional strategies that were discussed in our 2012 plan and 2013 report including its intentional outreach to and collaboration with the Gwinnett County Schools. An example of the depth and quality of the relationship between GGC and the Gwinnett County Schools is their upcoming joint presentation to the upcoming conference for Georgia Education Preparation Providers (EPPs) and their P-12 Partners titled "Transforming Educator Preparation: Building Capacity to Positively Impact P-12 Student Learning." College is also pursuing expanded new student orientation with differentiated sessions for specific sub-populations, clear and consistent information about degree requirements, dedicated faculty mentoring, and hybrid course schedules. Further, the College is continuing to emphasize faculty mentoring and student engagement as a universal expectation for all faculty.

Other "high-engagement" strategies are in use by individual disciplines and programs. While not "official" initiatives of GGC's Completion Plan, these efforts are consistent with the general theme of GGC's overall effort. These initiatives include peer tutors and other outreach and support activities in Information Technology, service learning and experiential capstone classes in the School of Liberal Arts and School of Business. As with the STEM programs, the disciplines in Liberal Arts have aggressively pursued involvement of students in research and saw 8 students present at regional and national conferences in the last academic year. Of particular note is the inauguration of a Summer Bridge program for a small sample of entering students in the Fall 2015 cohort. Based on the results for the pilot cohort, GGC will determine a level of effort for this initiative for future years.

In addition, the College is continuing to invest in developing a predictive analytic model of students at unusually high risk within our high-risk population that will inform efforts to direct specific students to the programs and opportunities most likely to support that individual student's success. Future plans include expanding the block scheduling to Spring semester admits, continuing to expand the number of students enrolled in concurrent remedial courses and participating in the Undergraduate Research Experience, and exploration of the value of awarding associate degrees to students who complete all the requisite coursework.

OBSERVATIONS

Data on the core metrics GGC has elected to track are encouraging for this reporting year as shown in Table 6 below. The College met its targets for most metrics in Academic Year 2014-15. Notably, since hitting a low of 61.5% for Georgia Gwinnett College

the Fall 2100 cohort, first-year retention has improved steadily, indicating that the joint efforts in orientation, advising, and transforming remediation are having an impact on student success and persistence. Since early success, which is known to predict progress and persistence, is a primary focus of several of GGC’s efforts in the Completion Plan, GGC will continue to monitor this closely. Early data on graduation numbers are also encouraging, as can be seen in Table 7. While the proportional graduation rate has declined slightly, which would be consistent with earlier lower retention rates, the number of students graduating in each cohort has continued to climb, reflecting GGC’s rapid growth rate.

The data on first generation and Pell Grant eligible students continue to show that GGC is maintaining its strong focus on providing access to underserved student populations. The continuing improvements in first semester exit rates for Learning Support students, and particularly the rates for students in the concurrent remediation classes (Segue English and ACCESS Math), provide evidence that GGC’s efforts to strengthen and transform remediation are having the intended effects. As GGC implements the proposed new models for remediation, we expect to see differential exit rates in foundations-level and co-requisite Learning Support courses. Table 6 shows projected exit rates for each course level.

The common theme across the five high-impact strategies discussed here, along with other efforts that have shown an impact at GGC is that they are all high engagement, individual focused efforts, which is perhaps not surprising given the high-need population that GGC serves. In addition to the five specific strategies discussed in this report, differentiated orientation, faculty mentoring, and relationship-building with the Gwinnett County Public Schools continue to show a strong impact on enrollment, success, and retention.

Table 6: College-wide metrics for Georgia Gwinnett College

Metric	AY 13 Actual	AY 14 Target*	AY14 Actual	AY15 Target	AY15 Actual	AY16 Target	AY17 Target	AY18 Target	
One year retention (at GGC)	61.7% F 2011 cohort	73%	63.2% F 2012 cohort	64%	68.0 F 2013 cohort	65%	66%	67%	
Degrees conferred	272	290 (Sp14)	305	375 (Sp15)	413	400 (Sp16)	425 (Sp17)	450 (Sp18)	
Six-year graduation rate (within institution)	26.8% 2007 cohort		26.6 F 2008 cohort	29% 2009 cohort	20.9%	30% (2010 cohort)	31% (2011 cohort)	32% (2012 cohort)	
% First Generation students enrolled (neither parent earned postsecondary credential)	31.9%	44%	31.1	44%	31.1	44%	44%	44%	
% Pell Grant eligible students enrolled	55.5%	50%	56.9	50%	57.3	50%	50%	50%	
First semester exit rate: Learning Support English	67.5%	77%	73.3	79%	75.5%	Foundations	78%	79%	80%
						Co-requisite	81%	82%	83%
First semester exit rate: Learning Support Math	45.1%	44%	49.5	60%	51.8%	Foundations	61%	62%	63%
						Co-requisite	71%	72%	73%
First semester exit rate: Learning Support Reading	70.1%	75%	76.3	80%	73.8%	Course to be phased out due to USG policy changes			
First attempt completion rate: College Algebra	63.7%	67%	64.5	70%	66.4%	71	72	72	
First attempt completion rate: Intro to Computing	77.1%	77%	78.6	82%	77.9%	82	83	83	
First attempt completion rate: English Composition	74.3%		74%		72.7%	75	76	76	

Table 7: Official graduation rates for GGC students (IPEDs FTFTF cohorts)

4 Year		5 Year		6 Year	
Institution	System	Institution	System	Institution	System

Cohort Year	# FTTF Cohort	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Fall 2007	295	16	5.4%	27	8.1%	54	18.3%	84	25.1%	79	26.8%	111	37.4%
Fall 2008	361	21	5.8%	37	8.0%	65	18.0%	77	25.93%	96	26.6%	137	38.0%
Fall 2009	708	28	4.0%	46	6.5%	92	13.0%	144	20.3%	148	20.9%		
Fall 2010	1615	57	3.5%	98	6.1%	184	11.4%						
Fall 2011	1996	41	2.6%										

Efforts that are focused on wide-scale communication and technology have shown less impact and less penetration into the mind-set and practice of the institution. Two primary factors have contributed to the challenges in implementing strategies based on technology tools and communication. The first is the necessity of prioritizing initiatives in the context of budgetary limitations presented by the current economic climate. Faced with choices between funding direct student intervention efforts and funding other initiatives, GGC has consistently chosen to prioritize the former, to good effect. Thus, investment in early alert technology and implementation of some capabilities of DegreeWorks have been delayed. GGC expects to increase efforts on these initiatives as its funding improves.

The second factor impacting implementation of communication and technology initiatives arises from the limitations presented by GGC’s hosted software environment for Banner. The hosted environment introduces complexities in implementing some initiatives that rely on communication across software systems and platforms, including those owned by Ellucian that are designed to integrate with Banner. Thus, implementing these solutions requires extensive human resource investment in consultation with ITS and Ellucian to create locally-developed solutions and increases the likelihood of errors, so additional time working toward implementation is necessary.

GGC’s overall Completion Plan is a living and responsive effort continually enhanced by new activities and initiatives that emerge from the committed work of the campus community. These activities and initiatives include workshops for middle and high school teachers that strengthen the relationship between the Gwinnett County schools and GGC, development of a resource handbook for faculty to provide information on concurrent remediation, along with block schedules and other scheduling options.



Georgia Perimeter College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Perimeter College (GPC) is a multi-campus institution offering on-site and distance learning opportunities to the highly diverse populations that live in DeKalb, Newton, and neighboring metro-Atlanta counties. The college is committed not only to its role as the major provider of associate's degrees and transfer opportunities in the state but also to its partnership with the DeKalb County School System through the Early College Programs that offer access to higher education for well-qualified high school students.

In fiscal year 2015 (fall 2014), the college had a total enrollment of approximately 21,371 students, an increase of 1.2% over the previous year. There were 1,306 (6.1%) students who were dual enrolled or in an early college program. An additional 7,128 (33.6%) were adult learners, which is approximately the same number as were enrolled in fall of 2013. This demonstrates the range of generational diversity that continues to exist at the college, and the multiple methods of communication required to meet the students' needs. Another 9,613 (45.3%) students were first generation, and 5,009 (23.6%) were international with 3,948 (18.6%) identified as immigrants and 1,061 (5.0%) as non-immigrants.

Many students require financial aid to attend GPC; for example, 9,483 (44.7%) were Pell Grant recipients, and 1,650 (7.8%) were Hope Scholarship recipients. In total, 13,540 (64%) of all students at GPC were on some form of financial aid.

Many of the 13,270 (62.6%) part-time students had significant responsibilities and family commitments limiting the number of courses they could take in a semester. In addition to attending part time, many students address time limitations resulting from personal and work commitments by taking classes online. While 8,065 (38.0%) students took at least one class online, nearly half of them, 3,988 (18.8%), only took classes online.

With the statewide transformation of remediation, Georgia Perimeter College has a smaller population of students taking Learning Support classes than it had prior to the changes in regulations. However, the college still had 2,364 (11.1%) students taking one or more remedial classes, which is 3.7% decrease in this population over last year. The vast majority of the students in remedial classes, 2,158 (10.2%), were enrolled in math and 381 (1.8%) in English. Additionally, GPC has a strong international population with 729 (3.4%) students enrolled in English as a Second Language classes, which is a 6.3% decrease in enrollment for the ESL classes over the previous year.

Most of the students attending Georgia Perimeter College have at least one, if not multiple, risk factors that may prevent them from completing their degree program. These factors include, but are not limited to, first-generation college student, economic status, part-time attendance, full-time employment, and single parenthood. To provide better guidance to graduation for this at-risk population, the college established Program Maps to delineate the recommended course sequence for a student to complete a degree program in two years. Furthermore, the college encouraged full-time students to complete 15 hours each semester in order to graduate in four semesters. As part of the college's commitment to reducing time to degree completion, part-time students, approximately 64% of the total student population who take fewer than 12 credit hours in a semester, were also encouraged to increase the number of courses they took each semester. Time to completion is one of the greatest risk factors attributed to a student not graduating. Therefore, many of the college's projects focused on getting students to take more classes each semester and on providing them with the necessary support to help them be successful with an increased academic course load.

The college recognizes that getting students accustomed to the academic rigor of college early increases their ability to succeed, especially if the student is the first in his or her family to attend college. The Early College Programs that enable high school students to earn high school and college credit simultaneously, thereby reducing the time needed to complete a college degree, are a priority for the college. Exposing students to collegiate-level work, along with providing a strong academic support infrastructure while they are still in high school, prepares them for success when they start college full time.

Recognizing that many students at the college need assistance in science, engineering, and mathematics, GPC has made support for STEM education a priority through numerous initiatives and grants, including the creation of a full-time STEM coordinator position.

GPC created key initiatives that provided timely communication and intervention for students who were in academic peril. The college implemented a proactive and timely academic alert system to improve student success. This advising system does not wait for students to access the support resources they need. Instead it provides the structure and mechanism by which college faculty and staff initiate contact with students in an effort to provide academic assistance to enhance their chances of success in their coursework.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-impact strategy	Early College and Dual Enrollment Initiatives
Related Goal	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school.
Summary of Activities	<p>GPC had more than 1,142 dual enrollment high school students, which represents a 10% increase over the previous year, who completed 11,981 credits worth of college-level courses, which can be applied to degrees at matriculation into an institution of higher education. The most popular courses are English and math, but a wide range of courses that satisfy core requirements for most degree programs are offered.</p> <p>In addition to dual enrollment, the DeKalb Early College Academy (DECA) is operated jointly with the DeKalb County School District (DCSD). The focus of the program is on those students of high ability as demonstrated by past performance on standardized tests and classroom effort. Students from any middle school in DCSD may apply in the 8th grade to join DECA. In addition to the college preparatory curriculum, students can receive up to 60 hours of college credit leading to an Associate of Arts degree. Students spend the 9th and 10th grades at the Academy location and the 11th and 12th grades taking classes at GPC. The program is designed to accommodate 400 students in grades 9 through 12. Of those students, 164 are on a GPC campus, and they completed 4,057 credit hours of college level course work in FY 15.</p>
Baseline Status	In FY 2009 the college had approximately 884 students in the Dual Enrollment program and DeKalb Early College Academy.
Interim Measures of Progress	<p>The college continues to expand the Dual Enrollment program and seeks opportunities to serve additional high schools. The total number of high school students taking courses at the college in FY 15 was 1,306, which represents 20% of all dual enrolled students within the university system of Georgia.</p> <p>The students in DECA graduate on time at a rate that is greater than 90%, which is far above the state average of 71% and the DCSD rate of 62%. Additionally, students acquire significant college credit with 30 students receiving their associate’s degree last year at the end of their high school career. However, due to resource considerations, it is not possible to significantly increase the number of students in this program, and for the next few years, it is likely to continue at its current size.</p>
Measures of Success	<p>Students in Dual Enrollment and DECA pass their classes with a C or better at a rate greater than 97%, earning more than 16,038 hours of college credit. The total monetary value of this credit depends upon the college to which each student matriculates, but estimating a tuition rate of \$100 per credit hour, which is approximately the lowest rate for state colleges in Georgia, this represents \$1,603,800 saved by the families of these students in tuition costs. GPC believes the Dual Enrollment program can grow by 10% per year with the passage of the Move on When Ready law, which provides payment of tuition, mandatory fees, and required books for the student. This new law will make college attendance more accessible to qualified high school students by reducing their cost.</p> <p>DECA has won numerous awards for excellence. It has been a Platinum and Gold Award Winner for Student Achievement. More than 90% of all students graduating through this program enter college after completing high school, and most of them will complete a bachelor’s degree within four years of entering college. Additionally, 30 students completed their AA degree along with receiving their high school diploma.</p>
Lessons Learned	<p>Academically prepared students who are provided an opportunity to experience college while still in high school benefit from the experience in a number of ways. Most importantly, they are able to complete general education requirements before matriculation, allowing them to take courses within their major earlier. This opportunity creates scheduling options, which allow students to take advantage of specialized programs, such as, internships, study abroad, and second majors, to enhance the educational experience while remaining on the pathway to graduate on time.</p> <p>DeKalb Early College Academy has shown that given support and direction motivated high school students can be successful in a college environment regardless of the challenges of their circumstances. Success in DECA translates into continued success in college with nearly all of the students completing bachelor’s degrees on time and many going onto graduate and professional schools.</p>

High-impact Intrusive Advising Initiatives

strategy

Related Goal

Goal 4: Provide intentional advising to keep students on track to graduate

Summary of Activities

The college developed a proactive advising program known as the Performance Alert for Student Success or PASS, which provided early and ongoing updates to students who may be in danger of failing or of performing poorly in a class. Based on designated core concepts that have been identified by members of the course curriculum committee, a central computer system issues an alert at three different points throughout the term apprising students of their status in mastering key concepts for the class. The first occurs within a few weeks of the start of the semester, which allows the instructor to identify early those students who need intervention before the first assessment occurs and gives students time to access college resources to gain mastery of the key concepts before the first major exam or assignment. The remaining alerts occur at strategic times in the semester to inform those students that they are missing key concepts or skills prior to exams or assignments that count significantly towards their grade. Instructors direct students to the appropriate resources that will best meet their needs for academic success. Additionally, advisors meet with students who are identified as struggling, assess the barriers to success, and create a plan of action to give these students the best chance of success.

Baseline Status

The college will measure the effectiveness of this program by looking at the success rates of the students who have received alerts. Since academic year 2015 is the first year of this program it will be used as the baseline for this program and the intervention activities related to it.

Interim Measures of Progress

During spring semester of 2015 the college issued an alert to 13,399 different students whose performance on an assessment indicated that they did not fully grasp a key concept in one or more of their classes and were in in danger of earning a D or F.

Measures of Success

The college lacks a historical foundation from which to draw significant empirical conclusions since this initiative was only in effect during fall 2014 and spring 2015; however, the statistical trend seems to indicate that the overall impact of this initiative was positive. For example, of the 20,301 alerts sent out during spring 2015, 11,820 resulted in a student earning a C or higher in the specified course.

Lessons Learned

The PASS alerts provided students with useful information concerning their understanding of important concepts and strengthened communication between the instructor and his/her students. Issuing the alerts before major assessments spurred many students to seek help before the instructor's exam, which improved their grades on the exams. Moreover, providing multiple warnings several times over the course of the semester kept students focused on their grasp of certain skills or concepts as well as their overall performance in the class. Not only were students warned by the third week of behaviors that might put them at risk, but also students who began strong in the class but exhibited unsatisfactory progress by week six or seven were identified and offered remediation.

Important to making the PASS program work effectively is the identification of the core concepts that students must master to succeed. These core concepts or benchmarks were identified by the faculty and assessment instruments were created to measure the students' grasp of them. The faculty are now reviewing the data from the PASS alerts to ensure essential concepts are being identified and that the assessment instruments are reliable measures of the students' understanding of them. This review will improve the PASS program and lead to an increase in the number of students performing at a passing level in their courses.

High-impact strategy	Guided Pathways to Success
Related Goal	Goal 2: Increase the number of degrees that are earned “on time” (associate’s degree in 2 years, bachelor’s degree in 4 years).
Summary of Activities	<p>GPC created Program Maps for all programs of study; these maps provide students with the recommended course selection for each term to complete their AA in four semesters. Program Maps are available on the college website and through the advising offices. Advisors encourage part-time students to take as close to 15 hours as possible each semester, taking into consideration their personal and work commitments.</p> <p>Part-time program maps are currently being developed, which will provide a clear path to graduation for students taking 9 hours per semester. The college has adopted a strategy of encouraging part-time students, who make up 63% of the population, to take at least 9 hours per semester. This will put a part-time student on track to graduate within 6 semesters, which is significantly fewer than the current average of 8 terms required of students to complete an associate’s degree.</p> <p>The Program Maps have been added to DegreeWorks, the college’s online advising platform. While the Program Maps assist students in planning their semester schedule early in their college career, DegreeWorks monitors a student’s progress toward degree completion by tracking the courses completed, those in progress, and the ones still needed for the declared program of study or major.</p> <p>Additionally, the college held a graduation fair that identified students who have more than 55 hours of credit. A graduation audit was performed for all of these students, and they were invited to meet with an advisor to complete an application for graduation if they had already met the requirements or to identify the remaining classes needed to be eligible to graduate. This process will be repeated each semester as a way of reaching out to students who have successfully completed a significant amount of course work but may not realize that they are close to graduating or even that they have fulfilled all degree requirements.</p>
Baseline Status	A comparison of the percentage of students taking 6 or 7 hours to the percentage taking 9 or 10 will be tracked. Additionally, A comparison of the percentage of students taking 12 or 13 hours to the percentage taking 15 or 16 will be tracked. As a baseline, the college is using data from 2014 where 22.1% of the students took 6 or 7 hours; 17.9% took 9 or 10 hours; 26.3% took 12 or 13 hours; and 6.12% took 15 or 16 hours.
Interim Measures of Progress	<p>The number of students who access DegreeWorks will be tracked, which will provide a measure of how effective communication has been.</p> <p>The college invited 1,700 students to meet with an advisor to discuss graduation during the graduation fair, and advisors met with 365 students.</p>
Measures of Success	<p>The college has seen an increase of 5% in the number of students taking 9 or 10 credit hours of course work, and a decrease of 3% in the number of students taking 15 or more hours. The total number of full-time students, defined as 12 hours or more, also decreased over last year.</p> <p>Additionally, as a result of the graduation fair, the college saw an increase of 242 students applying for graduation during the spring 2015 semester compared to spring 2014. This represents a 42% increase in the number of students applying for graduation during the comparable time periods.</p>
Lessons Learned	<p>Changing the culture of the students to embrace taking additionally classes is ambitious, but the college has made a good start at changing this message. The college has added the position of Coordinator of Social Media Strategies and College Completion, to enhance its completion messaging to students through multiple means including the use of social media, mobile device applications, and college website as well as other channels.</p> <p>Degreeworks is proving to be very popular with students as a tool for tracking their progress. However, there is a continued need to inform students about Degreeworks to ensure all incoming students are made aware of it and to make this tool an integrated part of the college advising process. The college is looking to increase the number of access points on campus for student use of Degreeworks.</p> <p>The graduation fair showed that there is a significant number of students who need help in recognizing that they have finished or are close to finishing degrees. While many of the programs at the college are focused upon getting incoming students started correctly and keeping them on track for graduation, there is also a demonstrated need to help them recognize that they have completed or are very close to fulfilling degree requirements. Additionally, the graduation fair revealed that many students are informed about the requirements for attending the senior institution to</p>

which they wish to transfer but have not educated themselves about the requirements for and value of the associate's degree. The college sees an opportunity to significantly increase graduation numbers by working with students more intrusively as they near the completion of their degrees

High-impact strategy

Supplemental Instruction

Related Goal

Goal 8: Restructure instructional delivery to support educational excellence and student success.

Summary of Activities

Supplemental instruction was provided in select general chemistry and college algebra courses. A student who had passed the course previously attends the regular lectures and then offers additional instruction to students in another arranged setting. During the supplemental instruction session, the lead student provides additional review and time for the enrolled students to grasp the concepts presented. The lead student is generally viewed as a peer by the enrolled students and hence is more likely to be asked questions.

Other activities supported by GPC are those designed to support student success in science, engineering, and mathematics and to promote interest in these fields among students of ability who belong to underrepresented populations. These programs encourage students' interests in the STEM areas and support their success in the required courses. Activities include summer research opportunities at universities and laboratories, participation in science competitions, and opportunities for tutoring, additional instruction, and mentoring.

The four specialized STEM programs that are available to students at the college are:

- One (1) University System of Georgia -funded program which provides resources for faculty to conduct research and to students to engage in co-educational activities:
 - Mathematics, Engineering, Science Achievement (MESA)
- Three (3) National Science Foundation-funded programs which provide students with scholarships, exposure to professionals in their fields of study and opportunities to conduct research at some of the top research institutions in Georgia and around the country:
 - Educate and Nurture Leadership in STEM (ENLISTEM)
 - Peach State Louis Stoke Alliance for Minority Participation (PSLSAMP)
 - STEM Talent Expansion Program (STEP)

Baseline Status

Students taking advantage of the opportunity for supplemental instruction will have their performance compared to their peers in the same course who did not attend and with students in sections of the same course who did not have the option of supplemental instruction.

Interim Measures of Progress

There were approximately 115 students in 18 classes who took advantage of the supplemental instruction during the last academic year. The college has learned from this experience and looks to expand its offerings in the upcoming year with the hiring in January of a full-time coordinator for this initiative, who will move the program from the pilot stage to an operational phase.

Last year, 113 students participated in one or more of the STEM programs, which represents 10.3% of all students at GPC eligible to participate, approximately the same percentage of eligible students who participated the previous year. These students had an average GPA of 3.3 and were predominantly from populations underrepresented in the STEM fields.

Measures of Success

Students receiving supplemental instruction this past year performed better than students who did not receive it, but too few students have been part of the program to be able to make definitive statements concerning how much improvement in performance has resulted from the use of supplemental instruction. GPC increased its support for supplemental instruction by adding a full time coordinator, who is recruiting supplemental instruction leaders, and monitoring the effectiveness of the overall program. The addition of the coordinator will allow GPC to increase the number of sections of supplemental instruction that are available to students by 50% and add additional subjects that are served by supplemental instruction.

GPC has seen a significant increase in the numbers of students receiving an associate's degree in STEM fields. Students studying in a STEM field are more likely than others to transfer to a four year institution without completing an AA degree. However, through GPC's support programs, Academic Year 2014 had a 41% increase in the number of associate's degrees (171) awarded over Academic Year 2011. Of the

students who earned STEM degrees, 75 were from underrepresented minority populations, which is a 47% increase over the previous year and 71 were women, which is a 7.5% increase over the previous year.

Lessons Learned Supplemental instruction requires effective leadership in order to be successful and organized. The addition of a full-time coordinator to lead this program at the college has had an immediate effect of increasing the interest in the program and expanding the number of classes in which this is being offered. It will be important to continue to expand the administrative support for this program as the number of students and classes that are a part of supplemental instruction increase.

A limiting factor to the expansion of supplemental instruction at GPC is the constant need to train new leaders as successful students graduate and transfer. It is the nature of two-year college that qualified leaders graduate and transfer after serving only one year.

There has been significant success in helping students complete their AA degree in the STEM fields. The numbers of graduates have steadily increased, and these graduates continue to represent a greater diversity than the national average in these areas. GPC continues to focus efforts upon students in these fields through its programs and is the leader in the state for the number of minority and women STEM students educated.

High-impact strategy	Transforming Remediation
Related Goal	Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
Summary of Activities	The college redesigned Learning Support classes to reduce the number of levels of courses from two to one. Additionally, GPC will pilot the placement of some Learning Support students in collegiate math and English classes with co-requisite support labs. Such programs implemented at other colleges have shown a dramatic increase in the rates of success for students while having the added benefit of earning collegiate credit.
Baseline Status	The base line data is the percentage of students moving from Learning Support math courses into collegiate level in 2012, which was the last year before major reform occurred. In this year 20% of the students moved from learning support math to college level.
Interim Measures of Progress	The number of students moving from Learning Support mathematics into collegiate-level math in one semester has increased from 20%, in fall of 2012 to 55.2%, in fall of 2014. For English, there has not been a measurable increase, but the number of students in Learning Support English has been substantially reduced as a result of recent changes in statewide standards for admission, thus making it difficult to compare populations.
Measures of Success	Ultimately, GPC will see more students who started in Learning Support completing degrees in fewer semesters. This data is inconclusive as of yet, since most of the students are part-time and would not be expected to have graduated until spring of 2016. GPC increased the fall-to-fall retention rate from 43.7% for 2012 to 2013 to 47.6% for 2013-2014.
Lessons Learned	Moving to the Emporium style model for developmental mathematics has shown a significant increase in student performance. The model provides students with more time on task in using mathematics and developing these skills. GPC piloted the planned co-requisite model for English in the spring in preparation for full implementation in the fall of 2015. While the number of classes that were offered was small, these pilots gave the faculty an opportunity to test the new delivery method and to prepare for the larger roll-out of the courses. The pass rate in the pilot courses was about 50%, and the faculty hope to improve on this during the next year when the model is fully implemented.

OBSERVATIONS:

GPC has had success with a number of its strategies and continues to look for opportunities to expand them. The DECA program continues to be an exceptionally successful program: however, its capacity is limited to approximately 100 students at each grade level, and it is not feasible for any significant expansion in the near future. Our Dual Enrollment program is also highly successful reaching a large number of students who are able to complete a significant number of college courses while in high school and reducing their time to degree completion. The college expects that

the recently enacted Move on When Ready legislation, which reduces the cost to the high school students taking college courses, will spur a larger increase in the size of this program over last year. We expect that this program will continue to be one of the greatest successes for the college Complete College Georgia plan.

GPC implemented a modification of the early alert program for several reasons. First, the early alert has not been occurring early enough in the semester, and second, students can get off track at several critical points during the semester even though they may have made a good start. The new academic alert system issued a warning throughout the term based on benchmark assessments or a student's performance on core concepts that are specific to each course and developed by course curriculum committees. The student's inability to master one or more of these concepts serves as a predictor of his or her ability to be successful in that course. An assessment of these core concepts is made at three appropriate points during the semester and immediate intervention occurs if a student does not demonstrate mastery. Performance Alert for Student Success (PASS) data indicates that this ongoing monitoring of students' mastery of key concepts has increased successful course completion rates of those receiving alerts.

GPC has used strategic data to launch intrusive advising programs that target specific groups of students who can be affected quickly and meaningfully. The success of the graduation fair initiative demonstrates how effective targeted messages can be in increasing the number of graduates. Moving forward GPC will have a graduation outreach each semester to move students from credit accumulation to graduation. Additionally, the newly developed first-year experience class will focus upon high risk populations getting the students to plan a complete program to graduation. Further, initiatives directed to helping students with specific messages are being developed and will result in an increased number of student graduating from GPC. The goal is to increase the number of students graduating by 25% over the current year.

The *15 to Finish* program continues to be a major focus of efforts at the college. While more than 60% of the students attend part-time, the college continues its efforts to educate students on the importance of taking enough classes to finish on time. Program maps have been created and distributed to students showing how a student can complete a degree in two years. Data shows that more GPC students take 12 hours per semester than the 15 they need to graduate in two years. The college will continue its education program to encourage students to take one more class per semester and graduate in two years. Additionally, another set of program maps are being created that will show how a part-time student can complete in three years by taking 9 hours a semester. The college recognizes that not all students can take a full-time load but will continue to emphasize the importance of students having a plan to graduate in a timely manner.

There has been significant success in helping students complete their AA degree in the STEM fields. The numbers of graduates have steadily increased, and these graduates continue to represent a greater diversity than the national average in these areas. GPC continues to focus efforts upon students in these fields through its programs.

The college continues to grow in experience in its use of supplemental instruction, however has not seen significant success in this program due to an inability to recruit and sustain a core of student leaders, because most students graduate within a year of joining. A coordinator for the program was hired in January of 2015 to try to recruit more student leaders, provide training and stabilize the number of available student leaders, but by nature of a two-year college this will continue to be a challenge.

It was announced in January that GPC will be consolidated into Georgia State University in January 2016. All of the initiatives at the college follow a similar philosophy as those at Georgia State University, but the consolidation will entail a review that may result in changes to some of the initiatives as they exist. Additionally, Perimeter College, as a unit of Georgia State University, will have access to a significant increase in resources for data analytics post consolidation. These additional resources will enable the college to increase the annual number of graduates.

GPC continues to assess the effectiveness of its many activities, which support the Complete College Georgia priorities. Modifications are made in response to data to enhance current activities and initiate new opportunities. GPC is proud of what has been accomplished over the past year and looks forward to continuing its efforts on behalf of its students to build the educated workforce required by Georgia companies in the 21st century.



Georgia Regents University

(Soon to be Augusta University)

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

As one of the state of Georgia's four research institutions, Georgia Regents University (GRU – *soon to be Augusta University*) has the unique designation as the state's only public, academic health center. GRU offers a broad range of traditional liberal arts, education, business, allied health sciences, nursing, dental medicine, and medicine programs – making GRU one of handful of institutions in the United States with this curricular array. Further, in the higher education arena, we are one of the few institutions to undergo a major organizational transformation and blending of two institutional cultures in the 21st century. Less than three years into this transformation, Georgia Regents University has become a dynamic, responsive institution that places student success at the core of our vision to become a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation. Guiding this vision is our mission.

“Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of program from learning assistance through postdoctoral studies.”

Our mission statement explicitly states that we are student-centered, and we believe firmly in holding student success at the core of all our educational activities. As such, we explicitly focus on our students within our strategic plan, *Transition Forward*. The plan and these goals guide our new initiatives both as a dynamic institution and as they relate to retention, progression, and graduation of our undergraduate student body.

In fall 2014, Georgia Regents University enrolled 5,224 undergraduate students at the institution, representing a decline of 430 students from fall 2013. Of the undergraduate students enrolled in fall 2014, 64% were female and 36% were male. The enrollment of females versus males remains relatively comparable to previous years. The ethnic diversity of the student body also remains constant: 57% White; 25% Black (Non-Hispanic origin); 6% Hispanic; 4% multiracial; 1% Asian; <1% American Indian or Alaska Native; <1% Native Hawaiian or Pacific Islander; and 7% unknown or non-disclosed. Maintaining ethnic and racial diversity is important to the institution as we further develop into a student-centered comprehensive research institution. The average age of our undergraduate student body is 24, signifying that we must pay attention to the expectations of traditionally aged students while addressing the concerns of our adult students. The same percent of students (43%) received Pell grants in fall 2014 as in fall 2013.

The incoming cohort all new freshmen in fall 2014 had a higher freshman index than previous cohorts with more than 65% meeting or exceeding the research institution minimum (2500) and by all indications, there are even stronger scores for the incoming fall 2015 cohort. While the increasingly higher freshman index means some local students who would have traditionally had access to Georgia Regents University are not eligible for admission, we judiciously use the opportunity to offer Limited Admission as well as promote our partnership with East Georgia State College (EGSC) who operates on our campus. EGSC provides an access point for local students who may not meet GRU admissions criteria with the expectation that those who continue into a baccalaureate program will enroll with GRU. These enrollment patterns and demographics of our undergraduate students continue to inform the development of Georgia Regents University's student success initiatives.

Transition Forward Organizational Goals

1. create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society;
2. provide an environment that promotes innovative education, and;
3. develop an undergraduate curriculum with a distinctive profile that embraces the principles of liberal arts as fundamental to all disciplines and that recognizes the value of a culture of intellectual inquiry, creativity, and undergraduate research.

INSTITUTIONAL COMPLETION GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

We continue to refine our Complete College Georgia completion goals, high impact strategies, and activities to meet the needs of current and future students. Our four goals are slight modifications from our original goals proposed in “Our Path Forward” (2012). The faculty and administration see these goals and activities as a method to enhance the culture of the institution and the way Georgia Regents University supports the success of our undergraduate students. As defined by Complete College Georgia, our strategies fall within the four overarching goals:

- Goal 1** Increase the number of undergraduate degrees awarded,
- Goal 2** Increase the number of degrees that are earned “on-time,”
- Goal 3** Decrease excess credits earned on the path to getting a degree, and
- Goal 4** Provide intrusive advising to keep students on track to graduate.

Goal 1 Increase the number of undergraduate degrees awarded

Georgia Regents University's aim is to increase the number of all undergraduate degrees

awarded across all constituent groups (i.e., first generation, gender, race/ethnicity, age, military) aligns with the University System of Georgia’s goal for all institutions. We have intentionally chosen not to focus on a particular demographic group because we recognize there are needs across all our populations. Overall, the total number of undergraduate degrees awarded has increased over the past four years.

Number of Undergraduate Degrees Awarded			
2012	2013	2014	2015
898	985	1036	1042

Over the past three years, we have modified our other goals and strategies very little in the pursuit of higher rates of retention, progression, and graduation. Many of the strategies have now become part of institutional culture. We have used this opportunity to concentrate on certain programs we believe will have the greatest impact. We have discovered several high impact strategies and activities for Goals 2, 3, and 4. These are listed below.

Goal 2	Increase the number of degrees awarded “on-time”
High Impact Strategy	To help keep students on target to graduate “on-time,” defined as within four years, we focused on increasing the number of students who take 15 or more hours per semester. One of our original Complete College Georgia goals was to implement a fifteen-to-finish campaign called “4Years4U.” The 4Years4U campaign requests students sign a pledge to take at least 15 credit hours per semester each semester until they finish their undergraduate degree. 4Years4U has started an institutional culture shift in course load expectations. Further, students are encouraged to take full course loads through a “flat tuition” model where students enrolled in 10 or more credit hours pay the full-time equivalent rate for 15 credits hours. Students who might have traditionally only registered for 12 hours now have a financial incentive to take more. In addition to these tuition incentives, we continued our Completion Promise Awards through the addition of the Coca-Cola Finish Line Scholarship. Both programs provide grants for those students who are a few hours short of graduation but do not have the financial means to finish.
Summary of Activities	GRU launched the 4Years4U campaign beginning with the fall 2013 freshmen class. The campaign has continued for every incoming freshman class. Promotional giveaways, branded with the 4Years4U logo, were included originally for those students who signed the pledge. In addition, signs and banners were posted around campus to promote the campaign and flyers were included in campus orientations prior to the start of the first year. We discontinued the giveaways due to cost restrictions; however, we continue to use banners and other advertisements around campus and in the local community to promote the 4Years4U program.
Baseline Status	GRU uses fall 2012 as the baseline to measure progress on the 4Years4U campaign. In fall 2012, only 8% of this undergraduate student cohort signed up for 15 or more credit hours per semester.
Interim Measures of Progress	The 4Years4U campaign is a continuation of an initiative that began in fall 2013. In spring 2017, the first cohort of students will meet the four-year graduation milestone and be used to set a new benchmark.

Percent Freshman Cohort Enrolled in 15 or More Hours Each Fall of First Year			
2012	2013	2014	2015
8%	72%	89.5%	86%

The 4Years4U campaign also provides leading indicators to reach the benchmarks of earning 30, 60, and 90 credits by the start of the 2nd, 3rd, and 4th year respectively. The attainment of these credit hour benchmarks is more important ultimately due to how some credit hours are balanced based on course hours.

Fall Freshmen Cohort	Credit Hours Earned			4-Year Graduation Rate	6-Year Graduation Rate
	Earned 30 Credits	Earned 60 Credits	Earned 90 Credits		
2012	14.2%	12.1%	10.8%		
2013	37.1%	24.7%			
2014	47.1%				
2015					

In 2014 - 2015, 9 students received over \$15,000 of Completion Promise Awards and Coca-Cola Finish Line Scholarships.

Measures of Success	The 4Years4U campaign uses a series of metrics to determine the progress of students toward a degree “on-time” for those students beginning in the fall 2013 and later. The metrics are based on the entering fall freshmen cohorts each year. By 2020, we intend on having 60% of 1 st year students (fall 2019 cohort) earning 30 or more hours by the start of their second year, 39% of 2 nd year students (fall 2018 cohort) earning 60 or more hours by start of their third year, and 24% of 3 rd year students (fall 2017 cohort) earning 90 or more hours by the start of their fourth year. We want a 15% four-year graduation rate (fall 2016 cohort) and intend to have a 40% six-year graduation rate (fall 2014 cohort).
Lessons Learned	GRU continues to make major gains in the number of students enrolling in and completing 15 or more credit hours compared to our baseline. The challenge with the 4Years4U programs lies in the sustained engagement of students to continue to pursue 15 or more credit hours past the first semester and into their major. We are engaging our analytical capabilities to see in which student populations (e.g., gender, race/ethnicity, major, etc.) we see the biggest declines. This will help us provide more targeted support for these individuals and engender further gains in our support of student success.
Goal 3 High Impact Strategy	<p>Decrease excess credits earned on the path to getting a degree</p> <p>GRU focused on five strategies to decrease excess credits earned on the path to getting a degree. The first strategy was to eliminate learning support but create “stretched” sections of MATH 1111, ENGL 1101, and ENGL 1102 for students who do not score well on the placement exams. Students in these stretched sections earn three hours of credit as with the normal sections, but allow two extra hours per week for just-in-time remediation. This format eliminates the need for prerequisite or co-requisite courses that would add extra hours, and thus decreases excess credits earned on the path to getting a degree.</p> <p>The second strategy was to create program maps for each major with appropriate general education Area A2 math sequences (math pathways). We also included Area D science sequences to ensure alignment with the math pathway and science area which would help the student be most successful in their chosen major. The creation of program maps is tangential to another campus project focused on curriculum mapping at the program and course level. The result of both the program schemas and curriculum maps will be a path to a degree through a “choice architecture,” which reduces course selection opportunities for students but does not sacrifice the quality of learning.</p> <p>A third strategy was to implement pre-determined schedules for the first semester of all new freshmen. A schedule of courses is prescribed based on the students’ intended area of major and includes the necessary courses to ensure that students can complete their intended major within four years. Starting in fall 2015 after students complete their first semester, they will have more freedom to select course times and sections; however, these courses must be in their pre-approved course plan. The student’s advisor will regulate the appropriate course registration through DegreeWorks, and then, the student can adjust his or her schedule for their preferred course times through College Scheduler (software interfaced with Banner).</p> <p>A new strategy proposed last year, but not yet implemented, is designing meta-majors. At GRU, one meta-major cluster might be nursing/occupational therapy/radiological sciences and another might focus on English/foreign language/history. These clusters have common science and mathematics core courses, which allow students to explore potential majors without enrolling in unnecessary courses thereby earning credits that would not ultimately count towards their degree.</p> <p>The fifth strategy, currently ongoing, is to redesign core curriculum gateway courses that consistently have high DFW rates.</p>
Summary of Activities	<p>The original stretch courses in English and Math continue to run successfully. In addition to the regular stretched courses in ENGL, new stretched sections specifically designed for non-native English speakers were added.</p> <p>In 2014 – 2015, we finalized the development of mathematics pathways in Area A2 and science sequences in Area D. The addition of MATH 1001 to the GRU curriculum has been helpful for many majors that needed basic quantitative reasoning skills and preparation for elementary statistics. We met with each major to identify the appropriate science sequence. Students are “steered” into this pathway. These recommendations are included on program maps, or “track sheets” as the students call them, approved by faculty and used by academic advisors to keep students on track.</p> <p>We also conducted our second Curriculum Design Academy, which selects core curriculum gateway courses with DFW rates higher than 20%. The intent of the program is to refine gateway courses until no course has a DFW rate higher than 20%.</p>
Baseline Status	The baseline measures for each gateway course are both the number of students affected and the % of DFW rates in these gateway courses.
Interim Measures of Progress	Participation in the stretch courses consistently yields the same or better pass rates in our MATH 1111, ENGL 1101, and ENGL 1102. We are now in an active monitoring stage of these courses to ensure enough sections are available for those who need the “just in-time” remediation. Stretched sections of mathematics and English continue to operate on an as need basis depending on the

freshman cohort student population.

Success Rates (ABC) in Regular versus Stretch Courses in 2014 - 2015			
	ENGL 1101	ENGL 1102	MATH 1111
Regular	79.3%	66.7%	70.4%
Stretch	81.3%	72.9%	71.8%

Mathematics and science pathways are now established for all majors as well as program maps for the first two years.

The faculty who teach in thirteen gateway courses have completed revisions through the Curriculum Design Academy, including core-level anatomy and physiology, chemistry, English, humanities, history, mathematics, political science, and psychology. The fall 2013 courses (in table below) were selected based on the DFW rates, which include WFs. These courses have seen an average reduction of DFW rates of 6% in these courses compared fall to fall. The fall 2014 courses (also in table below) were selected based on the numbers of students affected and the DFW rates, which include WFs. Data for the fall 2014 cohort of courses will be available at the end of fall 2015 semester. We will track these data annually to ensure continued success in these courses.

Fall 2013 Curriculum Design Academy - D, F, W, WF Rates				
Course		Pre-	Post-	Change in %
BIOL 2111	Anatomy and Physiology I	51%	57%	+6%
ENGL 1101	College Composition I	27%	17%	-10%
ENGL 1102	College Composition II	30%	31%	+1%
HUMN 2001	World Humanities I	27%	14%	-13%
HUMN 2002	World Humanities II	23%	13%	-10%
MATH 1111	College Algebra	42%	32%	-10%

Fall 2014 Curriculum Design Academy - D, F, W, WF Rates				
Course		Pre	Post	% Change
CHEM 1211	Principles of Chemistry I	27%		
CHEM 1212	Principles of Chemistry II	31%		
HIST 2111	United States to 1877	20%		
POLS 1101	Introduction to American Government	13%		
PSYC 1101	Introduction to General Psychology	26%		

Measures of Success

By 2020, we intend to see at least the same or better rate of success in stretched courses compared to regular courses; this will vary by course. Also by 2020, we intend to see an average rate of less than 25% for DFW (including WFs) in all our core courses and 20% reduction in extra credits earned at GRU for a degree upon graduation.

Lessons Learned

Faculty have actively supported the approach to selecting the correct mathematics course for their majors, the “stretched” sections of ENGL for students who need the additional support, and the appropriate science sequence. Not all faculty view high DFW rates as negative. Finding the right balance of rigor and support proves challenging when working with courses that have high DFW rates. The Office for Faculty Development and Teaching Excellence works with individual departments and small groups to provide an environment in which faculty can receive support to improve their teaching abilities in ways that improve student success in these courses.

Further, our analyses show many students in the past had earned more credits than necessary to receive a bachelor’s degree. Our analysis showed that the major causes of excess credits included switching majors due to changes in career choices, poor course selection, and lack of advisement on appropriate courses to complete a particular major. These strategies address the issue of excess credits. We continue to analyze the metrics above to determine the effectiveness of our interventions. The GRU class of 2017 will establish our success rate and serve as a new benchmark.

Goal 4

Provide intrusive advising to keep students on track to graduate

High Impact Strategy

Georgia Regents University continues three high impact strategies related to intrusive academic advising to keep students on track to graduate. First, our Academic Advisement Center provides dedicated professional advising support to all students who have earned less than 60 credit hours, transfer students regardless of credit hours earned, and students who are returning after prolonged absences or returning from academic difficulty. Fourteen professional advisors in the Academic

Advisement Center, who specialize in one or more degree programs and areas, work with the faculty of those departments to ensure that they are providing sound advice for each major. The advisors' knowledge of their specific programs and input from faculty create continuity of program expectations as students move from the Academic Advisement Center to their faculty advisor.

The second strategy requires that any student who wishes to change a schedule or change majors see an advisor. The advisor informs the student of how the changes will impact their choice of major, their financial aid, and the timely completion of their degree thus helping them stay on track. While we have seen an increase in change of majors, these changes have occurred earlier in the student's career allowing them to choose the right academic major more quickly and to stay on track to graduate.

The third strategy is a strong analytic backbone that supports all our strategies to change institutional culture and drive students to success. We fully implemented GradesFirst this past academic year and begun piloting the Student Success Collaborative system from the Education Advisory Board (EAB). EAB acquired GradesFirst this year, and we are expecting the newly combined system to be piloted in fall 2015. The combined systems, now called EAB SSC Campus, will provide early intervention for students doing poorly in courses and provide analytical insight to help students select majors in which they will be successful. This new version of the system will be implemented both in the Academic Advisement Center and with faculty who advise upper division students within the major.

Summary of Activities

GRU created the Academic Advisement Center in summer 2014. Over the course of the 2013 – 2014 academic year, 14 professional advisors were hired or relocated from undergraduate departments to the new professional advising office. The center currently advises 4,178 students. The purchase of College Scheduler will relieve advisors from time spent in course selection and registration and allow them to focus on engaging students proactively.

Baseline Status

Not applicable. Success of the advisement center comes from tangential metrics such as retention and progression.

Interim Measures of Progress

As of fall 2014, all undergraduate students with less than 60 hours began seeing a professional advisor. This includes most of the students from the fall 2013 cohort and all from the fall 2014 cohort. The advisors have become more active in the orientation process as well and are now beginning to build schedules based on student interest through a survey filled out prior to orientation. They are also becoming more active in reaching out to students who do not re-enroll in a particular semester and following up on issues these students might have.

Measures of Success

The metrics used for academic advisement are the same as those used in the 4Years4U campaign with the Academic Advisement Center being responsible for students earning up to 60 hours.

Lessons Learned

Traditionally, faculty had the responsibility for advising undergraduate students for all four years. The shift to professional advising during the first two years of a student's undergraduate career has improved distribution of accurate information about changes to curriculum and policies that affect students. Colocation and intentional collaboration between the Advisement Center and Career Services created more opportunity for career advising during the first two years, helping students to make more informed choices regarding their major earlier in their career. We have begun to work on programming that helps faculty assume more of a mentoring role, regardless of a student's progress, and allow for a seamless transition from professional to faculty advisors. Our Declaration Day initiative, which provides an opportunity for students to celebrate both the completion of 60 hours and the official selection of a major, brings together students, professional advisors, and faculty members to help with this transition.

OBSERVATIONS

Our activities focus on a triad of student engagement, faculty engagement, and administrative support to achieve higher rates of retention, progression, and graduation. The high impact strategies listed above have proven to be successful for Georgia Regents University and our students. We have already begun to see major improvements as shown in the metrics above. This success is the result of implementing programs that tackle multiple issues at once. As our student success initiatives have grown, we have also appointed an Associate Vice President for Academic Affairs and Student Success to monitor our activities and plan for innovative programs to help us achieve even greater student success.

In addition to the high impact strategies above, we have several original CCG strategies that have become part of institutional culture. In the initial Complete College Georgia plan, we set strategies to create a first year seminar program, place more emphasis on academic enrichment activities for high ability students, analyze any policy that was perceived to hinder retention, progression, and graduation, and redesign our undergraduate core curriculum. In 2014 – 2015, we continued our Convocation program and had a nearly 68% participation rate from our incoming freshman class. Our academic enrichment areas (study abroad, honors, and undergraduate research) continued to see increases in student participation. Study abroad has seen an increase from 174 students in 2012-2013 to 291 students in 2014 – 2015. Our Honors Program enrolled 253 students in fall 2013, compared with 139 students in fall 2013 and 101 students in fall 2012. The Center for Undergraduate Research and Scholarship Summer Scholars program added 10 students in 2015 for a total of 39 compared with 21 in 2013 and 29 in 2014. We offered the first INQR 1000:

Fundamentals of Academic Inquiry course in 2014 – 2015. INQR 1000, a required course in Area B of the common core, engages a small group of students with a committed faculty member to pose and answer a question of interest. Many students report INQR 1000 as one of their favorite courses in their first year, and faculty are enjoying the opportunity connect with incoming students.

Making improvements in student success takes sustained and collaborative efforts. Changes were made when analysis showed potential for improvement. During the analyses we take the time to reflect on what did not work, what did work, and celebrate our accomplishments and successes. These celebrations help individuals see the positive effects of their efforts and stay committed to them. Georgia Regents University is at the forefront of creating what comes next in undergraduate student success for the state, nation, and higher education.



Georgia Southern University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. It is the largest and most comprehensive research institution in southeast Georgia. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty. Georgia Southern University is committed to advancing the State of Georgia and the southeastern region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of certificate and outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional economic development.

As a residential campus, Georgia Southern's enrollment trends are strongly influenced by the characteristics of a traditional age, residential student population. As of the Fall 2014, Georgia Southern's total enrollment stood at 20,517, with students from 49 states and 88 countries. Demographic characteristics of the undergraduate population have varied little over the past five years. Fall 2014 undergraduate student enrollment was 18,004 students, representing 87.8% of the total enrollment. Of this population, 88% were full time students (12% part time). The average age of the undergraduate student was 21. Slightly over 50% percent of the undergraduates were female and 35.5% were from minority backgrounds. Only 5.9% (n = 1071) of the undergraduate population were new transfers to the institution, 70.6% of whom transferred from University System of Georgia (USG) institutions (46.8% from USG State Colleges) and 3.7% from Georgia Technical College System institutions. Ninety-three percent of beginning freshmen lived on campus. First-time freshmen retention rates rose from 81% in FY2014. First-time freshmen six year graduation rates rose to 51%. A total of 3217 undergraduate degrees were awarded in AY 2015, an increase of 244 undergraduate degrees from AY 2014. Successful course completion pass rates remained stable in AY 2014 at 87.7% (AY 2013 = 87.9%) for all courses attempted. Attempted courses with failing grades dropped to 5.9% and withdrawals from courses dropped to 6.1% for all attempted courses.

Thirty four percent of undergraduates (n = 6,890) were Pell grant eligible in AY 2014 which was up from 6753 in AY 2013. This figure reflects an increasing number of students with significant financial need. Only 23% (n = 4,141) of undergraduate students were first generation in Fall 2014, typical for the past three years. Of that total, 55.1% were female. Lastly, a mere 9% (n = 1846) of undergraduate students were adult learners.

Average high school GPA for Fall 2014 beginning freshmen (n=2,925) equaled 3.27. Average SAT score was 1113 compared to the University System average of 1065, the state average of 973, and the national average of 1010. Average SAT scores for beginning freshmen have remained fairly constant for the past four years, peaking at 1115 in 2012.

This past year, attending to our mission to meet the educational and economic development needs of our region, we have focused our completion efforts in the areas geared towards the unique needs of our traditional residential (and young) majority student population. We have increased intensive advising and early intervention efforts for undergraduate students. We increased supplemental instruction delivery and support resources available to assist students at risk academically, being more aggressive in reaching out to these students earlier and with more intensity. We have increased strategies to shorten the time to degree by intensifying efforts to increase the number of credits students take per semester and to encourage summer enrollments. We have continued outreach to non-traditional student populations, particularly those students who have some credits towards their degree and those whose academic needs are changing due to economic or educational requirement demands. In particular, we increased opportunities for undergraduate online degree courses and programs and initiated or expanded programs to meet the needs of special populations such as active military and veteran populations, racial/ethnic minorities, and Eagle Incentive Program students (i.e., students seeking admission who present below the entry requirements).

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Georgia Southern University continues with its focus on the following top priority completion goals and selected high impact strategies (six of the numerous strategies employed were selected for this update narrative):

Increase the number of undergraduate degrees awarded

- Implemented aggressive recruitment and retention efforts (with intensified focus on STEM students, joint/dual degree students, Eagle Incentive Program students, military/military supported students, Hispanic students, part-time students, and Bachelor of General studies students) to increase both student retention and graduation rates by 1% annually.
- A. Provide intrusive advising to keep students on track to graduate**
- Increased required intrusive advising for any student identified as at risk for retention and progression using required meetings, mandatory supplemental instruction, and automatic referrals to Academic Success Center resources
- B. Shorten time to degree completion**
- Increased aggressive advising efforts to encourage students to register for summer courses and to take credit hour averages of 15 semester credit hours/semester leading to earlier completion of degrees
 - Increased opportunities for students to obtain credits through joint enrollment, advanced placement, and prior learning assessment
- C. Restructure instructional delivery and resources to support educational excellence and student success**
- Increased availability of online course spaces in the Bachelor of General Studies program and actively recruited former students with some credits towards their degree
- D. Improve access for underserved and/or priority communities**
- Aggressively recruited new and transfer students (Eagle Incentive Program Students, military/military supported students, Hispanic students) to increase these underserved student populations

Our ongoing longitudinal analytics indicate that these strategies address the most pervasive issues facing Georgia Southern University students attempting to complete their college education. As a residential campus, Georgia Southern’s enrollment trends are strongly influenced by the characteristics of a traditional age student population. Hence, our strategic initiatives for increasing completion have been heavily focused on “on-campus” direct engagement with full time students, particularly those at-risk for progression towards graduation. We have experienced promising success in increasing retention of at-risk students through our implementation of strategies aimed at the early identification and subsequent intrusive advising of these students. We have also had success making aggressive semester to semester contact with students not registered, but eligible to register.

We continue to be challenged in our outreach efforts to special populations. Although we are seeing some increase in non-traditional student and adult population enrollment through our implementation of online program offerings, we continue to be viewed as a campus for traditional aged students. We are working on renewed undergraduate recruitment branding processes and strategies which we hope will increase our admission of non-traditional students. We have increased admission and retention resources for special populations, in particular Hispanic students, military and military supported students, part-time students, and adult learners with some college credit.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES

Goal	Increase the number of undergraduate degrees awarded
High-Impact Strategy	Implemented aggressive recruitment and retention efforts with an intensified focus on STEM students, joint/dual degree students, Eagle Incentive Program (EIP) students, military/military supported students, Hispanic students, part-time students, Bachelor of General Studies (BGS) students, and low income students to increase to increase enrollment numbers, as well as retention and graduation rates by 1% annually.
Summary of Activities	The University Enrollment Management Council engaged in strategic planning for recruitment activities targeted at the University’s traditional as well as specific potential student populations (joint/dual degree, EIP, military, Hispanic, part-time, BGS, low income). Recruitment targets and goals were set at a 1% increase. Strategies included the development of programs, dedicated admissions personnel, and funding sources for each student category. Additionally, increased focus was placed on retention of undergraduate. A target of a 1% annual increase was set for both retention and graduation rates. Advisors continued aggressive attention to student registration for Fall, Spring, and Summer sessions including multiple direct contacts with all eligible students not registered. Students were encouraged to take 15 credits/per semester in order to progress to graduation in 4 years. A strategic funding schedule for increasing the number of scholarships available for high ability and high need students was continued.
Interim Measures of Progress	Student enrollment in Fall 2014 was stable at 20,517 students; Spring 2015 registered a decrease of 218 students (-1.14%); Summer 2015 registered an increase of 40 students (+0.40%). Total increase for the 2014-2015 academic year was under the 1% goal set. Contributing factors were identified: 1) A significant portion of non-returning students documented financial difficulties which either prohibited their return or resulted in transfers to institutions closer to home; 2) A decrease in students graduating in the state of Georgia, coupled

with decreasing state SAT scores, diminished the pool of available and qualified students; 3) Transfer student numbers were down related to the mergers of several of our traditional transfer institutions; 4) Graduate school programs across most Colleges did not reach enrollment goals.

Retention of Georgia Southern students was up by 1% (to 81%) from the previous year. An analysis indicates that this retention rate reflects an increase in early interventions by faculty and Interventionist Advisors. Additionally, the rate continues to reflect students who transfer to other institutions and students retained at the freshman standing status related to their accruing fewer course hours. The persistence rate for students in selected majors, already taking courses in the major ranged from 77.3% to 87.5%, indicating that once a student engages in their major area of study, their persistence rates improve significantly. Strategies to encourage students to progress to the point of enrollment in a major and in major area courses are a continued focus for advising efforts. The average number of student credit hours taken per semester (Fall/Spring semesters) remained virtually unchanged at 12.41 credits (up from 12.34 credits in AY 2013). Although gains were made, the goal to increase the Sophomore to Junior retention rate to 69% (as recommended by the Complete College Georgia Action Team) has not yet been achieved. The AY 2014 sophomore retention rate was 66% (up from 62% in AY 2013). It was noted that 558 freshman and sophomore students transferred (successfully) to other institutions to continue their studies, thus skewing the actual Sophomore to Junior retention rate.

The recruitment of special populations yielded initial data which was encouraging. Military associated students grew to over 948 students, primarily undergraduates (843 students). Overall Hispanic enrollment also grew to 4.6% (n = 946). The number of first time freshmen undergraduate Hispanic students has grown to 598 (up from 521 in 2012) with a retention rate of 75.1%, 5% under the total University retention rate. The six year graduation rate for first-time Hispanic freshmen entering in AY2008 (45.2%) was lower than that of AY 2008 first-time non-Hispanic freshmen (51.3%). Part-time students grew to 2,160 students in AY14 from 2142 students in AY2013. Eagle Incentive Program students increased to 572 students (up 24 students from AY13). Eighty-eight percent of these students (n = 505) achieved admission eligibility and returned in Fall 2014. Students joint enrolled through our ACCEL program have grown 69% (n = 179) since 2008, with an increase in first-time enrolled students (n = 148) this year and a 79.5% retention rate after the first semester for this population. The entering undergraduate adult learner population (i.e., those 25 years of age or older) remained virtually unchanged at 192 students (down from 202 students in 2013).

AY 2015 enrollment in STEM related fields equaled 4846 students, up from 4505 students in AY 2014, an increase of 341 students. This represents a 5.46% increase in the past year. In AY 2015, 824 baccalaureate degrees were awarded in STEM fields, an increase of 49 STEM degrees from AY 2014 (n = 775). This represents an increase of 15.68% over AY 2014. Baccalaureate degrees awarded increased for the 2015 academic year.

Undergraduate Degrees Conferred by Fiscal Year

Observed						Projected			
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
2,630	2,698	2,788	2,912	2,973	3,221				

Scholarship awards in 2015 totaled \$2,143,977 compared with a 2014 total of \$1,636,277. An analysis of financial supports available for high ability and need based students indicates a continued need for increasing the financial awards. All Colleges have a major gift advancement officer, and there has been an overall 7.6% percent increase in the amount of scholarship dollars available for distribution.

Measures of Success

The University's Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:

- Undergraduate Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode—AY 2000 to 2014 (This includes the history of students completing degrees in STEM fields.)
- Peer and Aspirational Institutions, Comparative Analysis of Integrated Post-Secondary Education Data System (IPEDS) Data—AY 1999 to 2014
- Annual Report Data for Each College/Department: Fall Semester Enrollment, First Year Retention Rates, Six Year Graduation Rates, Degrees Awarded, Course Completion Rates—AY 2014 (This includes annual data for STEM fields.)
- Transfers of Students To and From Georgia Southern—AY 2006-2014
- Cohorts of First-Time Degree-Seeking Transfers to Georgia Southern University: Retention and Graduation Rates—Fall 2006-2014
- Eagle Incentive Program, Non-Eagle Incentive Program, and Integrated Post-Secondary Data System (IPEDS) First Time Freshmen: Retention, Graduation, Demographic and Academic Comparisons—2004-2014
- Bachelor of General Studies Students: Enrollment, Retention/Progression, and Graduation

- Rates—AY 2011 to 2015
- Characteristics of Military, Veteran, and Other Comparison Student Groups AY 2013 to 2015
- Sophomore Persistence Rates by Selected Major Groups and Exit/Transfer Information—AY 2004 to 2014
- University Advancement Office Annual Reports of Awards and Scholarships—AY 2012 to 2015

Goal	Provide intrusive advising to keep students on track to graduate
High-Impact Strategy	Increased required intrusive advising for any student identified as at risk for retention and progression using required meetings, mandatory supplemental instruction, and automatic referrals to Academic Success Center resources
Summary of Activities	<p>This year, significant progress was made on this goal as a result of the following activities that were engaged in to keep students on track for graduation:</p> <ul style="list-style-type: none"> • Placed a specialized Interventionist Advisor in each College Student Advising Center • Introduced intrusive advising interventions that promoted retention, increased graduation rates, and encouraged enrollments, particularly for at risk students • Continued the implementation of a mandatory Early Alert system for all Freshmen students, adjusted the timing for reporting students at risk to intrusive advisors to 3 weeks into the semester, added increased specificity in identifying issues causing concern • Monitored courses with high DFW rates and employed strategies to reduce those rates by creating supplemental instruction courses for core STEM courses experiencing particularly high rates • Received approval for changes to the Academic Renewal Policy by the faculty Academic Standards Committee and Faculty Senate. Now, students who leave the institution for academic, financial, or personal reasons may request renewal after only 3 years (versus 5 years prior to this change). In addition, students may now transfer back to the institution any courses they successfully complete during their period of separation. • Instituted mandatory referrals to the Academic Success Center for students identified as at risk through the Early Alert system. The resources directed to these students included: Tutoring (in person/online—individual, group); Testing preparation; Learning support for placement in supplemental courses; Supplementary courses in math (n = 4), English (n = 1), Reading (n = 1); Methods of learning course; One-on-one consultation in any area needed; Study skills sessions; University Writing Center referrals with workshops on effective writing, computer labs for writing assignment preparation, online resources, and ½ to one hours consultation sessions on writing.
Interim Measures of Progress	<p>Academic Interventionist Advisors met with all students who were not in Good Standing in Fall 2014 and Spring 2015. The number of students not in Good Standing decreased overall by 0.3%. The number of students placed on Probation decreased by 8.23% in Fall 2014 and the number of students who were placed out on Exclusion 1 (1 year period) decreased by 2.68%. In several Colleges, students returning to Good Standing rose by 8 to 17%.</p> <p>Additionally, the increase in intrusive advising—including referring students to mandatory sessions in the Academic Success Center—resulted in over a 1 percentage point increase in first-year freshman retention rates (from 80 to 81%) in Fall 2014.</p> <p>Supplemental instruction courses were expanded for core STEM courses that experience particularly high levels of D, F, W grades. DFW rates in core math courses dropped to between 22.88% and 29.62% this year, a decrease of 1-4 percentage points from last year. Core science courses experienced DFW rates between 20.31 to 30.8%, a decrease of 3.24-3.95% from last year.</p> <p>The overall DFW rate improved and successful completion of courses rose by 1% in courses taken in AY 2014:</p> <ul style="list-style-type: none"> • AY 2013—12.8% (6.2% obtained D's or failed; 6.6% withdrew); 87.2% of courses were successfully completed • AY 2014—11.7% (5.65% obtained D's or failed; 6.05% withdrew); 88.3% of courses were successfully completed <p>An analysis of undergraduate students placed on academic warning, probation, or exclusion also demonstrated improvement. The total number of students <u>not</u> in good academic standing decreased by 0.3% in AY 2014. The number of students placed on academic warning/probation status decreased by 8.23%. Those students placed on Exclusion 1 (dismissal from the University for 1 year) dropped by 2.7%.</p>
Measures of Success	<p>The University's Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:</p> <ul style="list-style-type: none"> • Annual Report Data for Each College/Department: Fall Semester Enrollment, First Year

Retention Rates, Six Year Graduation Rates, Degrees Awarded, Course Completion Rates—AY 2011 to 2014

- Grade Distribution Summaries Per College, Department, Program, Student Status, Course—AY 2013 to 2014 (Conducted every semester—with 5 year comparisons)
- DFW Course Reports—AY 2011 to 2014
- Sophomore Persistence Rates by Selected Major Groups and Exit/Transfer Information—AY 2004 to 2014

Goal	Shorten time to degree completion
High-Impact Strategy	Increased aggressive advising efforts to encourage students to register for summer courses and to take credit hour averages of 15 semester credit hours/semester leading to earlier completion of degrees
Summary of Activities	<p>The following activities were implemented (or already in place) to encourage students to increase their credit load per semester:</p> <ul style="list-style-type: none"> • Used Degree Works to track student progress, advise them of their time to completion, show the consequences of changing their major or delaying graduation, show their likelihood of gaining enrollment in certain programs (e.g., Nursing, Engineering) • Provided one-on-one counseling, both at registration times and at the SOAR new student orientation/registration sessions, to students (and parents) regarding the cost of taking fewer than 15 credits per semester, • Instituted an aggressive summer registration marketing and enrollment plan which included: 1) advisors contacting students directly and through injection pages on the University website which presented mandatory surveys of students' plans for the summer; 2) advertising in multi-media forms; 3) mailing letters to students at their home residences; 4) increasing the number of online courses and available seats in on-campus courses
Interim Measures of Progress	<p>Student credit hour averages for the year were as follows:</p> <ul style="list-style-type: none"> • Fall 2014 = 12.46 (up from 12.40 in AY 2013) • Spring 2015 = 12.36 (up from 12.28 in AY 2013) • Summer 2015 = 6.69 (down from 6.73 in AY 2013) <p>Despite aggressive advising for students to take a fuller course load, we continue to have difficulties in getting students to enroll for 13-15 credits hours per semester. Contributing factors appear to be: 1) Parents/peers advising students to take fewer credits in order to retain the Hope Scholarship and/or “enjoy” their college experience; 2) Fiscal issues related to the gap between 12 and 15 credits which results in additional tuition charges. As a result, the University is considering instituting a flat tuition model which would lower tuition for students taking a full 15 credit hour per semester load.</p> <p>Summer enrollments were up for 2015 by 0.40% (n = +40 students). While an increase in new students enrolled in fully online courses was realized, a decrease in continuing graduate online course enrollment was experienced (- 54 continuing graduate students registered). This appears to reflect a decrease in teacher graduate education enrollments being caused by changes to state level support and requirements for ongoing education as a career ladder incentive.</p>
Measures of Success	<p>The University's Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:</p> <ul style="list-style-type: none"> • Daily Dashboard Enrollment Reports (providing year to year comparisons) • Undergraduate Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode—AY 2000 to 2015

Goal	Shorten time to degree completion
High-Impact Strategy	Increased opportunities for undergraduate students to obtain credits through joint enrollment, advanced placement, and prior learning assessment
Summary of Activities	<ul style="list-style-type: none"> • Actively recruited high school students from area school districts and private high schools to joint enroll; Hired an advisor who visited schools to recruit and assist students wishing to joint enroll • Expanded the number of articulation agreements allowing students with Associate Degrees to enter into accelerated paths to graduation • Analyzed current opportunities and processes for students to seek prior learning assessment at the graduate and undergraduate level
Interim Measures of Progress	Enrollment of ACCEL (joint enrolled) student grew 69% from AY 2008 to AY 2014 to a high of 179 students in Fall 2014 (an increase of 48 students from Fall 2013). The retention rate for first time ACCEL students was 79.5% in Fall 2014. Area schools served by the University joint

enrollment advisor yielded the highest enrollment numbers (72% of students enrolled).

New articulation agreements were signed between the University and schools from the Technical College System of Georgia and junior colleges. Programs leading to baccalaureate degrees in all engineering programs, information technology programs, logistics and supply chain programs, and general education programs were signed. These programs additionally allow for joint enrollment (and reverse transfer credit) for the associate degree student taking University baccalaureate coursework.

The full complement of Advanced Placement, International Baccalaureate, and College-Level Examination Program credits continue to be available to all entering and enrolled students. In AY 2014, 15.43% of new first-time freshmen (n = 536) entered with Advanced Placement credit, down from 17.98% of new first-time freshmen (n = 637) entering in AY 2013. Only 0.02% of first-time entering freshmen (n = 7) brought International Baccalaureate credits, as compared to 0.56% in AY 2013 (n = 20).

Processes for seeking undergraduate prior learning credit are available and specifically tailored to individual programs of study. Few undergraduate students seek prior learning credit, likely a factor of our traditional aged students. One exception is students in the RN-BSN program who are returning to complete their baccalaureate degree. This cohort is awarded credit for prior learning from their associate degree program, allowing them accelerated advancement.

Measures of Success

- The University’s Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:
- Daily Dashboard Enrollment Reports (providing year to year comparisons)
- Undergraduate Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode—AY 2000 to 2014 (This includes the history of students completing degrees in STEM fields.)
- ACCEL Program Student Demographics, Retention, and Graduation Rates AY 2008 to 2014

Goal

Restructure instructional delivery and resources to support educational excellence and student success.

High-Impact Strategy

Increased availability of online course spaces in the Bachelor of General Studies program and actively recruited former students with some credits towards their degree.

Summary of Activities

The activities supporting the increase in the availability of the Bachelor of General Studies (BGS) program included:

- Expanded recruitment of BGS students through the BGS Online Support Office
- Expanded the number of available sections/seats in BGS core and emphasis courses
- Created additional emphasis areas sought by potential online BGS students and investigated additional programs of study for future emphasis area program development

Interim Measures of Progress

The online Bachelor of General Studies Program (Initiated in 2011-2012) was designed to attract non-traditional students who have prior college credits. Many are part-time students.

- Online BGS—AY 2014, total enrollment 322
- Online BGS—AY 2015, total enrollment 380 (representing an 18% increase)

The first-year retention rates for online BGS students showed improvement, rising from 67.3% in Fall 2013 to 78% in Fall 2014, but remained below the University’s overall retention rates. The graduation rate for this population (40.2%) is also lower than the University’s overall graduation rate.

Measures of Success

The University’s Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:

- Bachelor of General Studies Students: Enrollment, Retention/Progression, and Graduation Rates—AY 2008 to 2015
- Undergraduate Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode—AY 2000 to 2014
- Annual Report Data for Each College/Department: Fall Semester Enrollment, First Year Retention Rates, Six Year Graduation Rates, Degrees Awarded, Course Completion Rates—AY 2011 to 2014

Goal

Improve access for underserved and/or priority communities.

High-Impact Strategy

Aggressively recruited new and transfer students (Eagle Incentive Program students, military/military supported students, Hispanic students) to increase these underserved student populations.

Summary of Activities

The Military Affairs Center provides the services that have been high priority requests from surveyed military students. Recruitment activities continued with direct contacts at local

Interim Measures of Progress	<p>area/regional military bases.</p> <p>The recruitment of special populations yielded initial data which was encouraging. In AY 2015, military associated students grew to over 948, primarily undergraduates (n = 843). Military related students were enrolled as follows:</p> <ul style="list-style-type: none"> • Active military and Reservists—217 • Veterans—222 • Dependents receiving military or veterans education benefits—509 <p>Overall Hispanic enrollment also grew to 4.6% (n = 946). The number of first-time freshmen undergraduate Hispanic students has grown to 598 (up from 521 in 2012) with a retention rate of 75.1%, 5 percentage points under the total University retention rate. The six-year graduation rate for first-time Hispanic freshmen entering in AY2008 (45.2%) was lower than that of AY 2008 first-time non-Hispanic freshmen (51.3%).</p> <p>Eagle Incentive Program students decreased to 572 students (down 10 students from AY 2013). Eighty-eight percent of these students (n = 505) achieved admission eligibility and returned in Fall 2014 (down from 94% in AY 2013). EIP first-year retention rates decreased from 81% to 76% for the AY 2013 cohort. EIP freshmen cumulative grade point averages were 2.57. Six-year graduation rates for EIP freshmen increased to 51%, equal to non-EIP students.</p>
Measures of Success	<p>The University’s Office of Strategic Research and Analysis at Georgia Southern University provides the metrics and analysis of all outcome assessment data. Metrics used for the analysis of this strategy included:</p> <ul style="list-style-type: none"> • Undergraduate Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode—AY 2000 to 2014 • Eagle Incentive Program (EIP), Non-EIP, and Integrated Postsecondary Education Data System (IPEDA) First-time Freshmen: Retention, Graduation, Demographic, and Academic Comparisons AY 2005-2014 • Characteristics of Military, Veteran, and Other Comparison Student Groups AY 2013 to 2015 • Goizueta Foundation Hispanic Student Recruitment and Retention Report—AY 2012 to 2014

Georgia Southern University is interested in implementing additional high impact strategies including:

- Offering incentivized tuition rates for students to take a semester credit load of 15 credits, thereby graduating in 4 years
- Increasing the faculty’s use of “free” electronic textbooks and supplemental learning resources
- Increasing sophomore retention efforts through expanding the Early Alert System to this population and increasing aggressive interventionist advising of students at this level
- Expanding online program offerings (and space in online programs) for non-traditional adult learners; developing online badging opportunities for TKES and ACE related modules to address changing performance evaluation requirements for Pre-K to 12 educators
- Expanding restructured educational systems to include more innovative approaches to deliver support services and supplement instruction, particularly for students at risk for progression
- Expand faculty development opportunities in the areas of online course development and online teaching pedagogy, quality improvement assessment of online courses (Quality Matters certifications), innovative uses of new teaching strategies and resources
- Expanding articulation agreements, transfer and reverse transfer MOUs with TCSG Institutions and USG State Colleges

OBSERVATIONS

Georgia Southern University continues to experience the most success with strategies that support and intervene with students identified as at-risk for completion. The expansion of intensive advising and early intervention efforts for undergraduate students and the increase in supplemental instruction delivery and support resources have demonstrated proven gains in retention and graduation rates.

While we have increased strategies to shorten the time to degree by intensifying efforts to increase the number of credits students take per semester, this continues to be a challenging area. We hope to implement new strategies related to offering incentivized tuition rates for students graduating in 4 years. We continue with aggressive efforts to shorten time to degree by encouraging summer enrollment as a recommended part of program course planning. Additionally, we have identified a striking increase in the number of students who fail to return to the University because they lack sufficient funds to continue. We are exploring funding sources that may assist in “rescuing” students experiencing temporary or limited funding barriers to continuing/completing their education.

We have had moderate success in continued outreach to non-traditional student populations, particularly those students who have some credits towards their degree and those whose academic needs are changing due to economic or educational requirement demands. We have had success in increasing opportunities for undergraduate online degree courses and programs, particularly our Bachelor of General Studies program. However, we have experienced decreases in out of state online student enrollments in other programs. These decreases are directly related to difficulties in securing state authorizations to offer courses in a number of high cost/high requirement states. We continue to pursue

Complete College Georgia | Campus Plan Updates 2015

authorizations and hope to increase access to more online out of state students next year. We are expanding programs to meet the needs of special populations such as active military and veteran populations, Pre-K -12 educators, adult learners, and Eagle Incentive Program students (i.e., students seeking admission below the entry requirements).



Georgia Southwestern State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Southwestern State University's mission is to "cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs." Our mission is further augmented by the SACSCOC approved Quality Enhancement Plan, Windows to the World, which encourages all entering students to engage in global literacy in a robust fashion (first full assessment of this program due March, 2020, with data collected through the 2018-19 academic year). The mission of the institution is to strengthen the immediate region, but also to prepare students to be confident and knowledgeable as they venture into the global economy.

The primary service region of Georgia Southwestern State University (GSW) consists of Sumter County and the seven counties contiguous with it: Crisp, Dooly, Lee, Macon, Marion, Schley, Terrell, and Webster counties. The majority of these counties are among the poorest counties in the state of Georgia. The student population is very diverse, including sizable groups of students often considered to have special challenges in completing college, such as non-traditional, first-generation, and low income students. Georgia Southwestern is dedicated to continue to enroll and to graduate students from this region of the state.

GSW's total undergraduate enrollment in fall 2014 was 2666 (2013: 2806—Note—significant changes from last year [positive or negative] are noted in parenthetical elements). At that time, the gender distribution of the student population was 63.2% women and 36.8% men. The ethnicity of the fall 2014 student population was 63.7% White; 27% Black (2013: 29.1%); 3.2% Asian and Pacific Islander; 4% Hispanic (2013: 3.3%); 1.5% Multiracial; 0.2% Native American; and 0.5% Unknown. Approximately 62% of GSW undergraduates receive Pell Grants; 53% are First-Generation college students (no parent/guardian with bachelor degree or higher); 22% began college for the first-time as adults (25 years old or older); and 30% are age 25 or older. The majority of our undergraduates (69.3%) are classified as full-time (taking 12 or more hours); 30.6% live on campus (2013: 27%); 55.7% are enrolled in one or more online classes (2013: 53.6%); and 24.1% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the undergraduates who were awarded bachelor's degrees in FY15, 62.7% had received the Pell grant while enrolled at GSW (FY 2014: 57.5%); 51.8% were first-generation students (FY 2014:47.3%); and 30% were 29 or older at the time of graduation. First year retention rates are improving: the 2011 cohort was 62.6 percent; the 2012 cohort was at 64.9 percent; and the 2013 cohort was at 69.8 percent. The retention rate for the 2014 cohort, as determined on 1 July 2015, stands at 75.9 percent.¹⁹

Corresponding with our student profile, we know that ample data demonstrate that these students have difficulty successfully transitioning to higher education and that retention of first-year students is typically very low. GSW's initial priority in improving completion has been to improve fall-to-fall retention of first year students through implementation of strategies that have been shown to have high impact among low-income and first-generation college students. National data show that improved first-year success and retention lead to higher persistence and improved graduation rates. An additional component of our retention strategies has been collection of data to identify areas of risk particular to GSW and to develop specific strategies that promise to benefit all our students.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

In order to improve the retention of first year students, which is an initial, primary goal, GSW has adopted several strategies shown to impact student retention: 1) improved and more intrusive advising, aided by technology [Matrix A]; 2) improved student engagement through peer advising [Matrix B]; 3) redefining of good standing and more information provided to advisors and faculty [Matrix C]; 4) strong emphasis on completing 15 credit hours each semester in order to graduate on-time [Matrix D]; and 5) improved and more sustained extra-curricular student engagement, aided by technology [Matrix E]. These strategies are supported by several specific actions (some actions support more than one strategy). As we indicate in Observations, we intend to hold to these practices until we have amassed enough meaningful data to know that our improvements are not anomalies, and until these practices are fully engrained in GSW's culture. In all cases, all activity and strategies support Goal 1: Increase the number of undergraduate degrees awarded by USG institutions.

MATRIX A

High-impact strategy Using Campus Labs technology in order to implement Beacon. Beacon is a type of early warning

¹⁹ In the Appendix, for Goal 1: Progress Metrics 1.1 in Table 6; Progress Metrics 1.4 and 1.5 in Table 10; Access Metrics 1.1 in Tables 1 and 2; Outcome Metrics 1.1 in Table 9; Outcome Metrics 1.3 in Tables 4 and 5; Outcome Metrics 1.5 in Table 3; Outcome Metrics 1.7 in Table 5

	software to address academic integration (a risk specific to GSW based on data from the College Persistence Questionnaire, administered in 2013). This ties into Strategy 4.4 (establish criteria for identifying students who may need special interventions in the semester [e.g.: lack of attendance, poor performance on early assignments]) and into Strategy 4.5 (ensure that students who meet off-track criteria receive timely and targeted advising intervention). We are also employing Strategy 4.3 (use Degree Works to track student progress).
Related Goal Summary of Activities	Goal 4: Provide intentional advising to keep students on track to graduate Administration of the Student Success Inventory to first year students –The SSI measures student responses on several non-cognitive factors and has allowed us to identify several areas of attrition risk specific to GSW, including academic engagement, social integration, and institutional commitment. The results of this survey showed that although GSW’s students have a high degree of commitment toward possessing a college degree, their commitment to GSW is low, they have poor social integration, and they have poor academic integration. These are all factors that increase risk of attrition. GSW is in the process of implementing strategies specifically designed to address these issues
Baseline status	We have completed year one of the use of Beacon. Average retention rates have been approximately 67 percent before the advent of Beacon.
Interim Measures of Progress (Process Metrics)	Process Metric 4.3: Does the institution have clear criteria for identifying students who are “off-track” in their programs? Answer: To a certain extent. Metric 4.3.1: If yes, what are the criteria for being off-track? Answer: Found in most program handbooks and also indicated within Degree Works. Process Metric 4.4: Does the institution have clear criteria for identifying students who are off-track in courses? Answer: Yes. Metric 4.4.1: If yes, what are the criteria for being off-track in a course? Answer: Attendance, mid-term grades, individual test scores.
Measures of Success	Outcome Metric 4.1 (Table 9 in the Appendix): Improved first-year student success and retention. Also note Progress Metric 1.1 (Table 6 in the Appendix): we currently stand at 75.9 percent for a one year retention rate, up from 69.8 percent last year. We would hope to see sustained retention rates of close to 80 percent by 2020.
Lessons Learned	Faculty and staff can raise alerts on students who are not doing well in classes, or other concerns. All those in the student’s network can see the alert and are asked to intervene. We’ve seen some benefits from this but need to encourage more use of the system by advisors to respond to alerts raised about students.

MATRIX B

High-impact strategy	Creation and Implementation of Project Storm Spotters. The Storm Spotters Team (SST) consists of peer mentors who serve as co-instructors for UNIV 1000, Orientation to College Success. SST’s connect first-year students to campus activities and to academic support services in order to improve engagement and academic success.
Related Goal Summary of Activities	Goal 4, Provide intrusive advising to keep students on track to graduate The Storm Spotters Team participates in the presentation of orientation material for UNIV 1000, they work on activities to improve student engagement (e.g. inviting students to meetings of student organizations), and participate in outreach to at-risk students. Starting in the Fall of 2013, GSW implemented Project Storm Spotters with funding from the USG through an Incubator grant. This project recruited and trained upper-class students as co-instructors and peer mentors for our first-year orientation course (UNIV 1000). Project Storm Spotters was designed to expand UNIV 1000 beyond a mainly orientation course to include much more student engagement and advisement. SST’s were very successful in engaging with first-year students, which is important, as we know that first-year students are more likely to ask questions and take the advice of their peer mentors than from their instructors. SST’s encouraged increased participation in student organizations and were successful at directing students to support services on campus.
Baseline status	Since implementation in Fall 2013, the contact rate between SST’s and entering first-year students has been 100 percent. There has been intermittent contact between SST’s and students after their first semester. In terms of affecting retention rates, 64.9 percent was the retention rate before implementing SST’s. The retention rate of the first cohort to use SST’s is 69.8 percent.
Interim Measures of Progress	Surveys indicated high levels of satisfaction among participating faculty, Storm Spotters, and first-year students. There are probably some paradoxical effects of the SST’s. The withdrawal rate for certain core classes that we know to be difficult hurdles has been elevated, due in part to increased counseling by the SST’s to students about the importance of maintaining a good GPA. Thus, as indicated in Table 6, our term-to-term retention rate actually declined slightly last year.
Measures of Success	Increased persistence in courses and successful completion of course work, as well as increased participation in student activities and utilization of student support services of various kinds. Improved retention of first year students as shown in Table 6 of the Appendix. By 2020, we would hope to have retention rates that are fairly steady from year to year. We would also expect revenue from retained students would support enhanced Storm Spotter activity, so that financially, by 2020, this activity is completely self-supporting.

Lessons Learned The biggest immediate challenge has been how to pay for the program once the grant funding ran out. We pay SST's a very minimal stipend. Because we have made it a very selective, by invitation only position, pay has not been a delimiting issue. There will always be ongoing training because upper-class students are only here 2-3 years, so we will always be hiring new ones. That is why we have included the SST in orientation training this summer.

MATRIX C

High-impact strategy	<p>Redefinition of Academic Good Standing and issuing of DWF Reports twice a semester. To identify and intervene with at-risk students earlier, we changed Academic Good Standing from a graduated scale to a 2.0 for all students and implemented an advising hold for all students with GPAs below 2.0. And, at mid-term and at the end of each semester, DWF reports are issued, with advisors being asked to contact students and advise them on the best options given their standing and to direct them to appropriate resources. The retention specialist and first-year advocate intervene with first-year and sophomore students who may not yet have a relationship with their major advisor.</p>
Related Goal Summary of Activities	<p>Goal 4: Provide intrusive advising to keep students on track to graduate</p> <p>The increase in GPA required for Good Academic Standing has allowed us to identify students who are at risk academically much earlier and to target institutional resources on students who are most likely to benefit from intervention (those with GPAs 1.5-2.0). Students with GPAs below 2.0 have academic standing holds and are required to meet with their academic advisers to make changes to their schedules. They are also contacted by the Retention Specialist who invites them to one-on-one sessions to develop academic success plans. These interventions apply to all students and the effects are currently difficult to disaggregate for a single cohort.</p> <p>In 2012, we began distributing DFW reports to all advisors at midterm and at end of term. The reports list all advisees with grades of D, F, or W in any of their courses. Advisors are encouraged to contact advisees on their lists to discuss possible options for getting back on track (withdrawing from a course at mid-term, seeking tutoring support, repeating a course the next semester to improve a grade, etc.).</p> <p>We have also adjusted the academic calendar so that midterm grades are now due on the midterm date, thus giving students in trouble and advisors more time to develop success strategies for the rest of the semester. UNIV 1000 instructors are asked to contact first-year students who may not be connected with their academic advisors yet. The Retention Specialist and First-Year Advocate in the Academic Resource Center help students develop success plans. Through these efforts we have substantially increased the percentage of first-year students who complete the fall semester with at least a 2.0 GPA. In 2011, before these changes, only 63% of first-year students completed the first semester with a GPA over 2.0. The rate for the 2012 and 2013 cohorts was 74% and 75.5% respectively, a 12% increase over the 2011 cohort. For 2014, the rate was 75.3 percent (Table 7). The improvement in GPA is not only a result of withdrawing from courses where students were receiving low grades, but also from connecting to resources early, allowing them to recover and pass classes in which they were not doing well (Table 9).</p>
Baseline status	<p>We discovered that with our previous sliding scale, we were blind to students who were in trouble academically, but who were not being flagged because they were technically in good standing (even at a 1.5 GPA). Moving good standing to a 2.00 allowed us to identify academic risk in the first semester of trouble rather than two to three semesters later. The DWF reports help us to pinpoint courses that need additional resources, such as Supplemental Instruction or dedicated tutoring, as well as alert us to students who are in academic difficulty as early as mid-term.</p>
Interim Measures of Progress Measures of Success	<p>These are relatively recent processes grafted on to the institution, and they appear to be having a positive effect.</p> <p>Outcome Metric 4.1 (Table 9 in the Appendix). By 2020, we hope to be able to use various analytic support mechanisms to ensure sustained success of our students.</p>
Lessons Learned	<p>Timing of distribution of the DWF report is crucial, as is having enough time between semesters to adequately work with students. In some cases, lack of core classes can create a difficulty in students progressing.</p>

MATRIX D

High-impact strategy	<p>Adoption and implementation of 15 to Finish. Beginning in Fall 2013, we increased the number of credit hours in the first-time freshmen learning communities from 12-14 hours to 14-16 hours and advisors have been trained to encourage students to continue taking 15+ credits each semester.</p>
Related Goal Summary of	<p>Goal 2: Increase the number of degrees that are earned "on time"</p> <p>Credits assigned to first-year students have been increased from 12-13 to at least 15 credit</p>

Activities	hours. Advisor training will emphasize the importance of taking at least 15 hours each semester (in progress).Beginning Fall 2013, we increased the number of credit hours first-year students take with the goal of having all students enrolled in at least 15 credits each semester. This has been highly successful in increasing the number of students on track to graduate within four years. The effect has persisted with more students enrolling in 15 or more hours in the spring term. In two years we have almost doubled the percentage of first-year students enrolled full-time in credit-earning classes, who have successfully completed at least 28 credits by the end of the spring semester (17% of the Fall 2011 cohort did this, compared to 33% of the Fall 2013 cohort).
Baseline status	The general history of advising at GSW was to have students sign up for twelve hours a semester, in order for them to be successful in those fewer hours.
Interim Measures of Progress	Increased number of credit hours attempted and completed by first-year students enrolled full-time in credit-earning classes. In 2014, 61.7 percent of the FTFT cohort attempted 15 or more credit hours (compared to 2013, when 49.6 percent attempted). In 2014, 36.3 percent of the FTFT cohort actually earned 15 or more credit hours (compared to 2013, when 22.8 percent earned hours). At the same time, 75.3 percent of these students in 2014 maintained a GPA of 2.00 or higher.
Measures of Success	Improved 4-year graduation rate. Outcome Metrics 2.2, 2.3, 2.4, 2.5 (Table 9 and 12 in the Appendix); Needed: Outcome Metrics 2.2. By 2020 we expect to have 22 percent of our students graduating within four years.
Lessons Learned	Better advisor training, and better preparation of students as they come through our summer orientation and registration programs have led to more students attempting fifteen hours a semester or more. The percentage of students taking fifteen or more hours, and the number of students coming into college already with college credit, continues to increase. A lesson learned is that students can do as well in 15 hours as 12 hours. In fact, with the right support, they can actually do better while taking more hours.

MATRIX E

High-impact strategy	Using Campus Labs technology in order to implement Collegiate Link. Collegiate Link is a type of social media software that fosters multiple and deeper integration into campus social networks sponsored and supported by Student Affairs. Our branded version is called Canes Connect, and is used to strengthen social integration primarily outside of the classroom.
Related Goal	Goal 2: Increase the number of degrees that are earned “on time”
Summary of Activities	All research shows that the more socially integrated students are in the culture of the academy, the more likely it is that they will succeed. Toward that end, we see the importance of extra-curricular activities as they are crucial in helping students feel they are part of the academic community. Any extra-curricular activity--from health, wellness, and intramural sports, to serving in the Student Government Association, to attending academic lectures—adds to the sense of cohesiveness and motivation that are necessary for all student success. The many activities sponsored within the Residence Halls, the debates and panels sponsored by Panorama, Third-World Studies, and Windows to the World, are crucial parts to engaging students and keeping them on track to graduate.
Baseline status	This system was implemented for the first time in the 2014-15 academic year.
Interim Measures of Progress	Table 15 shows specifically how data are collected in Canes Connect. The efficacy of the system is still in the developmental stages.
Measures of Success	Measures of success include data from Table 13 which are measures of student engagement, and data from Tables 16 and 17 that indicate health and wellness activities. Table 14, which is a compilation of results from Noel-Levitz surveys of parents during our summer orientation series, indicates areas of strength and weaknesses that need further addressing.
Lessons Learned	Canes Connect is a useful tool, but it is not yet fully integrated into GSW’s culture. Our Windows to the World program is relatively recent, with only one year of data that will remain incomplete until we have had a cohort go through a full four years of the program. With this said, we have very strong student programming in the extra-curricular dimension, and with the augmentation of Canes Connect, we should be able to safely say that these programs are having a positive effect on our retention and graduation rates.

OBSERVATIONS

The strategies listed in this report are not an exhaustive list of activities undertaken to improve student success, but they are ones in which we have invested much time and effort, and we hope to continue to focus on these particular strategies for at least several more years in order to have established clear patterns in the data that lead to a

confirmation of practice. GSW is about to embark on a new strategic plan for the institution that will guide it over the next five to seven years, and we fully expect that the strategies in this report will not only be endorsed, but will serve as a foundation for further development in terms of how we encourage and sustain students beyond the first year. Indeed, toward that end, in May 2014 we held our first ever Retention Retreat. Partially growing out of the findings of that two-day process, we created an Enrollment Management Council, which will help oversee retention efforts and continue to aid in the effort to break down silos across campus and strengthen our ability to retain and graduate the students who come to our institution. In addition to these efforts, we have contracted with the Educational Advisory Board to aid us with data analysis and consultation over the next three years in an effort to become fully knowledgeable about best practice and to be better able to implement strategies in the most efficient manner possible. Specially, we hope that EAB will help us strengthen our advising process throughout a student's career at GSW. As an institution, it is unlikely that we can move toward the professional advising model for all students, so helping our current faculty and staff become more efficient at what they do is part of how we intend to succeed. Degree Works should help with efficiency, but as this program was implemented only last year, we think it will be some time before it is fully integrated into our culture and can demonstrate that it is making a difference. A growing focus on transfer students and on on-line students is also part of our planning for the future.

Indeed, perhaps the most important change we are making at GSW is a shift in our thinking about student success. During the past three years we have held a series of university-wide convocations to share retention data, propose institutional policies to address roadblocks to student success, and to solicit input on problem areas and strategies we might implement. These have been well-attended events and have fostered productive conversations outside of silos that are leading to a number of changes, big and small, but most significantly, they are leading to a change in our overall culture. Given the student population we serve, the stakes are high not just for GSW but also for our region and our state. We are looking forward to continuing our efforts to improve student success with the momentum gained over the last two years. In the end, we look at our one year retention rate, which currently stands at 75.9 percent, the highest it has been (with the exception of an anomalous year due to a financial aid issue) in the past fifteen years, and we think we are on the right track to doing some things well here at Georgia Southwestern State University.

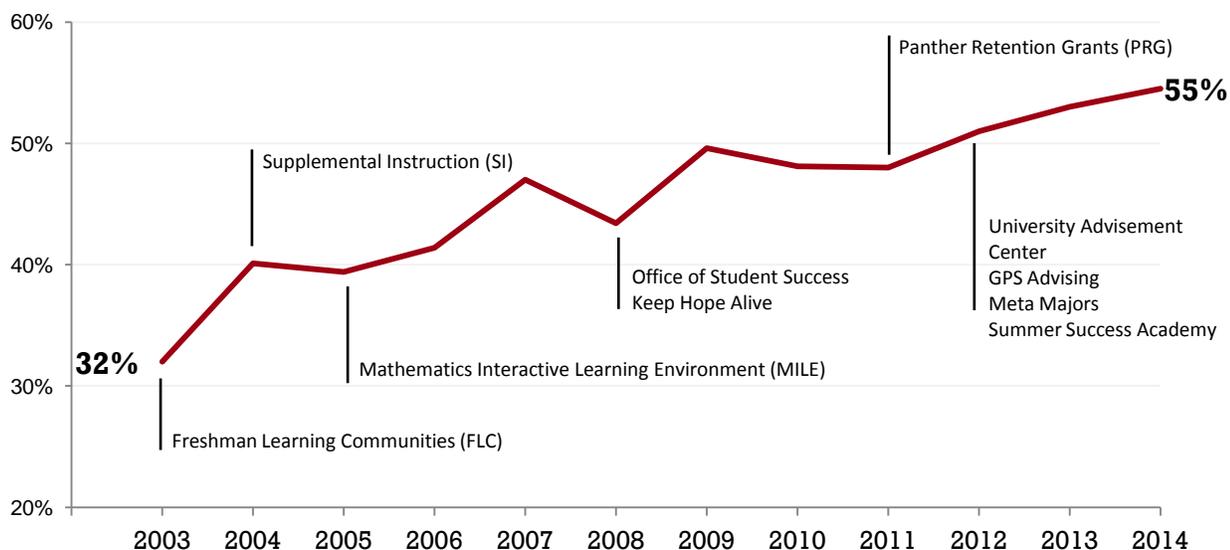


Georgia State University

OVERVIEW

When it comes to higher education, the vision of the United States as a land of equal opportunity is far from a reality. Today, it is *eight times* more likely that an individual in the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile.²⁰ Nationally, white students graduate from college at rates more than 10 points higher than Hispanic students, and are more than twice as likely to graduate with a 4-year college degree compared to black students.²¹ The United States Department of Education cites a six-year graduation-rate of 39% among Pell-eligible students,²² a rate that is 20 points lower than the national average.²³

GSU Undergraduate Graduation Rates by Year, 2010 to Present



In 2003, Georgia State’s institutional graduation rate stood at 32% and underserved populations were foundering. Graduation rates were 22% for Latinos, 29% for African Americans, and 18% for African American males. Pell students were graduating at rates far below those of non-Pell students.

Today, thanks to a campus-wide commitment to student success and more than a dozen strategic programs implemented over the past several years, Georgia State University’s achievement gap is gone. The institutional graduation rate has improved 22 points—among the highest increases in the nation over this period. Rates are up 32 points for Latinos (to 54%), and 28 points for African Americans (to 57%). Pell-eligible students currently represent 59% of Georgia State University’s undergraduate student population, and over the past three years have graduated at rates, on average, equal to those of non-Pell students. Georgia State University now graduates more Hispanic, Asian, first generation, and Pell students with bachelor degrees than any other university in Georgia. For four consecutive years, we have conferred more bachelor degrees to African Americans than any other non-profit college or university in the United States.

Georgia State University’s story testifies to the fact that students from all backgrounds can succeed at high rates. Because the challenges we face at Georgia State—finding innovative ways to succeed with our growing numbers of at-risk students and doing so amid a context of limited resources—are precisely the same challenges faced by literally

20 The Pell Institute (2015) Indicators of Higher Education Equity in the United States : 45 Year Trend Report (2015 Revised Edition). Retrieved from http://www.pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf

21 U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10: Graduation rate from first institution attended for first-time, full-time bachelor’s degree- seeking students at 4-year postsecondary institutions, by race/ethnicity, time to completion, sex, control of institution, and acceptance rate: Selected cohort entry years, 1996 through 2007. Retrieved from https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp.

22 Horwich, Lloyd (25 November 2015) Report on the Federal Pell Grant Program. Retrieved from <http://www.nasfaa.org/uploads/documents/Pell0212.pdf>.

23 U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (2014) Table 326.10.

hundreds of public universities nationwide, the story resonates. Through our outreach, colleagues within the USG and nationally not only learn what is happening at Georgia State but also see what is possible at their home institutions and for their own students.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

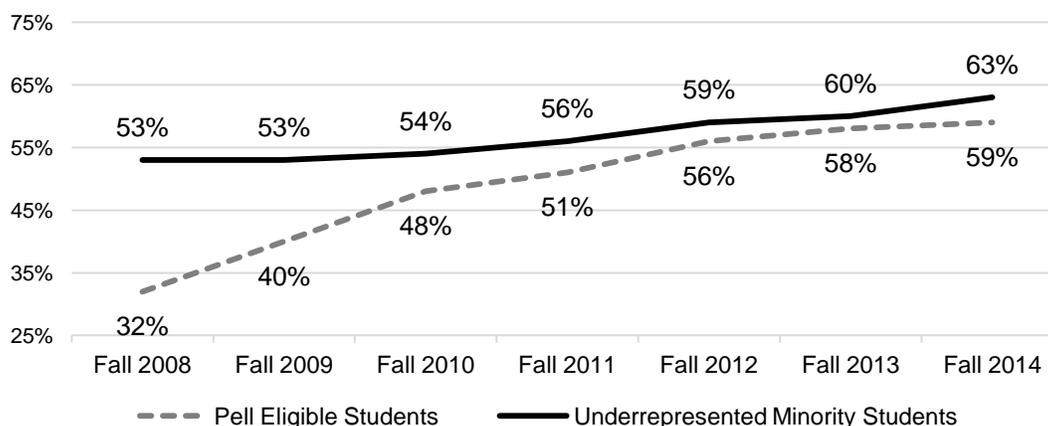
In March 2015, Georgia State University adopted a new mission statement that underscores the university’s longstanding dedication to student success, and its commitment to expanding efforts that would increase access to high-quality education in order to meet the workforce demands of the nation.

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.²⁴

Georgia State University’s number one strategic goal is to become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.²⁵ The most distinctive **principle** guiding our efforts has been a pledge to improve student outcomes through *inclusion* rather than *exclusion*. We are committed to improve our graduation rates without turning our backs on the low-income, underrepresented and first-generation students that we have traditionally served. To the contrary: we have pledged to increase the number of underrepresented, first-generation and Pell students enrolled and to serve them better. In our mission and our strategic plan, we have committed to achieving improved outcomes for our students not merely while they are at Georgia State University, but in their lives and careers after graduation as well.

Georgia State University now enrolls more African Americans, Latinos, Asian Americans, first-generation students, and Pell students than any other four-year university Georgia. In fact, the University set new records for the number of students enrolled in *every one* of these categories during the fall semester of 2014. Our undergraduate population is now 63% non-white and 59% Pell. According to *U.S. News and World Report*, Georgia State University is now one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity²⁶ and for the number of low-income students enrolled.²⁷

At Risk Undergraduate Student Populations at GSU by Year, Fall 2008 - Fall 2014



In line with our commitment to serving Georgia students through a policy of inclusion rather than exclusion, we have consistently increased the proportion of underrepresented minority students (students reporting their race to be something other than White, or who identify as ethnically Hispanic) being served, with the number up ten points over the past five years.²⁸

We have also continued to attract an increasing number of low-income students to our campus. Since 2010, we

24 Consolidation.gsu.edu (March 18, 2015) Board of Regents Approves New Mission Statement for Consolidated Georgia State and Georgia Perimeter. Retrieved from <http://consolidation.gsu.edu/2015/03/18/board-regents-approves-new-mission-statement-consolidated-georgia-state-georgia-perimeter/>

25 Georgia State University Strategic Plan (n.d.) Goal 1. Retrieved from <http://strategic.gsu.edu/preamble/goal-1/>

26 U.S. News & World Report (n.d.) Campus Ethnic Diversity: National Universities. Retrieved from <http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>.

27 U.S. News & World Report (n.d.) Economic Diversity: National Universities. Retrieved

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/economic-diversity>.

28 In contrast to the common practice of excluding, Asian students from underrepresented minority numbers, Georgia State University includes them on account of the fact that a large proportion of Asian students enrolled at Georgia State University are also low income, first in their family to go to college, and/or first in their family to live in the U.S.

have seen a steady increase in the number of Pell-eligible students attending Georgia State University, from 48% up to 59% in fall 2014.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Institutional Completion Goals and Results

In 2011, Georgia State University committed to reach a graduation rate of 52% by 2016 and 60% by 2021.²⁹ We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all significant achievement gaps between student populations.

On the surface, attaining these goals seems implausible. Georgia State's demographic trends—characterized by huge increases in the enrollments of at-risk students in recent years—typically would project a steep *decline* in student outcomes. Georgia State University, though, has been able to make dramatic gains towards its success targets even as the student body has become more financially distressed. In the relatively short period since the adoption of the Strategic Plan in 2011, the overall number of Bachelor degrees conferred by Georgia State has increased by 16%. The gains have been even greater for a number of at-risk student populations.

In the 2014-2015 academic year, Georgia State University conferred record numbers of bachelor degrees to Pell-eligible, first generation, Black or African American, and Hispanic students. Since the 2010-2011 academic year, the number of Bachelor's degrees conferred to first-generation students has increased by 32%, and to Pell students by 36%. Meanwhile, underrepresented students have also made striking gains over the period, with conferrals increasing by 44% for Hispanic students and 37% for African Americans.³⁰

It is interesting to note that in the 2014-2015 academic year, Georgia State University saw a decline in the number of degrees conferred to Adult Learners. This is not due to a decline in the enrollment of Adult Learners at Georgia State or in their success rates. To the contrary, because Adult Learners are defined as students aged 25 and older *at the time of graduation*, the decline in undergraduate degree conferrals to the group is a direct consequence of the average decrease in time to degree that we have been able to achieve through our numerous student success initiatives. Our undergraduate transfer students, for instance, are taking less time to earn their degrees and far fewer are reaching the age of 25 by the point of graduation.

Similarly, since the launch of Georgia State University's current strategic plan, and the start of our participation in Complete College Georgia, our institutional graduation rate has increased by 6 percentage points to a record 54%, with further gains being tracked for 2015.

²⁹ Georgia State University (2012) College Completion Plan 2012: A University-wide Plan for Student Success (The Implementation of Goal 1 of the GSU Strategic Plan). Retrieved from http://enrollment.gsu.edu/wp-content/blogs.dir/57/files/2013/09/GSU_College_Completion_Plan_09-06-12.pdf

³⁰ Actual percent increases were much higher in these two categories, but we have controlled for the effects of the University implementing more rigorous processes encouraging students to self-report their race and ethnicity.

GSU Undergraduate Degrees Conferred by Academic Year, 2010 to Present

		Academic Year				
		2010-11	2011-12	2012-13	2013-14	2014-15
Status	Adult Learners	1,528	1,553	1,689	1,755	1,679
	Pell-eligible Students	2,015	2,321	2,607	2,711	2,742
	First Generation Students	848	1,016	1,083	1,100	1,117
Race	White	1,808	1,888	1,922	1,916	1,816
	Black or African American	1,300	1,440	1,552	1,682	1,777
	Asian	463	485	558	532	512
	More Than One Race	168	146	152	179	161
	American Indian or Alaska Native	18	9	17	10	15
	Native Hawaiian or Other Pacific Islander	20	15	8	6	11
	Not Reported	205	227	251	281	330
Ethnicity	Non-Hispanic	3,459	3,686	3,854	3,964	3,965
	Hispanic	288	313	360	394	415
	Not Reported	235	211	246	248	242
Total Students Receiving Undergraduate Degrees		3,982	4,210	4,460	4,606	4,622

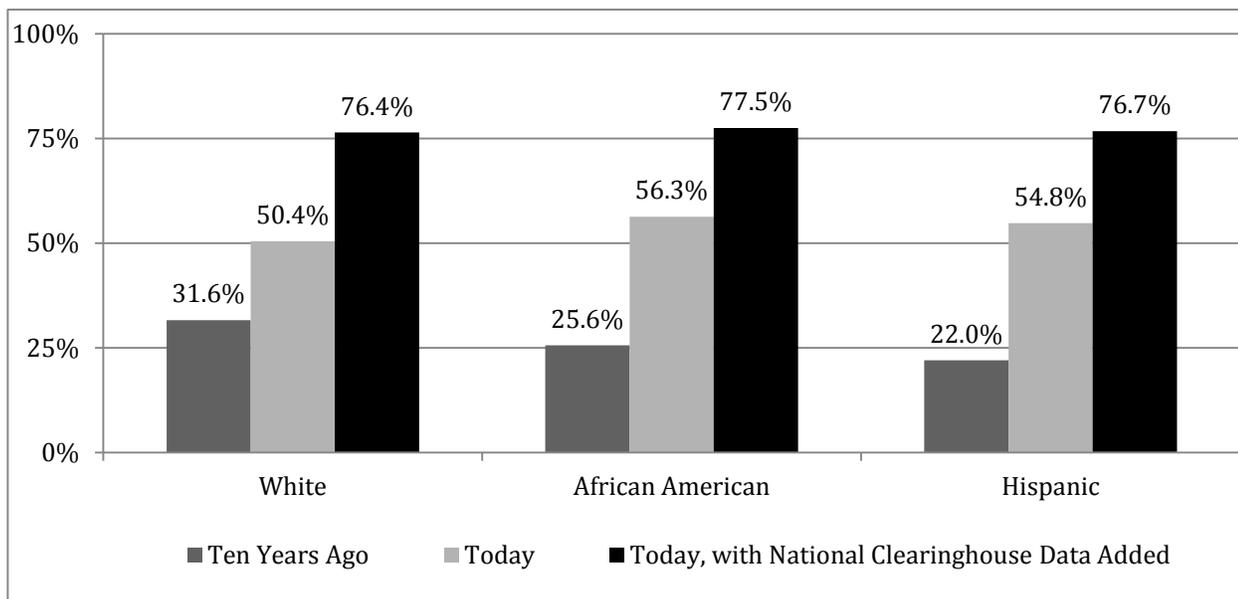
*Academic Year defined as Summer -Fall-Spring (e.g. AY 2014 - 2015 is Summer 2014, Fall 2014, and Spring 2015).

GSU Undergraduate Graduation Rates by Population, 2010 to Present

	2010	2011	2012	2013	2014
6-Year Graduation Rate	48%	48%	51%	53%	54%
6-Year: African American	51%	52%	54%	57%	55%
6-Year: White	46%	45%	49%	52%	53%
6-Year: Hispanic	58%	48%	53%	54%	56%
6-Year: Pell	51%	49%	51%	53%	51%
5-Year Graduation Rate	40%	43%	44%	46%	46%

Low-income and first-generation students' families move frequently due to changes in jobs and economic circumstances when compared to middle- and upper-class college students. This phenomenon significantly impacts Georgia State's institutional graduation rates. Using National Student Clearinghouse data to track Georgia State's most recent 6-year cohort across all universities nationally, the success rates are even more encouraging. For the current year, a record 76% of the students who started at Georgia State six years ago have either graduated from Georgia State or some other institution or are still actively enrolled in college. The numbers for African American (77.5%) and Latino (76.7%) students are even higher.

6 Year Graduation Rates Among First Time First Year Freshman, who Started at Georgia State University



This combination of large increases in Pell enrollments and significantly rising graduation rates confounds the conventional pattern. Nationally, one can track a strong correlation between increases in Pell rates and *decreases* in graduation rates. Georgia State University’s completion efforts have made us a clear outlier nationally. In fact, among all of our peer institutions as defined by the Board of Regents, Georgia State University now has both the highest Pell rate *and* the highest graduation rate.

How has Georgia State University made the gains outlined above? How do we propose to reach our ambitious future targets? In one sense, the answer is simple. We employ a consistent, evidenced-based strategy. Our general approach can be summarized as follows:

- Use data aggressively in order to identify and to understand the most pervasive obstacles to our students’ progressions and completion.
- Be willing to address the problems by becoming an early adopter. This means piloting new strategies and experimenting with new technologies. After all, we will not solve decades-old problems by the same old means.
- Track the impacts of the new interventions via data and make adjustments as necessary to improve results.
- Scale the initiatives that prove effective to have maximal impact. In fact, many of the programs that we offer are currently touching 10,000 students or more annually.

HIGH IMPACT STRATEGIES

1. GPS Advising

High-impact strategy Use predictive analytics and a system of more than 800 alerts to track all undergraduates daily, identify at-risk behaviors, and have advisors respond to alerts by intervening in a timely fashion to get students back on track.

Related Goal Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions.
 Goal #2: Increase the number of degrees that are earned ‘on time.’
 Goal #3: Decrease excess credits earned on the path to getting a degree.
 Goal #4: Provide intrusive advising to keep students on track to graduate.

Summary of Activities In fall 2014, our GPS Advising System was upgraded to generate financial alerts based on student housing choices and past due histories to target students for financial counseling. In 2016, Georgia State University will consolidate with Georgia Perimeter College (GPC). EDUCAUSE, with the support of the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust (the Helmsley Trust) and in partnership with Achieving the Dream (ATD), has awarded Georgia State University a grant to facilitate our efforts to deploy our technology solution and adapt our advising strategy in order to increase graduation rates for the 22,000 students seeking associate degrees at GPC. In addition to providing much needed support to students seeking associate degrees, the extension of our GPS to encompass the entirety of the new consolidated university provides us with the opportunity to better understand and support transfer pathways between two- and four-year institutions.

Baseline Status • Total Students receiving undergraduate degrees in the 2014-2015 Academic Year: **4,622**

	<ul style="list-style-type: none"> • Current Six Year Graduation Rate: 54% • Mean number of credit hours earned at time of undergraduate degree completion: 142.9 • This past academic year, there were more than 43,000 individual meetings between students and advisors that were prompted by alerts from GPS Advising.
Interim Measures of Progress	<p>The numbers we are achieving via the programs are exceptionally strong. We have been tracking the use of the system and gathering interim metrics such as</p> <ul style="list-style-type: none"> • Credit hours at the time of graduation (which have declined by an average of 4)
Measures of Success	<ul style="list-style-type: none"> • Number of Undergraduate Degree conferrals • Undergraduate Six-Year Graduation rates • Mean number of credit hours earned at time of undergraduate degree completion
Lessons Learned	<p>The true potential of predictive analytics comes, not from its ability to identify students at risk, but in its ability to support intensive advising practices. In order for predictive analytics to make a significant impact in higher education, technology solutions must be accompanied by investment in advising personnel and practices that can most effectively translate data into action.</p> <p>Academic choices have a significant impact on career aspirations and vice versa. With the introduction of a new career matcher feature into our existing GPA advising platform (powered by data from Burning Glass), students are shown lists of common careers commonly associated with their chosen or prospective majors, as well as information about what skills are sought after by employers in those fields. Advising students with a view to life beyond graduation provides them with a broader perspective about what academic success means, as well as stronger sense of direction and motivation to pursue their degree, not as an end in itself, but as a springboard to future success in life and career.</p>

2. Summer Success Academy

High-impact strategy	<p>Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes.</p> <p>The program was initiated in 2012 as an alternate to deferring weaker freshmen admits to the Spring semester. Students earn 7 hours of credit toward their Bachelor's degree while receiving intensive academic and personal support including supplemental instruction, advisement, learning communities, team building, financial literacy training.</p>
Related Goal	Goal #7: Increase the likelihood of degree by transforming the way that remediation is accomplished
Summary of Activities	<ul style="list-style-type: none"> • Since summer 2014, the design of the summer Success Academy program was revised to include several additional features: <ul style="list-style-type: none"> • <i>A Friday Workshop Series</i> • <i>A Service Learning Component</i> • <i>Targeted Academic Coaching</i> • <i>Program Incentives</i> • <i>Increased emphasis on developing rapport with students prior to the summer through regular communication and follow-up</i> • <i>A Professional Mentorship Program</i> • <i>A STEM Freshman Learning Community</i>
Baseline Status	<ul style="list-style-type: none"> • <i>The one-year retention rate for students participating in the Summer Success Academy in 2014 was 81.5%, a significant increase over the 50% retention rate that would be expected by this population as recently as 2011.</i>
Interim Measures of Progress	<ul style="list-style-type: none"> • <i>In summer 2015, the program enrolled 288 students.</i> • <i>The average one-year retention rate for students who enrolled in the Summer Success Academy since Fall 2012 is 87%, four points higher than the average among non-Summer Success Academy students of 83%</i> • <i>The two-year retention rate for students who participated in the Summer Success Academy in Fall 2012 is 80%, ten points higher than the two-year retention rate for all other students entering as Freshmen in the same year.</i>
Measures of Success	<ul style="list-style-type: none"> • Retention rates • Graduation rates
Lessons Learned	<p><i>While the Summer Success Academy is a program that would most certainly be of benefit to all students, it is important to ensure that the size of the program does not outstrip resources. The amount of personalized attention that students receive in the program is a significant reason for the program's success, not only because of the level of academic coaching required for our most at-risk students, but also because mentoring by peers and professionals also provides academy students with a sense of self-efficacy and the 'soft' skills necessary to 'do college.'</i></p>

Georgia State University currently has a proposal before the Kresge Foundation to expand our current program, while at the same time collecting validation data that would allow the Foundation to help promote the Success Academy as a national best practice for closing the achievement gap for at-risk populations

3. Panther Retention Grants

High-impact strategy	<p>Provide micro grants to students at the fee drop each semester to help cover modest financial shortfalls impacting the students' ability to pay tuition and fees to prevent students from stopping/dropping out.</p> <p>Staff examine the drop lists for students with genuine unmet need, who are on track for graduation using our academic analytics, and who have modest balances for tuition and fees. Students are offered micro grants on the condition that they agree to certain activities, including meeting with a financial counselor to map out plans to finance the rest of their education.</p>
Related Goal	<p>Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions</p> <p>Goal #10: Mitigate the detrimental effects of financial need on student recruitment, retention, and graduation</p>
Summary of Activities	<p>2,094 grants were distributed in 2014-2015. The largest group of recipients last year were seniors, who often are running out of Hope funding or exhausting other aid.</p>
Baseline Status	<ul style="list-style-type: none"> • 89% of students who received PRG funding in 2013-2014 either graduated or had reenrolled in at least one of the two subsequent semesters • 93% of seniors who received PRG funding in fall 2014 either graduated or had reenrolled in at least one of the two subsequent semesters • 59% of seniors who received PRG funding in 2013-2014 graduated within three semesters (one year) of receiving the grants.
Interim Measures of Progress	<ul style="list-style-type: none"> • The rate of "returnees" to the program in 2014-2015 was under 25%. • In 2014-2015, Georgia State University saw a greater than 2:1 return on its return on investment through an increase of \$5.2M in recovered tuition and fees.
Measures of Success	<ul style="list-style-type: none"> • Retention Rates • Graduation Rates
Lessons Learned	<p>A data-driven approach to award dispersion ensures that support is given to students who are both in need and who are likely to succeed when their need is met. This represents a shift in perspective, away from distributing funds as a response to financial need alone, and toward an approach that is first and foremost motivated by an interest in eliminating non-academic barriers to student success.</p> <p>Many students lack the financial literacy necessary to ensure that an otherwise sustainable amount of financial support is managed effectively through to the end of their degrees. The Panther Retention Grants are an excellent way to respond to the financial needs of student who are on track to degree, but who encounter financial shortfalls as they near graduation. In an effort to be more proactive, GSU has added a set of financial indicators to its predictive analytics and has also committed to establishing a dedicated financial counseling center by the end of Spring 2016. Through proactive interventions like these, GSU expects to see fewer of its students run into financial problems later in their degree, while at the same time providing tis students with the tools necessary for financial security in career upon graduation.</p>

4. Keep Hope Alive (KHA)

High-impact strategy	<p>In 2008, the graduation rate for students who lost the Hope scholarship was only 20%, 40-points lower than the rate for those who held on to it. Gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. Using a \$500 incentive for two semesters after the scholarship is lost, the Program requires students to sign a contract agreeing to meet with their advisors, attend academic skills workshops and participate in financial literacy training.</p> <p>By signing a contract to receive \$500 for each of the first two semesters after losing Hope, students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship.</p> <p>Scholarship Criteria:</p> <ul style="list-style-type: none"> ○ Program is open to freshman and sophomore students with a 2.75 – 2.99 HOPE grade point average.
-----------------------------	---

	<ul style="list-style-type: none"> ○ Student must pursue a minimum of 30 credit hours within the next academic year (fall, spring, and summer semesters). ○ Students must attend Student Success workshops facilitated by the Office of Undergraduate Studies. ○ Students must meet with their academic coach on a regular basis. ○ Students are required to attend mandatory advisement sessions facilitated by the University Advisement Center.
Related Goal	Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions Goal #10: Mitigate the detrimental effects of financial need on student recruitment, retention, and graduation
Summary of Activities	Keep Hope Alive supported a record number of students and continues to have a success rate of about 50% even with a significant expansion in the number of students.
Baseline Status	<ul style="list-style-type: none"> ● Since 2008, institutional HOPE retention rates have increased by 50%, from 49% to 77% in 2014. ● The six-year graduation rate for students who lost their HOPE scholarship at some point in their academic carrier has increased from 21% in 2008 to 35% in 2014.
Interim Measures of Progress	<ul style="list-style-type: none"> ● For students in KHA in the period from 2011 to 2014, better than 55% gained the scholarship back at the next marker ● Leveraging our \$1,000 scholarship investment by gaining between \$6,000 and \$12,000 of Hope dollars back again.
Measures of Success	<ul style="list-style-type: none"> ● Retention rates for students receiving the HOPE scholarship ● Six-year graduation rates for students who lost their HOPE scholarship at some point in their academic career.
Lessons Learned	Losing the HOPE scholarship puts students far more at risk than losing a 3.0 GPA.

5. Meta-Majors

High-impact strategy	<p>Requiring all students to choose a meta-major puts students on a path to degree that allows for flexibility in future specialization in a particular program of study, while also ensuring the applicability of early course credits to their final majors. Implemented in conjunction with major maps, block scheduling, and freshman learning communities, meta-majors provide clarity and direction in what would otherwise be a confusing and unstructured registration process.</p> <p>Upon registration, all students are required to enroll in one of seven meta-majors: STEM, Arts & Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several block schedules, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable selection, students are assigned to Freshman Learning Communities consisting of 25 students who are in the same meta-major and take classes according to the same block schedules of 5 – 6 courses in addition to GSU1010, a 1 credit hour course providing students with essential information and survival skills to help them navigate the logistical, academic, and social demands of the University.</p>
Related Goal	Goal #2: Increase the number of degrees that are earned 'on time.' Goal #3: Decrease excess credits earned on the path to getting a degree
Summary of Activities	<p>A major enhancement associated with the program this year has been the engagement and partnership of the colleges around meta majors. Instead of just exploring majors based on the content and insights developed independently by the instructor for the FLC, colleges are structuring the orientation class and developing extensive programming designed to support major/discipline and career exploration. For example, last year the Robinson College of Business completely re-thought how Robinson presents GSU 1010. Last year, they ran a natural experiment where half of their FLC sections were taught with the enhanced curriculum they developed and half were taught the old way. Students who had the RCB enhanced curriculum were retained at a better rate and were much more involved with student organization and with majors. This year all the RCB FLCs are being taught in this way and they are working on a plan to structure and build on what they are doing in GSU 1010 to enhance the major across all program years.</p> <p>The FLC team also improved the hiring process for GTAs associated with the program and improved support for GSU 1010 instructors.</p> <p>Additionally, we have worked to improve math alignment for majors. One of the benefits of the FLC program is ensuring that students only take college algebra and calculus if they need it. Though we do not have math in every FLC, communities that do have math ensure that students are on a math track appropriate to their major. Students that do not need calculus either take Statistics or Math Modeling.</p>

Baseline Status	<ul style="list-style-type: none">• In the 2014-2015 academic year, enrollment in a Freshman Learning Community by meta-major was found to increase a student's likelihood of being retained through to the following year by 11% (82% versus 71% for students who were not in an FLC).
Interim Measures of Progress	<ul style="list-style-type: none">• 80% of non-honors, non-Athlete freshmen were in an FLC in Fall 2014.
Measures of Success	<ul style="list-style-type: none">• Average GPA• Freshman retention rates• Credit hours at graduation
Lessons Learned	<p>Time is money, and students who switch between majors, especially after the freshman year, accumulate wasted credits. With large numbers of low-income students who have strictly limited resources, mistakes in choosing majors can equate to college attrition.</p> <p>Meta-majors, block scheduling, and freshman learning communities have all been shown to significantly improve the chances of student success. GSU has introduced each of these approaches at different times in its history. Bringing each of these best practices together as part of an integrated admissions strategy has produced a synergy, with power greater than the sum of that of its parts.</p>

OBSERVATIONS

Georgia State University is testimony to the fact that students from all backgrounds can succeed at high rates. Moreover, our efforts over the past few years show that dramatic gains are indeed possible—not through changing the nature of the students served but through changing the nature of the institution that serves them.

Timeline of Student Success Initiatives at Georgia State University

Initiative	Year Started	Summary	Scale
Freshman Learning Communities	1999	First-year students sorted into cohorts of 25 based on meta-major; take all courses together in block schedule.	95% of first-year students in 2013-14
Supplemental Instruction	2005	Students who are most successful in courses hired as peer tutors for other students in the course; many tutors eligible for work-study.	9,700 students in 2013-14
Mathematics Interactive Learning Environment	2006	Redesign of introductory math courses (algebra, statistics, and pre-calculus) using a hybrid, emporium model of face-to-face and machine-guided instruction.	7,500 students in 2013-14
Keep HOPE Alive Scholarship	2008	Small grants to students who lose eligibility for Georgia's HOPE merit scholarship, combined with academic and financial counseling.	377 students since 2009
Panther Retention Grants	2011	Small grants (combined with academic and financial counseling) to juniors and seniors who are on-track academically, but are required by a state of Georgia rule to be dropped from classes because they have small outstanding balances on tuition or fees.	4,200 students since 2011
Graduation and Progression System	2012	Sophisticated dashboard for advisers that displays real-time analyses of student academic progress and raises alerts calling for intervention; coupled with consolidating undergraduate advising and more than doubling the number of advisers.	Prompted 43,000 student-adviser meetings in 2013-14
Summer Success Academy	2012	Opportunity for the most academically at-risk 10 percent of incoming freshmen to take 7 credit hours and receive intensive academic advisement and financial literacy training during the summer before their first year.	320 students in Summer 2014

Source: Building A Pathway to Student Success at Georgia State University³¹

Successful Strategies and Lessons Learned

From Reactive to Proactive

Georgia State University's Panther Retention Grant Program continues to be among its most successful college completion programs. Not only does it continue to make a significant difference for the many students who receive it, but this strategy is also being adopted by many other colleges and universities across the nation. By demonstrating the impact of innovative ways of eliminating barriers to successful and timely degree completion, Georgia State University is making a difference in the lives of students beyond its own borders.

As important as it is to address financial need when it arises, it is also important to be proactive and work to reduce the chances of students running into financial hardship in the first place. From our experience with students receiving Panther Retention Grants, and from improvements to our GPS Advising platform, we have learned that many of our students lack the skills necessary to plan the use of their financial aid in a sustainable fashion. Georgia State University has committed to establishing a Financial Counseling Center, which is expected to open by the end of Summer 2016. (See below for more information)

From Competition to Collaboration

31 Ithaka S+R (2015) Building a Pathway to Student Success at Georgia State University. Retrieved from http://sr.ithaka.org/sites/default/files/reports/SR_Case_Study_Building_Pathway_Student_Success_042315_0.pdf. Georgia State University

As a founding member of the University Innovation Alliance, Georgia State University has been working with ten other national research universities to find scalable solutions to problems facing low income, first generation, and minority students on their way to college completion. By putting aside traditional university ranking systems that pit universities against each other, the University Innovation Alliance has, in just one year, made great strides in changing the national conversation around higher education. Through sharing and mutual support, successful programs at each UIA institution are being replicated. The US News and World Report ranks Georgia State University 5th in the country among the “most innovative” universities,³² which is evidence of the fact that innovation is increasingly synonymous with evidence-based approaches to student success. Building on the success of our data-driven approach to intensive advising, Georgia State University has been awarded an \$8.9 million First in the World grant from the Department of Education.³³ For the next four years, we will be taking the lead on a project involving each of the other eleven schools in the University Innovation Alliance, which will establish a scientifically valid link between intensive advisement and college completion for low income and first generation students. When students succeed, we all win.

Limits to Scalability

In summer 2014, a record 320 students enrolled in the Summer Success Academy. With a cohort of this size, the program saw larger class sizes and reductions in student motivation and engagement. Although it is possible that changes in student behavior were not directly caused by the increase in numbers, our team underwent a thorough program evaluation process, which resulted in several significant improvements, including incentives, workshops (which address academics, social skills, personal development, leadership), smaller class sizes in courses, and various other opportunities to engage. Anecdotally, these changes have been seen to significantly improve motivation and student engagement. Based on our experience in 2014, we made the conscious decision to reduce enrollments in 2015. Assuming our changes see the kind of improved student performance that we expect, we are planning once again increase our enrollments in summer 2016.

Planned Improvements to College Completion Activities

The work we have been doing to promote student success at Georgia State University since the launch of Freshman Learning Communities in 1999 has steadily increased graduation rates among our traditionally high risk student populations, but it has also served to foster a culture of student success among faculty, staff, and administration. In addition to the well-established and high impact strategies described above, Georgia State University continues to employ data analysis to identify and understand the obstacles that our students are facing, and to test innovative new solutions to facilitate efficient pathways to the attainment of high quality degrees.

With the help of a Transformational Planning Grant generously awarded to Georgia State University in July 2014 by the Association of Public & Land-Grant Universities (APLU) in partnership with Urban Serving Universities (USU) and the Bill & Melinda Gates Foundation (BMGF), we have initiated a series of major projects meant to address three major issues that continue to confront our students: (1) limited availability of courses necessary for the most timely academic progression, (2) insufficient financial literacy among our student and the devastating implications of many of the poor decisions that result), and (3) failures to deliver the alerts that identify that a student if off path is the most systematic and timely manner possible.

I. Optimizing Course Scheduling using Predictive Analytics

Until now, course scheduling has been too often based on faculty preference, which meant that a disproportionate number of courses were being taught during the middle of the day frequently on topics that did not fully address the progression needs of students. Additionally, there was not always sufficient campus classroom space to offer the number of courses requested during peak times, and we had insufficient capacity in required courses to meet student demand. Finally, scheduling of prerequisite and sequential courses was often interrupted by faculty leaves and availability, which delayed student progression in many cases. As a result of an analysis conducted by our Office of Institutional Research, we have shifted our course scheduling policy so as to balance faculty preference with other important factors like room availability, student demand, and academic program requirements. We now will employ the aggregate data that we are collecting on the major maps and progression of each individual student to predict what courses are needed and in what numbers each semester. As a result of our new policy framework, we expect to see immediate and marked improvements in our rates of student progression, along with a resulting decrease in average cost per degree and an increase in student satisfaction. With help from Ad Astra, we are implementing a predictive analytics solution that will allow us to consistently execute our new, more student friendly scheduling model, while at the same time allowing us to be constantly adaptive to changes in student course demand as they occur.

II. Establishing a Financial Counseling Center

In an effort to mitigate the financial risks to student retention that are created by non-academic collegiate expenditures, GSU has used ten years of student financial data and more than 140,000 Georgia state student records to develop predictive analytics identifying when

32 Georgia State University News (September 9, 2016) U.S. News Ranks Georgia State Among Nation’s Leading Teaching, Innovative Universities. Retrieved from <http://news.gsu.edu/2015/09/09/u-s-news-ranks-georgia-state-among-nations-leading-teaching-innovative-colleges-and-universities/>

33 Georgia State University News (September 21, 2015) Georgia State University Gets \$8.9 Million Grant from U.S. Department of Education. Retrieved from <http://news.gsu.edu/2015/09/21/georgia-state-university-gets-8-9-million-grant-from-u-s-department-of-education/>

students make financial decisions that put them at risk of attrition. These enhanced predictive analytics include information about student housing choices and past due histories to target students for financial counseling. SunTrust Foundation will fund a dedicated financial counseling center with an extensive outreach function using these cutting-edge analytics—the first of its kind in the USG and one of the first in the nation. President Becker has made a commitment to the opening of such a center, expected by the end of the 2016 academic year.

III. Empowering Students through Mobile Application Development

In collaboration with the Education Advisory Board, GSU helped to develop a student-facing tool for smart devices that incorporates data analytics to provide students with major and career guidance, best-fit courses and schedules, time management tools, and smart resource recommendations about student support that is relevant to their specific needs. The current version of the app provides students with time management coaching in the form of syllabus- and analytics- driven alerts or “nudges”—real-time notifications that pop up on the students’ smart phones and tablets the second an issue is identified. This mobile application was piloted in two phases during the spring and summer of 2015, and is currently deployed for use by a large cohort of students participating in the GSU Summer Success Academy. Based on research and lessons learned from the pilot, the application is undergoing a redesign which will continue to be tested during the 2015-16 academic year.

As the story of Georgia State University demonstrates, institutional transformation in the service of student success does not come about as a result of a single program, but grows from a series of small changes that undergo continue reevaluation and refinement. What it also shows is how a series of seemingly small but successful initiatives can significantly transform an institution’s culture. As we have seen improvements in the success of our students, the campus community has come to be driven by a shared vision.

Building on our success in the use of adaptive learning technology in introductory mathematics courses, for example, we are in the process of rolling out adaptive and hybrid versions of introductory courses in Psychology and Political Science. In 2008, DFW rates in College Algebra, Pre-Calculus, and Introduction to Statistics stood at an average of 43% and were, and represented a leading reason motivating students to drop out of Georgia State University after their first year. By replacing the traditional model with one that would see students spend only one hour in lecture per week, and three hours a week in a dedicated computer lab working through personalized, adaptive exercises, we have seen a marked improvement in the success of students in these challenging but foundational courses. Since reconfiguring these first year math courses, and the inauguration of MILE (our Mathematics Interactive Learning Environment), we have served more than 7,500 students each year using this strategy and have seen a decrease in the DFW rate by more than 50% (down to 19% in Fall 2014). Through this change in approach, we now see approximately 1,800 more students pass their introductory mathematics courses per year, and in a way that does not sacrifice academic rigor or the quality of learning. As such, the courses have proven truly preparatory for success in higher level courses. By implementing similar strategies in psychology and political science, we expect to see significant gains for students in these departments as well.

With a strong institutional vision, well defined goals, and nationally recognized accomplishments, Georgia State University has developed a culture of student success oriented toward constant improvement upon existing programs, while at the same time disseminating insights about our experiences for the sake of fostering the success of students across Georgia and the nation as a whole.

The year ahead will be an exciting and challenging one, as Georgia State University consolidates with Georgia Perimeter College (GPC) to form the largest institution of higher learning in Georgia, and one of the largest in the nation. If the lessons we have learned, the initiatives we have implemented, the technologies we have developed, and the results we have achieved can be transferred to the context of GPC, the ultimate winners will be the students of the state of Georgia.

For Further Information: Timothy Renick, Vice President for Enrollment Management and Student Success and Vice Provost, Georgia State University, trenick@gsu.edu



Gordon State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Gordon State College’s mission is to ensure affordable, supportive access to high quality post-secondary education. As an access institution, we provide engaged faculty-student interaction through intimate classroom experiences, innovative and effective teaching strategies, excellent advising and mentorship programs, and effective student support services. GSC offers baccalaureate and associate degree programs, and the institution has focused more in recent years on meeting the needs of adult, underprepared, low income, military, and dual-credit students.

After a peak enrollment of 5,009 in 2010, enrollment has stabilized at approximately 4000 students. While we have not included “first-generation college” as a characteristic in our tracking of students, GSC does enroll a significant number of first-generation college students as an access institution. Of first-time students in fall 2015, 55% had one or two learning support requirements (19% of the overall student enrollment have learning support requirements), and 58% of the entire student population are Pell-eligible. This semester, 19% of the overall student population are adult learners. These numbers indicate a significant percentage of students who are considered to be in the high risk group. Accordingly, Gordon State College was one of the first institutions in the USG to take remediation transformation to scale. In addition, we developed a Weekend College for a bachelor’s of science in Human Services, using hybrid course delivery. The course meetings are held at our teaching site in Henry County, a high-population area, to provide adult learners with a convenient path for finishing a college degree in a high-demand industry. Overall, we have targeted traditionally underserved populations for increases in access and completion.

At the same time, our institution has increased its population of students taking courses on a dual-credit basis. In the semester of our peak enrollment, fall 2010, we enrolled 36 dual-credit students. By fall 2015, that population has increased 408%, to 183 students. We have worked extensively with high schools in our area to provide more opportunities for dual credit. In addition, we reviewed our policies for accepting AP credit and brought them into alignment with national norms.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

The following high-impact strategies were undertaken at Gordon State College after reviewing data on completion indicators, our institutional mission, and our available resources.

High-impact Strategy	1: Provide services and support to students that will help them engage in the college culture and succeed in their academic programs.
Related Goal	1: Increase in the number of undergraduate degrees awarded by USG institutions.
Summary of Activities	<p>For the purpose of improving retention and completion for all students, in the past year Gordon State College has provided</p> <ol style="list-style-type: none"> 7. Always Alert intrusive advising for disengaged and poorly performing students. Faculty report students of concern as early as the first week of the semester. 8. Supplemental Instruction, in which students who have passed a course with a high grade and have an aptitude for working with other students sit in on the course and provide tutoring sessions with current students. 9. Individual tutoring in math, English and a number of other disciplines. 10. Success/academic skills workshops. 11. A Career Services Center which helps students understand how academic success and personal development are tied to career goals, assists students in preparing for the job market, and helps students and employers connect. <p>These forms of student support are provided through the Student Success Center, which is an important component of our efforts to accomplish our mission as an access institution. The SSC is staffed by a director, who reports to the Provost, three professional advisors, a Minority Advising Program coordinator, a program assistant, and student tutors. The Career Services Center, which comes under the director of the SSC, is staffed by a coordinator and two part-time student assistants.</p> <p>FYE: GSC requires first-term students who have Learning Support requirements to take the Gordon First Year Experience course and pass with a C or better. This course focuses on student engagement in the college culture, academic success, career planning, and financial literacy, and it is overseen by the Director of Student Success, Advising, and Testing. This one-hour course is taught by faculty members and staff. For full-time faculty members, the course is an overload.</p> <p>Policies: To remove unnecessary hurdles to student success, GSC formally revised policies regarding</p> <ul style="list-style-type: none"> • Academic Renewal, which became less stringent and, therefore, broader in application.

- Required High School Curriculum guidelines, which now enable students to count a course both as fulfillment of a high school deficiency and as a college graduation requirement. In addition, the stipulation that students must earn a C or higher in the course for it to fulfill a high school deficiency has been removed. Because the grade of D or higher is required for students to pass a course at Gordon State College, that is now the grade requirement for the course to fulfill a high school deficiency.

Baseline Status

Five-year change in degrees conferred:

- Associate's: -11.6% (456 to 403)
- Bachelor's: +100% (74 to 148)

See table below, **Degrees Conferred by Academic Year.**

Metric	Degrees Conferred by Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
1.3 Associate Degrees	456	488	500	454	403
1.4 Bachelor's Degrees	74	102	124	155	148

Interim Measures of Progress

1% annual increase in degrees conferred. (See Lessons Learned.)

Measures of Success

5-year history of number of associate degrees conferred, by underserved population
 5-year history of number of bachelor's degrees conferred, by underserved population

Lessons Learned

As we have grown services and support for student success, funding has proven to be a challenge in these years of tight budgets. Limited resources have caused us to be judicious in choosing the initiatives we undertake, which is good, but they have also kept us from providing the level of support we would like. Our President and our Vice President of Business Affairs have worked diligently with Academic Affairs and the Student Success Center to provide funding of resources to the level possible.

With the decline in enrollment over the past six years (10.9%), our 2012 goal of 3% annual increase in degrees conferred has been revised to a 1% annual increase.

High-impact Strategy

6.1: Participate in dual enrollment programs for high school students

Goal

6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment

Summary of Activities

6.1: In the past year, GSC has worked with four public school systems in our area to facilitate dual enrollment. The Associate Vice President for Academic Affairs, the Director of Admissions, and the Director of Financial Aid are the primary contacts with the schools systems, but the President, Deans, Department Heads, and staff members in several offices have also been instrumental in making the program work well for students.

12. Pike County High School: Planned the bussing of students accepted into the Accel program to the GSC campus. The high school provides transportation at specific days and times, and we schedule needed classes and reserve seats. We also work with the school personnel to promote dual credit with students and parents.

13. Jackson High School (Butts County): Beginning fall 2014, our partnership has followed the approach developed with Pike County.

14. Mary Persons High School (Monroe County): In 2013-2014, GSC offered classes for students in the Accel program at the Monroe County Education Center. Beginning fall 2014, the partnership has followed the Pike County approach.

In addition, GSC

- Participated in the steering committee for a regional college and career academy involving Griffin-Spalding Schools, Pike County Schools, Butts County Schools, Southern Crescent Technical College and the University of Georgia (Griffin campus). The Associate Vice President of Academic Affairs now represents GSC on the Board of Directors for the Griffin Region College and Career Academy. The GRCCA opens its doors in August 2016.
- Participates in the Academy for Advanced Studies, the college and career academy in Henry County. Henry County Schools, Southern Crescent Technical College, and Clayton State University are partners. GSC offers on site evening and day classes that are available to students in the dual-credit program. The Associate Vice President of Academic Affairs represents GSC on the Board of Directors for the Academy.
- Participates in the Lamar County College and Career Academy. Lamar County Schools and Southern Crescent Technical College are partners. The Associate Vice President of Academic Affairs represents GSC on the Board of Directors for the LCCCA and on the

- Lamar County Schools Strategic Planning Postsecondary/Career Academy.
- Has continued to refine academic advising and general assistance to dual credit students.
- Has developed, this summer, improved procedures for Move On When Ready students. Enhancing advising and course registration practices, along with developing an in-house textbook loan program, has facilitated college learning at almost no cost to dual-enrollment students.

Baseline Status

Six year change in dual enrollment headcount: +346% (41 to 183)

Dual-Enrollment Headcount by Academic Year

2010/11	2011/12	2012/13	2013/14	2014/15	2015/16*
41	57	70	155	172	183

- Five year (2010/11 to 2014/15) change in credits awarded to dual enrollment students: +562.4% (441 to 2480)
- Five year change (2010/11 to 2014/15) in average credits awarded per student: 33.3% (10.8 to 14.4)

Interim Measures of Progress

Dual enrollment headcount: 10% average annual increase
 Dual enrollment credit awarded: 10% average annual increase
 Dual enrollment average credit per student: 1% average annual increase

Measures of Success

6.1: Number of enrolled dual-credit students and total number of credit hours

Lessons Learned

Changes in state Board of Education policy have had a significant positive impact on dual enrollment participation at GSC. Perhaps as importantly, budget constraints in the public high schools have made credit earned in college classes more attractive. Some local high schools cannot afford to offer a wide array of AP classes with low enrollments, and dual enrollment is an attractive alternative. The Summary of Activities lists the partnerships we have developed to allow a greater number of high school students to take advantage of dual credit. We expect the number of dual-credit students to increase for at least the next two years, until we reach the point that all eligible students have full opportunity to engage in dual credit.

In some local counties, the customary perspective of many parents and students must change if high school students are going to take advantage of this opportunity to the extent possible. Parents must be aware of the importance of their students preparing for and taking the SAT or ACT exam early enough in their high school careers. In at least some of these counties, counselors tell us that they promote the exams (and preparation) so that students could take them by at least their sophomore year of high school, but many students delay until late in their junior year.

The average number of credit hours awarded per student is also an important indicator of the success of dual credit.

High-impact Strategies

7.1, 7.2, and 7.3: Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support; combine English and reading remediation; and ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.

Related Goal

7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished

Summary of Activities

After piloting corequisite remediation in English and math, GSC went to scale with full transformation of remediation in spring 2015. We have all students with Learning Support requirements taking either a Foundations course or corequisite remediation. The majority of students needing remediation are now placed in corequisite remediation. Students with a math requirement are placed in a support lab for either Quantitative Skills and Reasoning or College Algebra, based on their COMPASS score, and take the appropriate gateway course as a corequisite. Reading and English are combined in English Learning Support.

Baseline Status

For students admitted in fall 2014 with an English and/or Reading Learning Support requirement,

- 70% taking corequisite courses passed English 1101 in their first semester, and another 16% in their second semester.
- 61% taking a stand-alone remediation course passed ENGL 1101 in their second semester of college, and another 2% passed the course in their third semester.

For students admitted in fall 2014 with a Math Learning Support requirement,

- 70% taking corequisite courses passed a college-level math course in their first semester, and another 9% in their second semester.
- 45% taking a stand-alone remediation course passed a college-level math course in their

	<i>second</i> semester of college, and 0% passed the course in their third semester.
Interim Measures of Progress	We have completed the interim goal of fully implementing the new learning support model.
Measures of Success	7.1 through 7.7
Lessons Learned	<p>With overall enrollment declining slightly, our number of students with Learning Support requirements has also declined. However, the strategies are proving successful, as shown above. The corequisite classes clearly help students who are eligible for them progress faster towards a degree.</p> <p>We expect that the Goal 7 strategies will have the greatest impact of any of the strategies on retention and completion at Gordon State College. As an access institution, a significant percentage of our students have one or two Learning Support requirements: 33% of our incoming freshman class in fall 2014. Prior to using the corequisite model, no students placed into remediation would have had a chance to complete a corresponding college-level class in their first semester. Typically, only between a half and three fourths of the students placed into the <i>upper</i> level Learning Support course would have passed their LS requirement in the first semester and been able to take the corresponding college-level course in their second semester.</p> <p>The challenges at the institutional level have primarily been training faculty and making the necessary alterations in curricula, published information, and policies.</p>
High-impact Strategy	<p>9.1 Target increases in access and completion for students traditionally underserved in postsecondary education:</p> <ul style="list-style-type: none"> • Part-time students • Adult learners (undergraduate students 25 or older) • Military and former military students • Underserved minority (African American males) • Low income (Pell recipients)
Related Goal	9: Improve access for underserved and/or priority communities.
Summary of Activities	<p>GSC has continued to build on its efforts to attract, retain, and move to completion traditionally underserved students. Progress in this area has included the following efforts:</p> <p>Part-time Students:</p> <p>GSC's efforts have focused on flexible course delivery. We have expanded the online course offerings, especially during the summer term, and created more hybrid courses, including half semester classes (8 weeks). In addition, we have increased the number of classes offered two days a week.</p> <p>Adult Learners:</p> <ul style="list-style-type: none"> • Weekend College: Adult learners with at least some college credits (including completion of General Education Area A Core requirements), can earn a BS in Human Services in Weekend College. Students attend classes as a cohort – a group of adults with similar interests and occupations – that meets one weekend per month at Gordon State College at McDonough (Henry County High School Complex). Remaining coursework is completed online. Unlike traditional college degree programs, Weekend College may assign up to 24 credits of prior learning acquired through work experience, educational experience, workplace training or courses that did not carry college credit. The human services bachelor's degree prepares students for a wide variety of occupations in a fast-growing field. The National Organization for Human Services reports that "employment of human services workers is expected to grow much faster than the average for all occupations" • Our AL Coordinator <ul style="list-style-type: none"> ○ Developed and enhanced <u>new student orientations specifically for adult learners</u> and planned events to connect adult learners to college campus, culture and resources. ○ Established <u>tutoring sessions to cater to AL needs</u>, including weekend math and writing tutoring. ○ Established an <u>AL mentoring program</u> to assist students with getting adjusted to college life. The AL coordinator worked with several of our adult students to put together a mentoring program that has been well received and is a meaningful experience for both mentees and mentors. ○ Coordinated <u>faculty training in assessing Prior Learning Assessment (PLA)</u> and worked with those faculty to create <u>departmental policies</u>. • Another support mechanism for adult learners created this past year is OWLs (Older Wiser Learners), a support group offered through our Counseling and Accessibility office. • GSC has required all first-year students with Learning Support requirements to take our 8-week First Year Experience course. We offer an online section of the course strictly for adult learners each term. This section was adapted to fit the needs of this student

population.

Military and former military:

GSC main campus and off-campus sites are not located near a military base, and the main campus is not in or near a high-density population area. We have very few military (current and former) students.

We have continued, however, to find ways to attract veterans and active duty service members in our service area. A staff member in the Counseling and Accessibility Office is our Veterans Coordinator, and she represents GSC on the Regents Advisory Committee on Military Education. As part of our efforts to be military friendly, we give credit for formal courses and tests connected to the workplace and validated by the American Council on Education (ACE), including DANTES Subject Standardized Tests (DSST) as well as through portfolio evaluation.

Gordon State College became an active member of SOC (Servicemembers Opportunities College) in 2012. In addition, the Student Veteran Association assists in the development of military programming and supportive services such as Veteran Memorial Services and fundraisers to meet the needs of the veteran population.

Underserved Minority (African American males):

AAMI: In 2009, the college implemented a component of the African-American Male Initiative (AAMI) through the Brother to Brother Chapter of Student African-American Brotherhood (SAAB). This AAMI program includes academic advising, community service, and personal development. Additional features include study skills workshops, team-building activities such as the Challenge Course and bowling, career boot camp, and participation in relevant conferences.

Historically, African-American males enrolled at our institution have had to overcome challenges such as inadequate academic preparation and the inability to navigate the college setting. In 2009, African-American males accounted for almost 16% of the student population; however, increased admission standards, especially in the area of learning support requirements, have negatively impacted this demographic; enrollment dropped to 11% in Fall 2013. To that end, this initiative would serve as a catalyst to increase the educational productivity and academic success of African-American males.

Low Income (Pell recipients):

As a state college and an access institution, GSC offers quality education at a great value, and the college emphasizes that fact in its advertising and communications to students and their families.

Once students are enrolled, we support them regarding financial needs:

- Payment plans: In past years we would lose some low-income students because they had not planned their finances well or did not have enough information (FAFSA results, for example) to plan well. They might have a relatively small balance that they could not pay, yet they were dropped from classes. Beginning this fall, GSC has partnered with Nelnet to allow students to pay their balances over time.
- Financial education: GSC has added a Financial Literacy component to the Gordon First Year Experience course. The Office of Financial Aid has promoted Financial Literacy resources to our students for many years.
- Supplies and meals: GSC allows students to use their aid to pay for textbooks, school supplies, and meal plans. Students are better equipped to work and to succeed in their classes.
- Affordable Learning Georgia: Our ALG Campus Champion and Library Coordinator work to inform faculty, staff, and students about Affordable Learning Georgia and the benefits of open educational resources. Before ALG, a number of our faculty were already exploring ideas to reduce textbook costs for students. More faculty have been creating free online resources, placing textbooks on reserve in the library, and creating less expensive published materials. Two faculty members received a grant to create an online writing handbook for students.

Baseline Status

Access: With the decline in enrollment over the past six years (10.9%), our access numbers have dropped across all categories with the exception of dual enrollment (see Goal 6).

Retention: By fall 2014, we had exceeded our Completion Plan goals for one-year retention rates for the following student subpopulations:

- Pell-eligible: 56.9% (goal was 54%)
- Learning Support: 55.6% (goal was 54%)

Retention Rate by Cohort

Metric	Retention Rate for Cohort Beginning Fall of				
	2010	2011	2012	2013	2014
First-time Pell-eligible	42.20%	47.20%	48.30%	52.80%	56.90%
Learning Support					55.60%

Completion: Five year change in degrees conferred by underserved population and type of

- degree:
- Adult learners:
 - Associate, -27.5% (138 to 100)
 - Bachelor, +66.7% (45 to 75)
 - Underserved minorities:
 - Associate, -23.9% (138 to 105)
 - Bachelor, +190% (10 to 29)
 - Financial aid (Pell-eligible):
 - Associate, -13.6% (221 to 191)
 - Bachelor, +153% (32 to 81)

Metric	Completion by Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Associate Adult Learners	138	155	167	117	100
Bachelor's Adult Learners	45	52	72	81	75
Associate's Underserved Minority	138	146	145	148	105
Bachelor's Underserved Minority	10	20	35	31	29
Associate Pell	221	269	246	243	191
Bachelor's Pell	32	51	68	73	81

Interim Measures of Progress

Access goal: 2% average annual growth in all populations
 Progression goals: 2% annual increase in one-year retention rate for the following student subpopulations:

- Adult learners
- Underserved minorities
- Financial aid (Pell-eligible)
- Learning Support requirements

Measures of Success

5-year history of number of entering students, by underserved/priority population
 5-year history of one-year retention rates for students by underserved/priority population
 5-year history of number of associate and bachelor degrees conferred by underserved population

Lessons Learned

Prior to the CCG initiative, this institution had focused on full-time students much more than on part-time and had given no special attention to adult learners and veterans as populations with characteristics and specific needs. By focusing on these populations, we have come to understand better how we can provide:

- flexible course delivery that meets students' scheduling needs
- enhanced academic and non-academic support within the context of
 - limited time on campus for many part-time and adult students
 - specific needs of these populations
 - assessment of prior learning gained through work/military experience

The development of half term courses, hybrid courses, credit for prior learning and additional online courses required the revision and alignment of computer system and departmental processes as well as additional training and review of courses to ensure high quality is maintained regardless of location, delivery method or duration. While GSC has significantly increased adult learner populations, we note that we are not located near a military base nor in a high-density population area. This has caused our efforts to recruit more military students to be less productive.

The biggest challenge in creating and growing the Weekend College is funding the resources—specifically, faculty. In meeting instructional needs, fulfilling other traditional faculty responsibilities, performing scholarship, and providing leadership and support in a variety of college initiatives, our faculty members have full plates. Adding faculty positions is a challenge.

GSC has a long history of serving African American and low-income populations. Perhaps the chief challenge is trying to combat circumstances outside the college's control. As the Summary of Activities above describes, GSC has completed or is continuing a number of initiatives aimed at providing access and completion support for these populations, although some initiatives benefit all student populations. These two traditionally underserved populations are the largest of the targeted groups and those in which we have the opportunity to make the most difference in retention, progression, and completion efforts.

For an institution of our type, counting degrees awarded at GSC provides only part of the completion success picture at this institution. Many of our students plan to transfer to a state university or research university and do so successfully. Students who transfer take with them not only academic credits but the experience that comes with developing as a student and as a person.

5-Year Conferred Degrees and Student Transfers to USG Institutions

	<i>FY2010</i>	<i>FY2011</i>	<i>FY2012</i>	<i>FY2013</i>	<i>FY2014</i>
Conferred Degrees					
Associates	433	452	486	499	443
Bachelors	52	73	101	124	153
Total	485	525	587	623	596
Transfer to other USG Institution					
Research University			83	100	92
Comprehensive University			118	118	98
State University			225	173	148
State College			362	301	246
Total	664	773	788	692	584
Total Degrees + Transfers	1,149	1,298	1,375	1,315	1,180
Unduplicated FY Enrollment	5,798	6,430	5,761	5,081	4,996
Percent	19.8%	20.2%	23.9%	25.9%	23.6%

OBSERVATIONS

- Our most successful strategy and activities to this point have come under Goal 6, shortening time to degree completion by facilitating access to dual credit opportunities. GSC has worked with public high schools, private schools, and homeschooling associations in our service area for many years to promote dual credit. When circumstances made dual credit more attractive to the public high schools, those working relationships made expanding access to approved college classes much easier. Policy changes at the state level and tight budgets have caused the public high schools, in particular, to turn to dual credit as an effective strategy for solving problems. Many superintendents, principals, and counselors also recognize the benefits to students and their families. By working together in scheduling the right classes at the right times, in promoting dual credit to students and parents, and in giving close attention to managing day-to-day operations, these partnerships are helping students earn degrees more quickly, at a significant cost savings for families.
- In terms of overall GSC numbers, it appears that transforming remediation is going to be the strategy to have the greatest impact on retention, progression, and completion.
- To date, efforts at attracting targeted populations to enroll at GSC in greater numbers have not been successful, with the exception of dual credit students. In the past three years, GSC has intensified its marketing and recruiting efforts. We employed The Schapiro Group, an Atlanta-based marketing consulting firm, to help us better understand our students, institutional strengths and weaknesses, and perceptions of the institution. Paskill, Stapleton, & Lord, a firm that specializes in higher education enrollment marketing, worked with GSC to improve the College’s brand identity and our communications with targeted populations. Enrollment management strategies have improved GSC internal processes, as well. We hope that we will see higher numbers as a result of these efforts, and we recognize that our enrollment could have declined more without them.
- In regards to progression and completion, GSC has studied and made changes in course delivery formats and time frames; it will take more time to get us where we want to be in that area. We have implemented strategic decisions in developing new academic and student support programs. For both flexibility in course delivery and enhancement of student support, funding personnel and other resources is a key challenge.
- As an access institution, GSC has the major challenge of trying to change long-term habits in a short timeframe for a significant portion of our student population. Such habits include time management, financial management, study skills and work ethic. We must assist students with developing good habits before they lose academic eligibility and/or become financially bereft.
- The overall institutional retention rate has shown modest improvement over the past six years, but several subpopulations have improved significantly including first time freshmen, first-time full-time freshmen, first-time part-time freshmen and first time Pell-eligible students.

5-year history of one-year retention rates					
	Retention Rate for Cohort Beginning Fall of				
Metric	2010	2011	2012	2013	2014
1.1 Institution All Students	45.00%	47.30%	50.30%	50.10%	52.70%
1.2 First-time Full-time	46.20%	52.40%	52.30%	55.40%	58.80%
1.3 First-time Part-time	35.00%	37.30%	43.50%	48.60%	51.90%
1.4 First-time Pell-eligible	42.20%	47.20%	48.30%	52.80%	56.90%
1.5 Learning Support					55.60%

- With the addition of baccalaureate programs, we have seen a growth in the number of baccalaureate degrees awarded along with an increase in baccalaureate degrees awarded to the subpopulations of adult learners, underrepresented minorities and Pell-eligible students.



Kennesaw State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

On January 6, 2015, the Board of Regents of the University System of Georgia voted to approve the consolidation of Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU). The new mission statement (Appendix A) emphasizes KSU’s values, stating:

“The KSU community values open, honest, and thoughtful intellectual inquiry, innovative and creative problem solving, professionalism, expertise, collaboration, integrity and ethical behavior; engaged citizenship, global understanding, sustainability, mutual respect, and appreciation of human and cultural diversity. The University community strives continually to enhance student success, improve institutional quality and respond to public demand for higher education.”

The work of consolidation requires that mission, purpose, and processes be examined at every level so that the emerging institution is comprised of the best of both institutions with student success front and center. This work is recognized in the first goal of the 2015-16 KSU Consolidated Strategic Plan which is to “Transform two distinct educational institutions into one student-centered comprehensive university.” Although a combined student profile can be generated for the newly consolidated Kennesaw State University, the consolidation is not an additive process. A new KSU, having reaffirmed its commitments to being student-centered and to its students’ success, awaits the fall 2015 class.

Enrollment

For reporting purposes and when possible, historical institutional data are combined. Although concurrent enrollment did occur between KSU and SPSU, a National Student Clearinghouse report on concurrent enrollment for fall 2012 undergraduates revealed that the two institutions only shared 18 students for that term. No adjustments were made to any of the combined data under the assumption that there were equally small numbers of shared undergraduate students for the other fall terms. Additional enrollment data for the newly consolidated KSU as well as pre-consolidation data for each institution are detailed in Appendix B.

Table 1. Combined Enrollment for KSU and SPSU

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Enrollment	28,966	29,959	30,806	31,178	32,500
Undergraduate	26,279	27,357	28,086	28,353	29,563
Full-time	76%	74%	74%	74%	74%
Female	52%	51%	50%	50%	50%
Degree-Seeking	99%	98%	99%	98%	98%
First-time	14%	13%	14%	14%	16%
Transfer-ins	12%	12%	12%	12%	11%
First-time Freshmen Profile					
Total First-Time Freshmen	3,610	3,592	3,984	4,034	4,665
Full-time	96%	97%	97%	97%	97%
Female	51%	51%	50%	50%	47%
Race/Ethnic Minority	27%	29%	31%	33%	35%

Source: IPEDS Enrollment Reports

The gender ratio for the combined fall 2014 first-time freshmen cohort is very different from previous years. As shown in Table 1, the combined first-time freshmen profile is 47% female and 53% male. This is not simply an artifact of the predominantly male SPSU campus. The Kennesaw Campus was consistently 41% male from fall 2010 to fall 2013 with actual counts ranging from 1,233 to 1,317 students. In fall 2014, there were 1,674 male students comprising 45% of the incoming first-time freshmen, over 300 more male students than in previous years. There was a 2% increase at the Marietta Campus – or an additional 107 male students. Students associated with KSU’s new football team and marching band as well as the addition of the predominantly male Marietta Campus shifted the gender proportions for incoming freshmen.

Retention

Kennesaw Campus retention rates were relatively flat from fall 2009 to fall 2013. Retention rates for fall 2013, full-time, first-time students showed a 3% increase compared to the fall 2012 cohort (see Table 2). The Marietta Campus experienced a 3% increase for the fall 2013 as compared to the fall 2012 cohort. Five-year retention rates for part-time students are detailed in the Appendix C. Transfer rates and continuing enrollment rates are included in Appendix D.

Table 2. Retention Rates for First-time, Full-time Freshmen

Fall Cohort Year	2009	2010	2011	2012	2013
KSU Combined Cohort	3,250	3,445	3,459	3,834	3,909
Retention Rate	77%	77%	76%	75%	78%
Kennesaw Campus Cohort	2,723	2,895	2,904	3,091	3,148
Retention Rate	77%	77%	76%	76%	79%
Marietta Campus Cohort	527	550	555	743	761
Retention Rate	74%	76%	76%	72%	75%

Source: IPEDS Enrollment Reports

Graduation Rates

Over the last five years, graduation rates for first-time, full-time freshmen have increased at both campuses although the patterns are slightly different (see Table 3). At the Kennesaw Campus, the 4-year graduation rate increased 5% from 11% to 16% while the 6-year graduation rate increased 2% from 41% to 43%. At the Marietta Campus, the 4-year graduation rate increased 2% from 8% to 10% and the 6-year rate increased 4% from 33% to 37%. It should be noted that the architecture baccalaureate, a 5-year program, is located on the Marietta Campus. For the 8-year graduation rate of the same cohorts, there was a 2% decrease over three years for the Kennesaw Campus and a 3% increase for the Marietta Campus. Combined, the 4-year graduation rate for KSU for the fall 2008 cohort is 15%, the 6-year rate is 42%, and the fall 2006 cohort 8-year rate is 46%.

Table 3. Graduation Rates

Cohort Year	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
KSU Combined Cohort	2,066	2,478	2,811	2,824	3,163
4-year (100%)	10%	11%	13%	14%	15%
6-year (150%)	39%	39%	41%	42%	42%
8-year (200%)	47%	45%	46%	-	-
Kennesaw Campus Cohort	1,658	2,083	2,411	2,356	2,639
4-year (100%)	11%	12%	14%	15%	16%
6-year (150%)	41%	41%	42%	43%	43%
8-year (200%)	49%	46%	47%	-	-
Marietta Campus Cohort	408	395	400	468	524
4-year (100%)	8%	7%	7%	10%	10%
6-year (150%)	33%	34%	37%	38%	37%
8-year (200%)	39%	39%	42%	-	-
USG State Universities	10,370	11,006	11,872	-	-
4-year (100%)	14%	14%	15%	-	-
6-year (150%)	37%	37%	38%	-	-

Source: USG, Academic Data Mart

Prior to being reclassified as a comprehensive university, KSU was one of thirteen state universities as was SPSU.

For the fall 2006 cohort, the 4-year graduation rate for the Kennesaw Campus, 14%, was slightly below the USG average of 15% whereas the Marietta Campus was less than half at 7%. The 6-year rate for the Kennesaw Campus was 4% higher than the USG 6-year rate and the Marietta Campus was 1% below the average. More detail on graduation rates can be found in Appendix D.

As noted in the enrollment description, fall 2014 showed a marked shift in the composition of the incoming first-time, full-time freshmen. Graduation rates for males tend to be lower than those of females. For example, the fall 2007 cohort graduation rates of males versus females for eighteen USG institutions (25,571 students) revealed a 10% difference in the 4-year rate and an 8% difference in the 6-year rate (see Table 4). Changes in the composition of the student population will be monitored to ensure that appropriate support services are devised and implemented as well as for their potential effect on RPG metrics.

Degrees Conferred

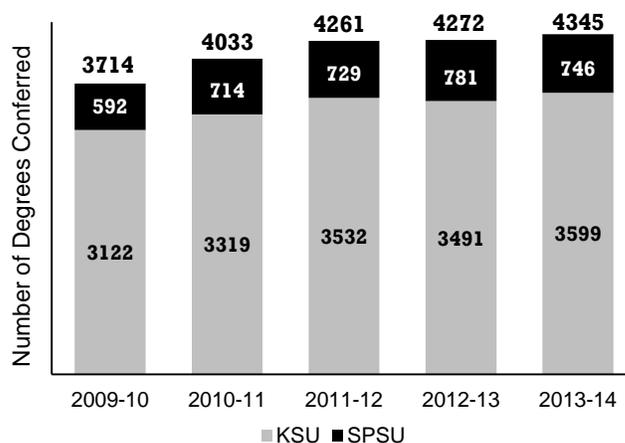
The number of bachelor’s degrees conferred for both campuses is shown in Figure 1. More detail is available in Appendix E regarding the characteristics of graduates.

Table 4. Fall 2007 Cohort Graduation Rates

	Males	Females	Difference
4-year (100%)	22%	32%	-10%
6-year (150%)	50%	58%	-8%

Source: IPEDS Graduate Report

Figure 1. Bachelor’s Degrees Conferred for KSU and SPSU with Combined Total



Source: IPEDS Completion Report

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

The main goal of the Complete College Georgia (CCG) initiative is to increase the number of undergraduate degrees awarded. This goal is elaborated in the KSU Consolidated Strategic Plan: “Improve recruitment, retention, progression, and graduation rates (RRPG) in accord with Complete College Georgia by enhancing the quality, breadth, and relevance of academic programs so graduates are prepared for work and life.”

To this end, KSU is pursuing 8 of the 9 CCG goals. They are to:

- CCG1 - increase the number of degrees awarded,
- CCG2 - increase the number of degrees earned “on time,”
- CCG3 - decrease excess credits,
- CCG4 - provide intentional advising,
- CCG6 - shorten time to degree completion (Dual Enrollment, Prior Learning Assessment (PLA), etc.),
- CCG7 - to transform remediation,
- CCG8 - to restructure instructional delivery,
- CCG9 - improve access for underserved and/or priority communities.

As stated previously, increasing degrees awarded is the overarching goal so that graduates are prepared for work and life. It is expected that the more articulated goals – advising, dual enrollment/PLA, remediation, and instructional delivery – will contribute to increased degrees awarded “on-time” without excess credits.

SUMMARY OF GOALS, ACTIVITIES, INTERIM MEASURES OF PROGRESS, AND MEASURES OF SUCCESS

High-impact Strategy	Use of Ad Astra Platinum Analytics
Related Goals	CCG Goal 2: Increase the number of degrees that are earned “on time” CCG Goal 3: Decrease excess credits earned on the path to getting a degree
Summary of Activities	One of the barriers to timely completion can be course availability – especially in the case of high-demand and sequential courses. If needed courses are unavailable, students may take courses that do not contribute to program completion to maintain their full-time status. Ad Astra’s Platinum Analytics facilitates data-informed academic course scheduling by leveraging data in Banner and DegreeWorks. The implementation of this software has helped academic departments better determine course demands and identify course bottlenecks which impede the degree progression of students so that departments can better schedule course and seat availability to mitigate the bottle necks and improve the progression of students toward graduation.
Baseline Status	Prior to consolidation, in fall 2014: <ul style="list-style-type: none"> • 196 courses were identified as addition candidates (i.e., more seats were needed to meet the enrollment demands for KSU). For these courses, 2,500 additional seats were offered as compared to the same courses in fall 2014. • 39 courses were identified as reduction candidates (i.e., fewer seats were required to fulfill student demand) allowing resources to be utilized elsewhere. 500 seats were removed from these courses as compared to 2013. • 19 courses were identified as elimination candidates (i.e., low demand for the course).
Interim Measures of Progress	In fall 2015: <ul style="list-style-type: none"> • 961 courses were identified as addition candidates (i.e., more seats were needed to meet the enrollment demands for the newly consolidated KSU). For these courses, 8,304 additional seats are being offered as compared to the same courses in fall 2014. • 467 courses were identified as reduction candidates (i.e., fewer seats were required to fulfill student demand) allowing resources to be utilized elsewhere. • Astra Schedule was successfully utilized to allocate/reassign classroom space to colleges and academic departments based on projected enrollment demands. <p>It should be noted that the fall 2015 numbers were for both Kennesaw and Marietta Campuses. Given the complexities of scheduling courses across the two campuses, it is not surprising to see approximately 4x the number of courses with seat additions and 10X the number of courses with seat reductions as compared to the fall 2014 Kennesaw Campus only data.</p>
Measures of Success	It is expected that progression rates for students will improve and excess credits will decrease – especially for those student populations/majors who have historically experienced difficulty in scheduling due to bottleneck courses. The interim metric is presented as a current baseline because new progression baselines will be established for the consolidated KSU starting in fall 2015.
Lessons Learned	During consolidation, some departments and majors moved from their original campus thus creating new challenges in course and classroom scheduling. Fall 2015 will serve as the new baseline for the interim measures. Over the next two years, the Ad Astra data and the progression data for the consolidated KSU should provide institutional insight to assist in understanding the specific areas that are associated with student progress.

High-impact Strategy	Using predictive analytics, EAB-Student Success Collaborative (SSC), to help identify students who are off track and to help students understand their likelihood of success in particular programs.
Related Goals	CCG Goal 4: Provide intentional advising to keep student on track to graduate.
Summary of Activities	SSC-Campus is designed to support data-driven advising efforts that enable proactive, informed interventions with at-risk and off-path students. Ten years of Kennesaw State University data were mined in 2014 to generate actionable risk assessment for students enrolled in the 11 pilots on campus. Advisors use data about student progress and likelihood of success or completion to assist students in making better course and program decisions.
Baseline Status	The SSC-Campus system will be updated to include data for both the Kennesaw

	Campus and the Marietta Campus in November 2015. Information drawn from these data will be used in establishing baselines.
Interim Measures of Progress	At present, the pilot data are being used internally to identify issues that advisors may be experiencing in maintaining documentation to be used for assessment of both advisor utilization and student outcomes. Full implementation of SSC-Campus on both the Kennesaw Campus and the Marietta Campus begins summer 2016.
Measures of Success	Students' change in risk status (e.g., movement from at-risk to not-at-risk status) and the success of campaigns for targeted groups should contribute to a reduction in excess credits. Higher degree completion rates should occur for students who experienced a positive change in risk status.
Lessons Learned	The dissemination of the abundance of information available in SSC-Campus presented a challenge during the consolidation. KSU launched the pilots prior to consolidation and the availability of personnel to manage and monitor SSC-Campus was secondary to the time-intensive and time-sensitive demands of consolidation. However, information gleaned from the pilots is vital to understanding how best to move forward. There is great interest and enthusiasm within the advising community for building on the existing strong foundation to expand SSC-Campus to the entire KSU campus. Trainings with the instance updated with new colleges, schools, departments, majors, and students are scheduled for spring 2016.
High-impact Strategy	Graduation Coaches
Related Goals	CCG Goal 4: Provide intentional advising to keep students on track to graduate.
Summary of Activities	Graduation coaches work directly with students and provide support, encouragement, and assistance that goes beyond traditional, academic advising. Implemented in 2011, THRiVE is a voluntary program for first-time, full-time students who are HOPE recipients but who do not qualify for the Honors program. THRiVE participants have access to graduation coaches, pre-college workshops, customized first-year seminars, learning communities, social events as well as other programs/events designed to facilitate student success. The Recruitment, Retention and Progression to Graduation program for Hispanic/Latino students (HL/RRPG) offers graduation coaching, academic success workshops, financial aid guidance, co-curricular and social programming, and other features to Hispanic/Latino students with less than 30 hours of college credit. The Transfer Advocacy Gateway (TAG) Program is an initiative funded by the Department of Education's "First in the World" grant program and will be implemented in fall 2015. TAG is designed to shorten time to degree attainment for underrepresented and low-income students who transfer from two-year partner institutions (i.e., Georgia Perimeter College, Chattahoochee Technical College, and Georgia Highlands College).
Baseline Status	The retention rate for KSU first-time, full-time freshmen ranged from 76-79% for the 2009-2013 cohorts. The THRiVE cohorts had retention rates of 84-85%. A comparison between THRiVE participants and an academically and demographically matched control group revealed that 67-72% of THRiVE students retained HOPE scholarship eligibility compared to 52% of the control group. Retention rates for HL/RRPG participants ranged from 92-98%.
Interim Measures of Progress	The 2014-15 results for the THRiVE and the HL/RRPG programs are in process at this time. Coaching appointments and referral information is available in the appendices for HL/RRPG participants. Over the last three years, 73%-90% of referrals have been resolved in the first visit (see Appendix F). The most common referrals include tutoring, financial aid/scholarship, and academic advisement.
Measures of Success	Past program results revealed that THRiVE participants earned higher grades, had higher retention rates, maintained their HOPE scholarship eligibility, and progressed more rapidly in academic standing than matched control groups. Past program results for HL/RRPG show higher retention and progression rates for program participants than all students as well as non-participating Hispanic/Latino students. The measure of success of these programs and of the graduation coach model of integrated service delivery will be the effect on the 4-year, 6-year and 8-year graduation rates and on the number of degrees conferred. The average time to degree-completion will also be a measure of success. The first set of these long-term metrics is in process.
Lessons Learned	In fall 2014, there were over 1,500 students on the Kennesaw Campus who were potential THRiVE participants but only 250 participant slots. As a high touch program, the challenge has been expanding THRiVE to the Marietta Campus.
Additional Information	THRiVE: http://uc.kennesaw.edu/programs/thrive.php

 HL/RRPG: <http://www.kennesaw.edu/rrpg/index.shtml>

High-impact Strategy	Supplemental Instruction (SI)
Related Goals	CCG Goal 8: Restructure instructional delivery to support education excellence and student success.
Summary of Activities	<p>SI provides structured, student-facilitated help sessions for students enrolled in courses that traditionally have high DFW rates. Student may choose to attend sessions conducted by a student who was successful in the course with the same instructor. These student facilitators provide assistance with devising learning strategies based on course content and instructor delivery style.</p> <p>In fall 2014, SI was offered to students in 48 sections of 18 high-risk courses. In fall 2015, 54 sections of 22 courses are planned for the Kennesaw Campus, and 41 sections of 10 courses are planned for the Marietta Campus. Course offerings have been expanded from the initial lower-division math and science courses to include upper-division courses in math, biology, chemistry, engineering, and architecture. Other lower-division course offerings include political science, economics and accounting.</p>
Baseline Status	Courses are selected for inclusion if the traditional DFW rate is equal to or greater than 30%. The DFW rate for students participating in SI should be significantly lower than non-participants.
Interim Measures of Progress	The traditional measure used in assessing the success is a decrease in the DFW rate for participating students. As shown in Appendix G, the DFW rates for students participating in SI range from 14%-20% in contrast to the 17%-27% rates for non-participating students.
Measures of Success	In 2013, the one-term and two-term retention rates for SI participants were examined. Attending an SI session was associated with significant increases in both one-term and two-term retention. Additional data elements are being added beginning in fall 2015 to better understand the effects of SI on success in follow-on classes as well as short-term and long-term retention.
Lessons Learned	Although a well-established program, changes in program leadership have resulted in an improved set of metrics for understanding short-term and long-term effects.
Additional Information	http://uc.kennesaw.edu/academicinitiatives/supplementalinstruction.php

High-impact Strategy	Restructure instructional delivery to support educational excellence and student success
Related Goals	Goal 8: Online & Hybrid Course Delivery
Summary of Activities	<p>KSU offers both hybrid and fully online courses and is a participant in eCore. The Distance Learning Center (DLC) provides instructional design support, media & video production, technology support, and assistance with the peer-review process to implement Quality Matters (QM) standards. By providing the support to faculty, the DLC assists in ensuring that the student online experience is as engaging, dynamic, and pedagogically sound as the in-classroom experience. Twelve completely online baccalaureate degrees are currently offered in addition to eight courses of study for degree minors.</p>
Baseline Status	Baseline status will be set using 2015-2016 data.
Interim Measures of Progress	The National Center for Education Statistics began collecting distance learning enrollment data in fall 2012. From fall 2012 to fall 2014, both the Kennesaw Campus and the Marietta Campus saw a 1% growth in exclusive online students, with 3% to 4% for Kennesaw and 6% to 7% for Marietta. Kennesaw experienced a 7% growth in students taking some online classes and Marietta experienced 4% growth. Together, the result is a 6% growth (see Appendix H).
Measures of Success	The majority of students taking online classes are in-state for both campuses. In fall 2014, 97% of Kennesaw Campus exclusively online students were in the state of Georgia. For Marietta Campus, 94% were in Georgia. Although more students are taking classes, additional analyses on the demographic characteristics, academic profiles, and RPG are planned. These analyses should assist in understanding which students are availing themselves of hybrid and online options, and how to facilitate student success in online courses and programs.
Lessons Learned	Prior to consolidation, SPSU had a history of offering eCore courses. KSU offered a robust selection of online courses but was not an eCore partner. One concern

expressed during consolidation about adopting eCore was that students would select eCore courses over native KSU online courses. Early registration data suggests that students are choosing both KSU courses and eCore courses to meet their needs.

Additional Information

Distance Learning Center: <http://www.kennesaw.edu/dlc/home/>
Online Learning for Students: <http://learnonline.kennesaw.edu/>

Additional Strategies

The additional strategies for student success come from both the Kennesaw Campus and the Marietta Campus. Both institutions supported a Dual Enrollment Honors Program (DEHP) and it is anticipated that there will be over 450 students participating in the program for fall 2015 (<http://www.kennesaw.edu/honors/dehp/>). For students who would benefit from additional support for the transition from high-school to college, there is the Bridge 2 Success (B2S) program. The Bridge 2 Success program (<http://uc.kennesaw.edu/programs/b2s.php>) is a six-week summer access program for first-time, full-time traditional-aged freshmen. For older students, portfolio-based prior learning assessments (PLA) provide the opportunity for students to translate their work experience into college credit. Students of all ages will benefit from stretch-format and a co-requisite approach to remediation rather than the traditional non-credit remedial courses. Guided Pathways to Success (GPS) should reduce excess credits by providing students a clear roadmap to their desired degree. KSU has also partnered with Ruffalo Noel-Levitz in developing a Strategic Enrollment Plan to help refine recruitment and retention strategies.

OBSERVATIONS

The consolidation of Kennesaw State University and Southern Polytechnic University provided both institutions an opportunity to bring successful strategies to the table and discuss challenges they faced. The business of consolidation is time-consuming as there are many decisions to be made as well as plans that have to be formulated and executed. However, as stated in the mission and evidenced in the Consolidated Strategic Plan, it was clear that student success and being student-centered were of the utmost importance to the new KSU.

In recognition of the need to provide guidance, form, and accountability for RPG initiatives, a new Senior Vice-Provost (SVP) was hired in July 2015. The SVP is responsible for RPG initiatives and has already formed a Student Success Team to identify and address barriers to student success.



Middle Georgia State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional mission

Middle Georgia State University (MGA) educates and graduates inspired lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. Our vision is to transform individuals and their communities through extraordinary high learning. There are four core values that underscore this vision. They are stewardship, engagement, adaptability and learning.

About Middle Georgia State University

MGA is comprised of five campuses: Macon, Cochran, Dublin, Eastman, and Warner Robins. It has the only public funded School of Aviation. The institution covers a radius of just less than 200 miles. The mix between the student demographics and student enrollment patterns by campus significantly impacts the identification, the implementation and analysis of MGA CCGA strategies and metrics in order to drive completion growth. Our institution is a young - hybrid institution, for which some of our students must travel to other campuses in order to complete a degree, take a mix of distance learning, face to face and online courses to complete his/her degree. This is atypical for most of our sister institutions.

Macon <ul style="list-style-type: none"> • N = 3,512 • 26% are new students • Average age: 23.6 (this has steadily dropped over the past 5 years) • Mixture of full time/part time/mostly commuter/small residential • 2.62% are classified Learning Support Students 	Dublin <ul style="list-style-type: none"> • N=438 • 38% are new students • Average Age: 22.53 • Predominately Freshmen/Sophomore students • Only 4% are Learning Support Students (18) • 76% are from Laurens County
Cochran <ul style="list-style-type: none"> • N=1,976 • 46% are new students • Average Age: 20.80 • 21% classified as Juniors and Seniors • Only 14% are Learning Support Students (285 with 43 in University College) • Students from 126 counties in GA 	Eastman <ul style="list-style-type: none"> • N=319 • 30% are new students • Average Age: 22.65 • Slightly more than 1/3 of the students are classified as juniors/seniors • Only 2% are Learning Support Students (6) • Students from 66 counties in GA and 39 from Out of State
Warner Robins <ul style="list-style-type: none"> • N=1,283 • 28% are new students • Average Age: 25.21 • 41% classified as Juniors/Seniors • Only 4% are Learning Support Students (45) • 121 Veteran Student 	

Strategic Planning and Integrity of the Data

The Complete College Georgia (CCG) strategic plan submitted Fall 2012 was an amalgam of strategies from two distinct institutional plans; institutions which had historical differences both in mission and service area. The day-to-day work of consolidation for the new institution founded January 2013 quickly highlighted for the Provost where the 2012 plan was misaligned with the realities of the dynamics of organizational behavior in times of transition. Project management teams created to do the work of consolidation were purposefully populated with representatives from units of the institution most impacted by the work of that team. Complete College Georgia had to have an institutional focus. Quick fixes launched in isolation would not bring about the retention and completion results desired by Enrollment Management and Academic Affairs.

Fall 2013, the first semester of enrollment of students at Middle Georgia State College was the start of the baseline for MGA and from which to judge the impact of the recruitment, retention, and completion rates for MGA. This fall semester, the Provost commissioned two on-site external reviews (“deep dives”) focused on MGA’s institutional data systems to identify structural barriers, implementation barriers and system barriers (e.g. resource, people, etc.).

Student Demographics

Middle Georgia State University serves a diverse student body through traditional and hybrid delivery of curriculum on five campuses, as well as, distance learning opportunities that may transcend the service delivery area. While the data is not robust enough to identify stable trends, there is data that is noteworthy and should be closely monitored for emerging trends. MGA's student body is predominantly full-time, traditional age, female, Caucasian, and Georgia residents.

A complete profile of MGA's 2014 Student Body Characteristics is provided in the table below. The percentage of student body from the prior year, sans actual numbers, is included in the table for comparison

Select Student Body Characteristics Fall 2014

	#	% of Total Enrollment		Ethnicity/Race	#	%	
		Fall 2014	Fall 2013			2014	2013
Full-Time	4,809	60.70%	62.10%	Hispanic	276	3.50%	3.40%
Part-Time	3,118	39.30%	37.90%	American Indian/Alaskan Native	20	0.30%	0.30%
<i>Student Level</i>	<i>#</i>	<i>%</i>		Asian	204	2.60%	2.60%
Freshman	2,727	34.40%	37.90%	Black Non-Hispanic	2,625	33.10%	33.80%
Sophomore	1,702	21.50%	19.80%	Native Hawaiian/Other Pacific Islander	11	0.10%	0.10%
Junior	1,298	16.40%	15.50%	White Non-Hispanic	4,535	57.20%	56.30%
Senior	1,764	22.20%	21.60%	2 or More Races	220	2.80%	2.90%
Other*	436	5.50%	5.20%	Unknown	36	0.40%	0.60%
<i>Gender</i>	<i>#</i>	<i>%</i>		<i>Residency</i>	<i>#</i>	<i>%</i>	
Male	3,311	41.80%	40.70%			Fall 2014	Fall 2013
Female	4,616	58.20%	59.30%	Georgia	7,662	96.70%	96.60%
<i>Age</i>	<i>#</i>	<i>%</i>		Out of State	208	2.60%	2.60%
< 25 years	5388	67.90%	69.90%	Out of Country	57	0.70%	0.80%
> 25 years	2539	32.10%	32.10%	<i>Other Demographic Data</i>	<i>#</i>	<i>%</i>	
		Fall 2014	Fall 2013			Fall 2104	Fall 2103
Average Age		25.2	24.7	Pell Eligible	4992	62.50%	62.50%
				Students Requiring Remediation	733	9.90%	9.10%
				% age student body served through Office of Disability Services	956	12%	

*Other includes dual enrollment, transient, and other special student populations
Sources: USG Semester Enrollment Report, USG Cognos Report, and MGA Banner

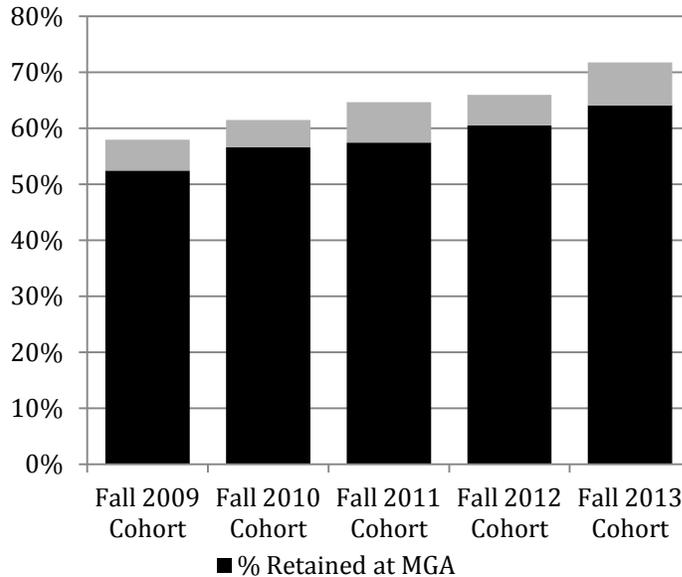
Examining the student body through multiple lens began this past year but is clearly in its' infancy. One example of note is that 2% of the students who are served through the Office of Disability Services are diagnosed with Asperger's Syndrome. Of that number, 7.4% prefer to take their courses on the Warner Robins campus. Based on feedback from the students and the counselors who have interviewed the students it is concluded that the Houston County high schools have better diagnostic and accommodation resources which helps the student reach their potential for post-secondary opportunities, they still live at home with their families which provides them with a support system, and the Warner Robins campus learning environment is less chaotic and has a better student to teacher ratio.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

For the 2014-2015 academic year, the institution focused on three goals, a continuation of the work begun in 2013. By narrowing the scope of the work as was outlined in the 2013-2014 plan, the institution was more successful in engaging the different units of the institution in a productive discussion about our students and their needs. The CCG efforts on behalf of our students also revealed areas for continuing improvement in processes and services. While presented as stand alone goals the success of one is interdependent on the success of the other two. Where appropriate to answer the question, common narrative will be found in each of the tables. The diversity among the goals are the process and outcomes metrics.

Goal 1:	Increase graduation rates
High Impact Strategy	Two academic advising tools were instituted: (1) MyDegree (DegreeWorks) and (2) Student Advising Alert System (SAAS) an EAB product.
Summary	A professional development plan was crafted by the Office of the Provost and vetted by the President. Rather than open sessions for interested persons, the training was mandated and delivered at the program level or to personnel who work together in service offices. This delivery model allowed for exploration of the usefulness of MyDegree and SAAS within the context of their work. The training team had representatives from Academic Affairs, Office of Technology Resources and the Registrar’s Office. Over ninety percent (90%) of faculty representing all campuses, all Professional Advisors, and a few personnel in strategic service offices participated in the training.
Baseline status	By 2020, MGA’s one year full time student retention rate as an institution will be 85%. Progress metric 1.1: 5-year history of one-year retention rates for the institution as a whole Results: Figure 1 Percent of Students Retained or Graduated Fall to Fall Previous years include summer graduation and final retention numbers 2014-2015 only provide information up to June 30, 2015. Progress metric 1.2: 5-year history of one-year retention rates who begin as full-time students Results: Figure 2 One-Year Retention Rates FTFTF

Figure 2 One-Year Retention Rates FTFTF



Progress metric 1.3: 5-year history of retention rates for students who begin as part-time students

Results: Table 1 Retention Rates Part-Time Students

Fall 2012 Cohort	Fall 2013 Cohort
75.95%	77.24%

Source: MGA Blackboard Analytics

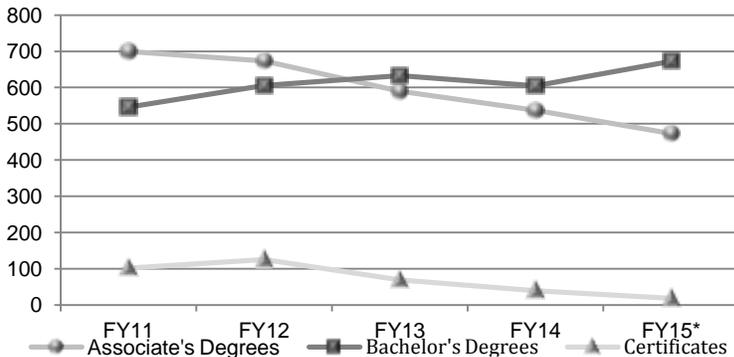
Interim Measures of Progress	<p>Metric: Percentage of persons trained in using MyDegree and SAAS to support academic advising Results: 90% of faculty trained in using MyDegree for academic advising. Only Professional Advisors and faculty in three degree programs participated in professional development for SAAS.</p> <p>Metric: Percentage of persons using MyDegree and SAAS to support academic advising Results: MyDegree is the most frequently used tool by faculty and most Professional Advisors. Data reports show that the Professional Advisor for the athletes is the most prolific user of SAAS.</p>
Measures of Success	<p>Outcome metric 1.2: 5-year history of number of associate degrees conferred by institution Outcome metric 1.3: 5-year history of number of bachelor's degrees conferred by institution</p>
Lessons Learned	<ul style="list-style-type: none"> • Faculty and staff are asked to make informed, i.e., data driven, decisions on all aspects of the educational experience. While facile in navigating the data mining tools, interpreting that data and using it in the decision making process is a skill set that very few of the end users can use fluently at this point in time. • The pervasive culture of 'advising' equated with 'registration' continues to be a barrier to reducing credits for program completion. • There continues to be data integrity issues with SAAS and MGA is closely working with EAB point of contact. <p><i>What steps or programs has your campus taken to address the identified challenges?</i></p> <ul style="list-style-type: none"> • Fall 2015, the Provost office will be conducting mandatory professional development sessions on how to use data to support decisions that will impact the educational experience for the student. • The Office of Information Technology and the Office of Academic Affairs will continue to build the technology infrastructure to support the three data analytics technology solutions the institution invested in, i.e., Blackboard Analytics, Degree Works and EAB Student Success Collaborative. Fall 2015, Ellucian will conduct a deep dive into the institution's use of and barriers to use of Banner. Data clean up will continue to be done through MGA's retired Registrar and OTR. A Vice Provost for Academic Quality will join the institution by mid-August.
Goal 2:	<p>Increase graduation rates</p>
High-impact strategy	<p>Two academic advising tools were instituted: (1) MyDegree (DegreeWorks) and (2) Student Advising Alert System (SAAS) an EAB product.</p>
Summary of Activities	<p>A professional development plan was crafted by the Office of the Provost and vetted by the President. Rather than open sessions for interested persons, the training was mandated and delivered at the program level or to personnel who work together in service offices. This delivery model allowed for exploration of the usefulness of MyDegree and SAAS within the context of their work. The training team had representatives from Academic Affairs, Office of Technology Resources and the Registrar's Office. Over ninety percent (90%) of faculty representing all campuses, all professional advisors, and a few personnel in strategic service offices participated in the training.</p> <p>An academic advising hold was placed on all students forcing them to speak with an advisor before registering for classes.</p>
Baseline status	<ul style="list-style-type: none"> • Outcome metric 3.1: 5-year history of collegiate credits earned at degree conferral for students earning associate degrees • Outcome metric 3.2: 5-year history of collegiate credits earned at degree conferral for students earning bachelor's degrees. <p>Data show a gradual increase in collegiate credits earned at time of graduation for the institution from 121.5 average credit hours Spring 2013 to 127.3 average credit hours Spring 2014. The increase in hours appears to be institutional since the average credits by transfer students have remained fairly stable [range 50 - 52.8]. MGA requires most first time freshmen to take a 3 hour FYE course. The Office of the Provost will be evaluating the effectiveness of this model and determine if this is a factor in the increase of hours at graduation.</p>
Interim Measures of Progress	<p>By 2020, MGA's one year full time student retention rate as an institution will be 85%.</p> <ul style="list-style-type: none"> • Data integrity issue: credits awarded for prior degrees completed were counted in cumulative credits (required for Federal Financial Aid) but not identified as credits earned for prior degrees

Measures of Success

Outcome metric 1.2: 5 year history of number of associate degrees conferred by institution
 Results: Figure 1 Five Year History of Degrees Conferred
 The data reflects the deactivation of several low enrollment associate degree programs and an increase in access to 4-year degree programs across the institution.

Outcome metric 1.3: 5-year history of number of bachelor's degrees conferred by institution
 Results: Figure 1 Five Year History of Degrees Conferred

Figure 1 Five Year History of Degrees Conferred



Lessons Learned

What needs or challenges to achieving these completion goals that have been identified?

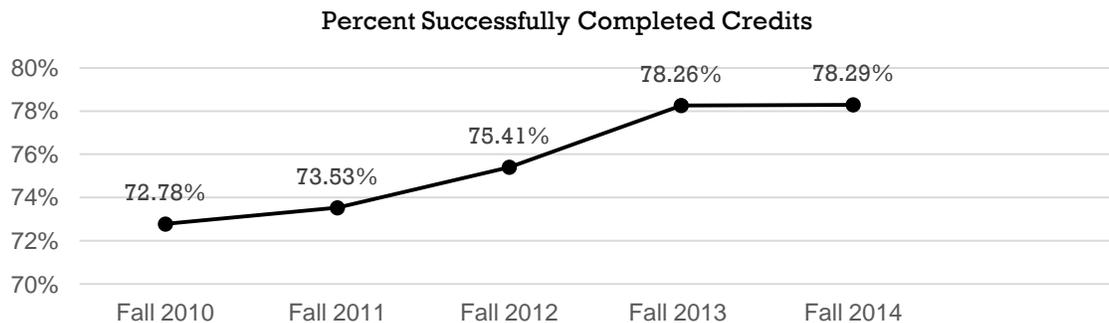
- Data integrity continues to be an issue. Cumulative credits may include coursework that was part of a prior degree.
- Data mining to create student profiles at the program level has been stymied by the work of the deans, chairs, and program coordinators to provide program access as appropriate on all campuses.
- The culture of 'advising' equated with 'registration' is a barrier to students being encouraged to explore options to reduce credits, such as prior learning assessment or CLEP examinations.
- Students change their majors.

What steps or programs has your campus taken to address the identified challenges?

- The Office of Information Technology and the Office of Academic Affairs continue to build the technology infrastructure to support the data analytics technology solutions the institution invested in such as Blackboard Analytics, Degree Works and Student Success (EAB). Fall 2015, Ellucian will conduct a deep dive into the institution's use of and barriers to use of their data mining tools. This report will guide the Provost is strategic planning for the institution.
- The advising model created pre-consolidation will be assessed and re-designed to meet the needs of the students.

Goal 3:	Provide intrusive advising to keep students on track to graduate
High-impact strategy	Two academic advising tools were instituted: (1) MyDegree (DegreeWorks) and (2) Student Advising Alert System (SAAS) an EAB product.
Summary of Activities	A professional development plan was crafted by the Office of the Provost and vetted by the President. Rather than open sessions for interested persons, the training was mandated and delivered at the program level or to personnel who work together in service offices. This delivery model allowed for exploration of the usefulness of MyDegree and SAAS within the context of their work. The training team had representatives from Academic Affairs, Office of Technology Resources and the Registrar's Office. Over ninety percent (90%) of faculty representing all campuses, all professional advisors, and a few personnel in strategic service offices participated in the training.
Baseline status	Outcome Metric 4.1 Percentage of credits successfully completed (A,B,C,P,S) versus attempted (A,B,C,D,F,U,W,WF) each fall semester for the past five years.
Interim Measures of Progress	Intrusive advising cultures are emerging. As examples, the Department of History contacts all majors with 100 hours and has them meet with a faculty advisor to finalize the degree completion path. All faculty in the School of Information Technology have assigned advisees. Each semester they provide academic advising via digital communication, in addition to face-to-face meetings. Collaborate is their tool of choice.

Measures of Success By 2020, MGA's one year full time student retention rate as an institution will be 85%.
Outcome Metric 4.1 Percentage of credits successfully completed (A,B,C,P,S) versus attempted (A,B,C,D,F,U,W,WF) each fall semester for the past five years.
 Results:



- Lessons Learned**
- What needs or challenges to achieving these completion goals that have been identified?
- There has been little time to devote to a thorough investigation at the course level by academic program identify barriers to students' success or failure in courses.
 - Students change their majors and will stop attending a class that is not required for the new major.
- What steps or programs has your campus taken to address the identified challenges?
- MGA is becoming a LEAP institution. Preliminary work began January 2014.
 - A mathematics tutoring center was created on the Cochran campus.
 - Writing centers were created on the Macon and the Cochran campuses.
 - The Director for Career Services is creating a career services programs that begins the first semester of enrollment and expands the learning outcomes post graduation.

OBSERVATIONS

Overall, the data show that Middle Georgia State University is making progress in the retention and program completion of students. Accolades for our success belong to the faculty and the staff who did not waiver in their responsibilities to our students in the face of so many rapid and seemingly chaotic organizational transitions. MGA invested in a new Vice Provost for Academic Quality which includes Institutional Effectiveness. Mr. Andy Clark (A.B.D.) begins Nov. 18, 2015. One of his first charges will be to address data issues between Academic Affairs, Enrollment Management, and OTR. The outcome will be data integrity trustworthiness and transparent metrics for improvement. A second key position was to convert the Associate Provost to Vice Provost of Student Success. Under Dr. Pam Bedwell all student success initiatives and personnel will be realigned in order to drive the needle on retention, progression, and graduation. Two personnel positions from other units are in the process of being aligned with the Office of Academic Affairs to improve student success on the Dublin Campus and with our special populations (GAMES, MOWR, University College, transfer students, and Freshman Success). In addition, President Blake brought in three external entities to conduct deep dives into technology utilization and infrastructure, enrollment, and retention. The final reports will be submitted to the President in December, 2015. This will also drive the direction of MGA as it improves its recruitment, retention, progression, and graduation.

However, it is abundantly clear in order to move the needle on increasing graduation rates for 2020, the institution needs to do the following structural corrective actions and narrow the intentional focus on specific initiatives in the 2015-2016 year:

- Articulate, align, and publish MGA's success metrics with all institutional entities.
- Build cross functional and accountable coalitions between academic and non-academic units that impact positively student success.
- Clearly identify specific student success initiatives for the institution as whole and campus specific student success initiatives aligned with the varying student enrollment populations.
 - Implementation of EAB Advising Campaigns
 - Implementation of Freshman Meta Majors
 - Redesign of Freshman Core – High D,W,F courses
- Analyze and evaluate MGA's current offerings of baccalaureate degrees to determine if we are offering the right degrees which meet our state university mission and market needs for middle Georgia region thus enhancing student success beyond graduation.
- Implement MGA's (QEP) Knowledge @Work :Exploration and Application beyond the Classroom . Knowledge@Work strengthens student learning and engagement by increasing participation in an array of experiential learning opportunities – opportunities which involve students in practical application of their learning. These high-impact practices can include internships, undergraduate research, and service learning.



Savannah State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Mission

Savannah State University, the oldest public historically black university in the State of Georgia, develops productive members of a global society through high quality instruction, scholarship, research, service, and community involvement. The University fosters engaged learning and personal growth in a student-centered environment that celebrates the African American legacy while nurturing a diverse student body. Savannah State University offers graduate and undergraduate studies including nationally accredited programs in the liberal arts, the sciences and the professions.

As a pioneering institution in the system of higher education in the State of Georgia, Savannah State University (SSU) continues to educate and develop students who become global citizens and leaders of communities, regionally, nationally and internationally. As it continues to serve students with capabilities that span the spectrum of academic achievement, from those who were admitted needing one or more learning support courses to those who were admitted into the Honors Program, the university provides educational experiences grounded in high quality instruction and practical experience within the disciplines; through research, scholarship and service to the wider community.

The university has stayed the course in its long history of service to students who are not college ready. In 2014, nearly 300 students benefitted from developmental education in their first year of college matriculation. SSU also currently educates an increasingly diverse student body in a wide range of disciplines at the undergraduate and graduate levels. The student body, however, continues to consist of a significant proportion of first generation learners and of students with great financial need. The overwhelming majority, more than 90%, of students at SSU receive some form of financial aid. For the previous academic year, 80.4% of the entering class was PELL eligible.

Students Registered in Learning Support Courses

2012	2013	2014
95	273	298

Students on Financial Aid as % of Fall Undergrads

	2012		2013		2014	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Undergrads	4393	100%	4765	100%	4845	100%
Pell	3624	82.5%	3905	82.0%	3897	80.4%
Hope	780	17.8%	929	19.5%	987	20.4%
Federal Loans	4322	98.4%	4625	97.1%	4509	93.1%

The 6-year graduation rate for first-time, full-time Savannah State students has declined over recent years. Focus is now given to reclamation of students who started at SSU between 2008 and 2012 who did not earn a degree and are eligible to return but have not.

Six-Year Graduation Rates: within SSU and within USG

	SSU Specific	System Wide
6-Year Rate for the 2006 Freshman Cohort	32.1%	38.25%
6-Year Rate for the 2007 Freshman Cohort	28.8%	40.2%
6-Year Rate for the 2008 Freshman Cohort	27.5%	38.9%

As an access institution, SSU is authorized to admit individuals requiring learning support to transition towards completion of a four-year degree program. These students are those who have not satisfied our SAT/ACT entrance requirements and have not achieved threshold scores on the COMPASS test. Such students take learning support courses prior to engaging in college level study. In Fall 2014, these underprepared students comprised 20.9% of the entering class, a percentage that has remained relatively constant over the past 5 years.

The larger portion of the student body consists of students who are indeed ready for college study. As shown in the tables below, it remains a cause of concern that students requiring learning support are retained at a lower rate than the overall cohort. Also, a lower percentage of these Learning Support students are in good academic standing at the end of each semester. The number of students not in good academic standing has a direct impact on the rate of progression and completion as students who are not in good standing are more likely to repeat courses.

Fall entering class Retention by Academic Status

Cohorts	Sp13	Fa14	SP14	Fa14	Sp15
2012 All Frosh	92.2%	70.7	62.4	48.3	45.5
2012 Univ. College	86.0	67.0	54.0	38.0	35.0
2013 All Frosh			91.2	65.7	58.6
2013 Univ. College			94.1	70.1	62.5
2014 All Frosh					89.7
2014 Univ. Colleg					92.4

Cohorts	Sp13	Fa14	SP14	Fa14	Sp15
All Frosh	78.1%	83.9%	84.9%	83.7%	84.2%
University College	54.7%	53.7%	66.7%	52.6%	54.3%

["Academic standing" is based on a calculation of GPA at completion of term.]

It should be noted, however, that SSU continues to produce high-achieving students who, once they complete their degree, go into the workforce, graduate school, law school, medical school and beyond. Graduation exit survey results from Spring 2015 indicate that 55% of graduates were entering the workforce in either the public or private sector upon graduation. An additional 9% are pursuing full-time graduate study.

In the meantime, the university still faces numerous challenges as we advance our completion goals. The lack of sustainable need-based aid has proven to be a critical factor impacting student retention, progression and completion. More than 30% of SSU students work at least one job while enrolled in each semester. Providing additional financial assistance to our students, so they do not experience pressures of having to work a job external to the campus while enrolled full-time, is a key dimension of our CCG effort. Also, improving outcomes for students in Learning Support is another key component. Strategies to help improve outcomes include transforming remediation of students requiring learning support classes. Stimulation of our capable students in classrooms and laboratories also continues to be an urgent priority. Strategies to improve student outcomes across all disciplines includes launch of a campus-wide mentoring program, launch of an Honors Program, launch of initiatives to target adult learners and veterans, and more access to online classes.

Intrusive academic advising remains a key dimension and top priority as we seek to empower all students and enable them to clearly and successfully follow their tracks to degree completion. The hiring and training of professional advisors has helped us to keep students on guided pathways that minimize opportunities for students to take unnecessary courses that either do not lead to the degree or extend the time period in which degree completion is achieved. We also continue to evaluate, with the faculty, our major programs requiring more than 120 credit hours, with respect to requisite courses. Plans are being implemented to reduce excess courses in the coming months. We have also reviewed policies and practices and adjusted in departments where unintended barriers tend to hinder student progression.

We are increasing our efforts at early identification of students in academic difficulty. The *Grades First* early alert system, used by faculty to identify students who are struggling in their courses, is in its third year. Utilization has increased significantly since its first year at 26% to 61% this year. Our work with the Educational Advisory Board and their Student Success Collaborative will provide an additional technology tool to identify and assist students not traditionally classified as "at-risk" but whose course completion pattern suggests may be in jeopardy of failure to complete a credential.

In the following section, strategies and tactics that advance our CCG goals are discussed more thoroughly.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

The identified goals for this year were modified in response to guidance from the USG. We have implemented the high impact strategies and tactics listed below with the ultimate goal of increasing both the actual number of graduates in an academic year and the overall graduation rate. As we assess our systems, we continue to identify processes that hinder student success and ultimately prevent students from earning degrees or other credentials. The following approaches will lead to increases in matriculation, progression and completion by SSU students.

- 15. Increase the total number of students applying for graduation each academic year when eligible.
- 16. Increase the number of students are able to re-direct a high number of credits in varying subject areas to a four-year degree
- 17. Decrease the number of students who are unable to complete their degree due to financial difficulties in their final year.
- 18. Increase first- and second-year retention through high-touch academic advising and mentoring.
- 19. Increase the number of alternatives to earning a Four-Year degree

Goal One	Increase the total number of students applying for graduation each academic year when eligible		
High Impact Strategy/Tactic	Intrusive advising and graduation coaching for students with 90 or more earned credit hours.		
Summary of Activities	Academic Departments implemented the strategy of more intentional tracking of students with 90 or more credit hours. Departments verified the conduct of strategic meetings between students and faculty advisors to ensure that students eligible to graduate submitted applications for graduation and resolved any missing requirements.		
Interim Measures of Progress	Increase in number of students who participated in strategic advising sessions after earning 90 credit hours or more in a degree program and increase in the number of applications for graduation that result from targeted meetings between students and faculty advisors		
Baseline Data		AY 13-14	AY 14-15
	Undergraduate	453	498
Measures of Success	Increase in number of students who are degree complete at the end of the academic year.		

Goal Two	Increase the number of students are able to re-direct a high number of credits in varying subject areas to a four-year degree		
High Impact Strategy/Tactic	Launch of an Interdisciplinary Studies Degree Program		
Summary of Activities	Created an interdisciplinary degree that allows students who have earned a high number of credits from multiple disciplines to apply those credits to one degree program. Intrusively advise students whose profile aligns well with this degree program.		
Interim Measures of Progress	Increase in number of students who have a reduced time to degree completion after switching majors to the interdisciplinary degree program.		
Baseline Data		AY 13-14	AY 14-15
	Number of students whose time to degree completion is reduced as a result of switch	11	31
	Number of IDS degrees awarded	0	2
Measures of Success	Increase in number of students who are degree complete at the end of the academic year.		

Goal Three	Decrease the number of students who are unable to complete their degree due to financial difficulties in their final year.		
High Impact Strategy/Tactic	Launch of a "Closing the Gap" (CTG) and other initiatives to provide need-based assistance to seniors who might otherwise not be able to afford the cost of matriculation in their last year.		
Summary of Activities	Provide small scholarships of \$1,500 or less in each semester of their final year to students who do not otherwise have sufficient funds to enroll and complete their		

Interim Measures of Progress	degree		
Baseline Data	Number of students who receive CTG or other need-based funds.		
		AY 13-14	AY 14-15
	# of Seniors who received CTG funds	16	10
	% of Recipients who graduated	100%	100%
	Awarded Funds	\$18,270	\$11,394
Measures of Success	Increased number of students who were awarded funds who complete a degree program.		

Goal Four	Increase first- and second-year retention rates through high-touch academic advising and mentoring		
High Impact Strategy/Tactic	Assign all students who have earned under 60 credit hours or less to professional advisors in the Center for Academic Success (CAS).		
Summary of Activities	All students under 60 earned credit hours are now assigned to professional advisors in the Center for Academic Success (CAS). These advisors mentor students, assist with major and course selection, and provide outreach to connect students with resources that support their success, with the anticipated outcome of increased retention. Student support services are also offered through the Center for Academic Success, including free tutorial services, which are utilized to assist all students in completion of their coursework on the first attempt. Additional advising staff were hired last year to reduce caseloads and increase opportunities for each student to receive more intrusive guidance and support. Plans are in progress to equip the advising team with new technologies to support their work (predictive analytics tool).		
Interim Measures of Progress	Retention rates for first- and second-year students who participate in advising.		
Baseline Data	Note: 71% of students advised in AY 2013-2014 returned for AY 2014-2015.		
	Overall Retention Rate	Cohort Fall 2013	Cohort Fall 2014
	First Year	65.7%	62%
	Second Year	47.1%	
Measures of Success	Increased student retention at end of first year and second year.		

Goal Five	Increase the number of alternatives to earning a Four-Year degree		
High Impact Strategy/Tactic	Offer certificate programs and Associate Degrees		
Summary of Activities	Created a new post-baccalaureate certificate in Non-Profit Leadership and an Associate degree in the Core Curriculum to allow students to earn credentials in less than a four- year period. Several more certificate programs are under development and will launch in this academic year.		
Interim Measures of Progress	Number of students who enroll in the new credential opportunities.		
Baseline Data	Students Enrolled	AY 13-14	AY 14-15
	Post-Bac Certificate	1	3
	Associate Degree	23	40
Measures of Success	Number of students who graduate from certificate and/or Associate Degree program.		

OBSERVATIONS

Targeted interventions have led to a number of improvements. For example, as suggested by the data associated with Goal 1, the total number of students declared eligible to and subsequently graduating in an individual academic year reached an all-time high in 2014-2015. This is despite the fact that the 6-year graduation rate declined for another consecutive year. We attribute this improvement to the targeted efforts of departments to proactively communicate with seniors to ensure completion of meetings with faculty advisors.

The introduction of an Interdisciplinary Studies degree program has proven to be very fruitful. Not only have we put students on a new guided pathway that reduces the total time to degree completion, we have found that such students are now able to graduate in one or two additional semesters rather than four to six, as had been the case on their prior paths. The early results, as presented in the data associated with Goal 2, indicate a positive trend in the

coming year.

As mentioned previously, financial aid continues to be a rate-limiting factor for a high percentage of our students. As we apply targeted efforts related to Goal 3, we are finding that hundreds of students (freshmen to seniors) who begin the semester enrolled in classes are dropped for non-payment due to lack of available financial resources to cover the cost of matriculation. We are working to identify alternate sources of need-based aid to assist students who are in good academic standing but lack personal financial support to sustain matriculation. In the last two consecutive semesters, we have helped more than 80 students with awards totaling over \$120,000. This has been tremendously beneficial to the recipients. However, we are, unfortunately, not able to assist all deserving students in need. Moreover, there are several hundred more continuing students, including some Hope Scholarship recipients, who regularly seek additional financial assistance since the Hope Scholarship does not cover the total cost of tuition and fees, room & board and living expenses. With regard to the students who received Closing the Gap funds, **100%** of students who received awards in the last two consecutive academic years went on to complete the four year degree at an investment of just under \$30,000. We expect to continue this trend of completion.

The results to date in Goal 4 have not met all of our expectations. We suspect that the large caseloads (more than 500/advisor) may be one additional reason (beyond financial barriers) that may explain the decline in first and second year retention. We have reduced the caseload per advisor to no more than 300. The drop to less than 50% causes us to revise our assessment strategies of advising by professionals as well as academic advisors. We have also hired two new Academic Coaches to routinely work with hundreds of students whose academic standing indicates risk (either Academic Warning or Academic Probation). The positive outcomes associated with this goal include the higher retention rate of those students who participate in academic advising and the increase in use of the Grades First alert system by faculty. The alerts are issued to the respective academic advisor who will then communicate with the student to resolve the issues impacting their academic performance. We expect the use of the system and the reduction in caseloads, coupled with additional financial assistance, to improve retention rates in the coming years.

While we work on improvements in functional areas, we are also exploring methods by which we can reach new audiences, such as adult learners, military personnel and other non-traditional students. Goal 5 is our first effort that has produced measurable results related to completion. Early data indicate a positive trend that we expect to increase in the next semesters and years.

As we monitor our progress related to the stated goals, we are placing significant emphasis in this academic year on ensuring that students are following guided pathways, that courses are offered in response to demand rather than by scripted schedules that do not align with real-time student progression patterns, and that alert and warning systems are utilized to their greatest extent to help drive early interventions. We are also restructuring our conversations with students regarding the role they play in their success, including being more aggressive in completion of course requirements in the first attempt to avoid having to repeat classes, since repeating leads to additional cost of education and delayed graduation.

Finally, in parallel with the strategies and improvements mentioned above, we are implementing a number of additional changes in practices and strategies to support continuous improvement in functional areas as well as improvements in student progression, retention and completion rates. Some steps taken that may be included in future reports are listed below:

- Use of predictive analytics to
- Implementation of co-requisite learning co-requisite learning support courses
- Increase in completed Articulation agreements with Community and Technical Colleges
- Outreach to Adult Learners and increased online course delivery
- Launch of a campus-wide Mentoring Program
- Launch of eCore courses through official eCore Affiliation
- Launch of the online Bachelor of Business Administration
- Launch of Instructional Webinar Training for SSU Faculty to ensure that all online courses are Section 508 Compliant
- Launch of SSU Mobile Phone Apps for Military and Adult Learners
- Launch of dedicated eLearning web portal for the Office of Online Education
- Launch of dedicated web portal for SSU's Adult and Military Learners
- Hired a dedicated LMS operator and instructional designer in the Office of Online Education
- Continued adoption of open source texts to reduce instructional costs, in support of Affordable Learning Georgia
- Shortening time to degree to as close to 120 credit hours as possible, by reducing number of credit hours needed to complete a credential

Early outcomes of these efforts indicate that the interventions are having the desired impact. The challenge is to continue to strengthen in areas that we know will remove the greatest barriers to student achievement as quickly as possible but also using methods that are sustainable.



South Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The mission statement of South Georgia State College (SGSC), approved by the Board of Regents for the institutional consolidation of former South Georgia College and former Waycross College on May 8, 2012, is as follows:

South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

Since SGSC offers three associate degree programs (AA, AS, and AS in Nursing) and two bachelor’s degree programs (BS in Nursing and BS in Biological Sciences) and no certificate programs, the college’s completion priorities focus primarily on attainment of the associate’s degree—but also on attainment of a limited number of bachelor’s degrees. The Bachelor of Science in Nursing (the first of the bachelor’s degrees) graduated 96% of its first student cohort within three years and 83% of its second cohort within two years. The BS in Biological Sciences has not been in existence long enough to produce its first graduates.

SGSC’s mission, completion priorities, and student body demographics are clearly linked. For instance, an institution consistently enrolling 75-80% “traditional” students best serves its students and promotes retention and graduation with a wide variety of student activities, athletic programs, and student-support services while emphasizing quality teaching and learning experiences. Such an institution also attracts and retains traditional students through the availability of modern residence and dining halls, as well as through focusing on support and intervention strategies for residential students. In addition, a variety of student-support services is extremely important at SGSC, where for the past three years more than half of all students have been Pell grant recipients and approximately 30% have been first-generation college students.

The “Enrollment and Demographic Trends” table below provides a good look at the SGSC student body’s characteristics. In addition to the data in the table, it is noteworthy that in the fall of 2015 SGSC enrolled students from 111 of the 159 Georgia counties, from 22 other states, from 13 other countries, and from 386 high schools. These enrollment figures help “to create a diverse, globally-focused learning environment” (SGSC mission statement). In the table that follows all data prior to fall 2013 has been combined due to consolidation of former South Georgia College and former Waycross College.

South Georgia State College Enrollment and Demographic Trends

Total Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Race/Ethnicity								
	3234	3059	2579	2611	2648	Hispanic	95	103	103	123	170			
Enrollment Status						American Indian, Alaskan Native, Pacific Islander, or Asian	47	40	33	40	36			
Full-Time	2209	2141	1877	1778	1828	Black or African American	1165	1088	839	834	832			
Part-Time	1025	918	702	833	820	White	1769	1682	1585	1581	1556			
Gender						Two or More Races	22	30	19	26	31			
Female	2008	1916	1584	1686	1678	Race Unknown	136	116	0	7	23			
Male	1226	1143	995	925	970									
Underserved														
% Pell Recipient	65.18%	63.48%	63.67%	59.25%	55.02%									
% First Generation	33.83%	33.08%	34.32%	29.80%	26.66%									
% Adult Learner	22.26%	20.04%	18.61%	17.20%	14.88%									

Source: USG Semester Enrollment Reports (fall 2010-13)/USG ADM Census
 Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

SUMMARY OF COMPLETION GOALS AND HIGH-IMPACT STRATEGIES

Completion Goals

Through its college completion plan SGSC is actively pursuing six of the USG completion goals through the strategies to be discussed below. The six completion goals are as follows:

- Increase the number of undergraduate degrees awarded by USG institutions.
- Increase the number of degrees that are earned “on-time.”
- Decrease excess credits earned on the path to getting a degree.
- Provide intrusive advising to keep students on track to graduate.
- Shorten time to degree completion through programs that allow students to earn college credit while still in high school.
- Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

STRATEGIES

Strategy #1	Quantway remedial mathematics
Goal	Transform remediation to increase likelihood of degree attainment; increase the number of undergraduate degrees awarded.

High-Impact Strategy	The vast majority of SGSC remedial students require only remedial mathematics. Consequently, this strategy is quite significant.
-----------------------------	--

The Carnegie Foundation for the Advancement of Teaching’s Quantway remedial mathematics strategy is in its 5th year of implementation at SGSC and its 5th year of funding and professional development support from Carnegie. The Quantway course (formerly MLCS 0099, “Mathematical Literacy for College Students”; as of fall 2015 MATH 0987, “Foundation for Quantitative Reasoning”) affords non-STEM (Science/Technology/Engineering/Mathematics)) students the opportunity to complete a remedial mathematics requirement, no matter at what level of initial placement, in one semester. The successful student is then eligible to enroll in the credit-level MATH 1001 Quantitative Skills course. The Quantway course is comprised of modules developed by a network of colleges nationwide working with Carnegie staff. The modules use “real-life” situational mathematical problems, significant student participation both individually and in groups, and instructor guidance to help students build a solid foundation of mathematical literacy and critical thinking skills.

Additionally, the Carnegie Foundation for the Advancement of Teaching awarded SGSC a grant last year, one of only five grants awarded nationally, to develop a bridge course that will allow a student who has passed the Quantway course to go directly to college algebra (MATH 1111), rather than pursue the Quantitative Skills (MATH 1001) route. SGSC was informed in June 2015 that the grant has been extended for another year. **SGSC is the only college in the nation developing the bridge course from Quantway to college algebra**; the other four institutions are developing bridge courses from a remedial statistics course (Statway) to college algebra.

Summary of Activities	This strategy is fully implemented. Activities include faculty development, development of courses in collaboration with the Carnegie Foundation for the Advancement of Teaching, collaboration with other institutions nationwide, and the piloting of a bridge and co-requisite remedial mathematics course. Activity highlights include the following:
------------------------------	---

The SGSC Quantway team has been active in professional development in collaboration with the Carnegie Foundation for the Advancement of Teaching. The team is comprised of mathematics faculty members, a campus Quantway administrator, and a campus Quantway institutional researcher. All SGSC team members attend training sessions in California and continue to attend annual Carnegie Pathways forums, the most recent of which was this year (2015). At Carnegie’s request, one of the SGSC mathematics instructors works with Carnegie apart from the regular meetings and forums to assist in developing processes, procedures, and teaching materials and pedagogy.

The Quantway course has been offered on the Douglas Campus each semester for over five years. The course was offered at the Waycross Campus for the first time spring 2015.

Bridge course/co-requisite course lessons were piloted summer 2015 on the Douglas Campus.

The bridge course from Quantway to college algebra, “Support for College Algebra” (MATH 0999) will be fully implemented on both the Douglas and Waycross Campuses fall 2015. The bridge course is the co-requisite course for college algebra (MATH 1111). The bridge course will enable a student who has passed the Quantway remedial mathematics course to go directly into the “Support for College Algebra” co-requisite course and the college algebra course (MATH 1111) at the same time.

Beginning fall semester 2015 the Quantway course will be renumbered and renamed to be more in keeping with the USG’s new Learning Support policies. The new nomenclature is MATH 0987, “Foundation for Quantitative Reasoning.”

Interim Measures of	The success rate in the Quantway course has shown steady improvement since the
South Georgia State College	

Progress baseline semester of fall 2012. “Success” is defined as earning a grade of C (70%) or better. **At the end of fall semester 2012 the success rate for the Quantway course (MLCS 0099) was 29.5%.** For fall 2013 the success rate **increased to 64%.** At the conclusion of fall 2014 the success rate had **climbed to 70%,** while the rate for the “traditional” remedial math course (MATH 0099) was 36%. **SGSC’s goal is to maintain at least the 70% success rate for each fall semester’s student cohort and to encourage more non-STEM students to enroll in the Quantway course.** The table below records course success rates for MLCS 0099 and MATH 0099 for each fall semester from 2012 through 2014.

Term	N Successful	N Unsuccessful	% Successful
MLCS 0099			
Fall 2012	18	43	29.51%
Fall 2013	25	14	64.10%
Fall 2014	21	9	70.00%
MATH 0099			
Fall 2012	180	342	34.48%
Fall 2013	119	205	36.73%
Fall 2014	88	158	35.77%

Source: SGSC Banner, Fall 2012-Spring 2015

Note: Success is defined as earning a grade of S and unsuccessful is defined as earning a grade of F, W, I, IP, or U.

- Measures of Success**
1. The MLCS 0099 (MATH 0987) course success rate. Baseline is fall 2012 rate of 29.51%. See table above.
 2. The MATH 0099 course success rate (for comparison). See table above.
 3. The MATH 1001 course success rate of students who came to that course after passing MLCS 0099. Baseline is fall 2012 rate of 37.50%. The success rate for fall 2013 jumped to 66.67%. There has not been sufficient time for fall 2014 students to have more than one attempt at passing MATH 1001; therefore, no data for fall 2014 is reported.
 4. The number of attempts it takes MLCS 0099 students to pass that course and exit Learning Support. Due to USG restructuring of Learning Support, SGSC will establish a baseline and begin tracking data fall 2015.
 5. The number of attempts it takes MATH 0099 students to pass that course and exit Learning Support (for comparison). Due to USG restructuring of Learning Support, SGSC will establish a baseline and begin tracking data fall 2015.

Strategy #2 Increase Move on When Ready (formerly Dual Enrollment or ACCEL) Offerings on Area High School Campuses

Goal Shorten time to degree completion through programs allowing students to earn college credit while still in high school.

High-Impact Strategy The strategy is to increase Move on When Ready offerings on area high school and SGSC campuses in order to help those students graduate in as little time as possible and to develop a relationship with high schools that will positively affect overall enrollment.

Summary of Activities **The 2013-2014 goal of increasing the number of high school students enrolled at SGSC by 25% from a baseline of 95 students in fall 2013 has been far exceeded** through the efforts of SGSC Enrollment Services personnel and others in communication with area high schools. In addition, SGSC has been tracking grade distribution and course success rates (grade of “C” or better) of Move on When Ready students to monitor any need for intervention strategies.

Interim Measures of Progress

1. Numbers of students participating in Move on When Ready depicted in the table below reveal that such **participation has increased by 300% since the baseline fall semester 2013.**

**Number of Move on When Ready (MOWR) Students
(formerly Dual Enrolled and/or Joint Enrolled)**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dual Enrolled/Joint Enrolled	114	129	96	234	280

Source: USG Academic Data Collection, fall 2010-Fall 2015

Note: All data prior to Fall 2013 has been combined due to institutional consolidation

2. Move on When Ready course success rates (A, B, or C) and grade distribution are quite positive. **During the period fall 2013 through spring 2015, the overall course success rate for such students is 95%,** and in no semester during that period has the course success rate been below

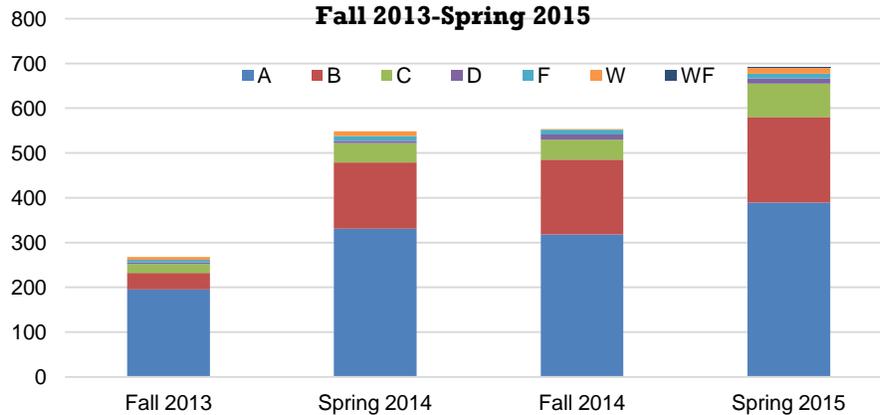
a low of 94.03% (which occurred during the baseline semester of fall 2013).

Course Success Rates and Grade Distribution for Move on When Ready Students (formerly Dual or Joint Enrolled)

TERM	A	B	C	D	F	W	WF	Grand Total	% Successful
Fall 2013	195	37	20	4	5	7		268	94.03%
Spring 2014	331	148	43	5	11	10		548	95.26%
Fall 2014	318	167	45	11	11	1		553	95.84%
Spring 2015	389	191	75	11	11	14	1	692	94.65%

Source: SGSC Banner, Fall 2013-Spring 2015

Grade Distribution for Move on When Ready Students (formerly Dual Enrolled or Joint Enrolled), Fall 2013-Spring 2015



Source: SGSC Banner, Fall 2013-Spring 2015

- Credits awarded to MOWR students have more than doubled for the period FY 11 – FY 15.

Credits Awarded to Move on When Ready (MOWR) Students (formerly Dual Enrolled and/or Joint Enrolled)

	FY11	FY12	FY13	FY14	FY15
Number of Credits Awarded	1518	1441	1706	2535	3808

Source: SGSC Banner, FY2011-FY2015

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

- Continued SGSC enrollment data on MOWR students after high school graduation reveals that less than half of SGSC’s MOWR students continue at the institution through graduation. However, it is assumed that most MOWR students not remaining at SGSC do go on to graduate from other USG institutions. That assumption needs to be researched.

Enrollment Follow-Up of New MOWR Students Returning as First-Time Freshmen at SGSC (formerly Dual Enrolled and/or Joint Enrolled)

	Total New Dual Enrolled	N Returned as First-Time Freshmen	% Returned as First-Time Freshmen
Fall 2013	47	21	44.68%
Spring 2014	86	40	46.51%
Fall 2014	123	20	16.26%

Source: SGSC Banner, Fall 2013-Fall 2014

Measures of

- Numbers of students participating in Move on When Ready

Success	<ol style="list-style-type: none"> 2. Move on When Ready course success rates and grade distribution 3. Credit awarded to MOWR students 4. Continued SGSC enrollment data on Move on When Ready students after high school graduation
---------	--

Strategy #3	Near Completers Initiative
Goal	Increase the number of undergraduate degrees awarded.
High-Impact Strategy	<p>Piloted in spring 2014 and in full operation summer 2014, the Near Completer strategy identified students who have “stopped out” within 15 semester credit hours of earning an associate degree at SGSC. Staff in SGSC’s Student Success unit contacted such students to schedule an appointment to determine what it will take for them to complete their degree, not simply in terms of courses needed, but also in terms of options to facilitate completion—such as online and independent study courses, legitimate course substitutions, change of program of study, and the like. The goal of the pilot was that at least 30% of those re-enrolled would complete their associate’s degree within one calendar year.</p> <p>The “Near Completers” strategy (strategy #3) is terminated as a college completion strategy as of the conclusion of academic year 2014-2015 for two chief reasons. It has become evident that this strategy is a one-time effort which achieved success in academic year 2014-2015 with a cohort of near completers of 22 students, approximately half of whom re-enrolled and graduated. Subsequent attempts at establishing a second cohort have revealed that any future cohort would consist of so few students that campus resources devoted to the strategy are more effectively tasked with other aspects of recruiting and advising. Also, the creation of the USG’s “Go Back. Move Ahead” initiative is a significant umbrella under which to cover the same kind of effort. SGSC is developing a flagging process in the Office of Admissions to identify students who reapply after two years since last attendance and who are within 15 hours of completion of an associate’s degree. The institution’s goal is to shepherd those students to graduation within one calendar year.</p>
Summary of Activities	The academic year 2014-2015 near completer strategy continued and produced useful enrollment and graduation data.
Interim Measures of Progress	Of the 22 students in the cohort beginning spring 2014, 10 (45.45%) have since graduated from SGSC as of the end of spring semester 2015. The target of graduating at least 30% of those re-enrolled within one calendar year of re-enrollment was met.
Measures of Success	Numbers of re-enrolled students who are retained from semester-to-semester. Original baseline of 10 students re-enrolled spring 2014 and retained to graduation. This strategy is discontinued in favor of Go Back. Move Ahead initiative. Percentage of re-enrolled students who graduate. Original baseline of 45.45% spring 2014. This strategy is discontinued in favor of Go Back. Move Ahead initiative.

Strategy #4	“Strategies to Emerge, Progress, and Succeed” (STEPS)
Goal	Increase the number of undergraduate degrees awarded; provide intrusive advising to keep students on track to graduate.
High-Impact Strategy	<p>The STEPS initiative began in fall 2012 as a collaboration between Academic Affairs, Academic Support Services, and Residential Life as an effort to increase the persistence and retention of residential students. The student profile of those students who are primarily focused on and monitored is as follows:</p> <ul style="list-style-type: none"> • First-year residential students enrolled in at least one Learning Support course at SGSC or who had a high school GPA of ≤ 2.5.
Summary of Activities	<p>The STEPS strategy involves numerous activities: student success workshops, Academic Success Center tutoring, STEM center tutoring, academic coaching provided by faculty and staff members, course grade monitoring throughout the semester, and individual academic, personal, and disability counseling.</p> <p>A section of SGSC 1000, the first-year-experience course, was formed for first-year residential students meeting the STEPS student criteria and offered in fall 2014. This course was led by a team of instructors from the Division of Student Success, including the Vice President for Student Success, Director of Campus Life, and the Director of Academic Support. In addition, the team of instructors served as academic coaches for the course enrollees. Another cohort of STEPS-eligible students from fall 2013 was selected as a comparator group, since they had participated in non-STEPS sections of the SGSC 1000 first-year experience course, in order to generate data on the apparent effects of the STEPS intervention. Comparative data appear in the table below and indicate that STEPS</p>

Interim Measures of Progress

interventions are very positive.

First Academic Year Metrics for the Fall 2014 STEPS Cohort and Fall 2013 Comparator Group

Metric	Fall 2013 Comparator First-Time Freshmen Residential Student Group (N=96)	Fall 2014 STEPS Cohort (N=45)
Fall to Spring Persistence Rate	87.50%	88.89%
Fall to Fall Retention Rate	48.96%	63.04%
First Term Comparison		
Average Fall Term GPA	1.85	2.12
Percent of Residential Students in Good Standing at End of Fall Term	78.13%	73.33%
Course Success Rate for Fall Term	67.00%	67.74%
Second Term Comparison		
Average Spring Term GPA	1.51	2.30
Percent of Residential Students in Good Standing at End of Spring Term	46.43%	75.00%
Course Success Rate for Spring Term	50.13%	72.14%

Source: SGSC Banner as of 11/4/15

Note: Course success rates are defined as the sum of A, B, C, and S divided by the total of A, B, C, D, F, S, U, W, WF.

Measures of Success

Because the goals and focus of the STEPS program have changed quite significantly since the implementation of the SGSC Complete College Georgia Plan, most measures of success listed below will be assessed after the creation of a data repository to be developed by the SGSC Office of Institutional Effectiveness and the SGSC Academic Student Support Center. Predictive analytics and an early alert system will be implemented. Research necessary to the development of an assessment plan is currently being carried out (fall 2015). Measures of success are as follows:

1. Relationship between visits to the Academic Success Center or STEM Center and grade distribution, as well as persistence.
2. Relationship between early intervention grade monitoring and grade distribution.
3. Comparison of grades of those students participating in academic coaching to those students not participating in academic coaching.
4. Comparison of learning support success rates for the following populations:
 - a. First-year residential students enrolled in the Student Success SGSC 1000 Orientation course, compared to first-year residential students enrolled in SGSC 1000 with the general first-year SGSC population.
 - b. First-year residential students from Fall 2013 with a high school grade point average or ≤ 2.5 or enrolled in a learning support course during the first semester of enrollment, compared to the first year residential students from Fall 2014 with a high school grade point average of ≤ 2.5 and enrolled in learning support courses during the first semester of enrollment.
5. Graduation rates for the fall 2013 STEPS cohort will be computed at the end of fall 2015.

Strategy #5

Academic Advising

Goal

Provide intrusive advising to keep students on track to graduate; decrease excess credits on the path to getting a degree.

High-Impact Strategy

SGSC believes that academic advising can be the single most significant factor contributing to college completion. Academic advising has always been a responsibility of the faculty, and the institution's college completion agenda calls for enhancing faculty responsibility. It also calls for educating students about academic advising and making use of the DegreeWorks technological tool that can be employed by both faculty advisors and student advisees. However, usable student data related to the consolidation of former South Georgia College and

Summary of Activities

former Waycross College has been problematic for students matriculating prior to fall 2013. The further we move from that term the more functional DegreeWorks has become. Also, prior to the completion agenda, the institution had not assessed academic advising in any fashion. Now there is a very deliberate and ongoing process of both faculty and student training, participating in, and assessing the academic advising process.

1. During spring semester 2014, an academic advising task force under the leadership of the VPAA became involved in a number of activities with consulting support from the National Academic Advising Association (NACADA).
2. New vision and mission statements, as well as guiding values, goals, and outcomes for academic advising, were created.
3. An academic advisement module was completed for the college’s first-year experience course, SGSC 1000, a course in which 75% of new students enroll each fall semester. Goals, student learning outcomes, and assessment measures for this module were also created. One focus of the advisement module is to help students understand their own roles and responsibilities in degree completion.
4. During the major registration days that serve very large numbers of students, academic advising, financial aid processes, and registration take place in one location to keep students from having to trek across campus for various services.
5. All academic program maps have been revised so that students have a ready guide for program completion. These maps were recognized by the USG Academic Affairs staff for their quality and serve as models for the USG.
6. Advising “tip sheets” have been created for academic programs in specialized areas, such as pre-nursing, STEM pathways, and education; and information sheets on learning support policies and rules are available.
7. “15-to-Finish” is being promoted through a three-pronged approach: distribution to students and faculty of a bar-coded brochure linked to an information video; the addition of a “15-to-Finish” logo on every course registration form; and the training of faculty advisors to define “15-to-Finish” in terms of program completion rather than course enrollment.
8. Revision of the assignment method for matching students with faculty advisors is underway.
9. Development and implementation of assessment tools for advising continues. A student and faculty advisor survey assessing numerous aspects of the SGSC advising process was administered to both students and faculty during the spring semester 2014.
10. Training opportunities in advising for faculty members have been established, including opportunities prior to orientation and registration sessions, as well as throughout the academic year.

Interim Measures of Progress

Three separate learning outcomes for student advising were assessed in each semester of the 2014-2015 academic year. In addition, the college tracked the percentage of students enrolling for 15 or more credit hours in each 2014-2015 semester, as well as for the fall semester 2015 as of 06.18.15. Finally, a survey recording opinions on the SGSC advising process was administered to first-time full-time students in the SGSC 1000 first-year experience course, and a survey on the advising process was completed by students from the general SGSC student population and by faculty advisors. Data highlights of all these activities are as follows:

1. The achievement target for the student learning outcome to identify steps to avoid academic probation was not met for fall 2014 but was met for the spring semester 2015.
2. The achievement target for the student learning outcome on knowledge of the requirements of the academic advising checklist was met and far exceeded for both fall 2014 and spring 2015.
3. The achievement target for the student learning outcome on identification of differences in mathematics requirements for STEM and non-STEM students was not met in either semester of the 2014-2015 academic year.
4. While the percentage of students enrolling in 15+ credit hours for academic year 2014-2015 averaged 24%, the percentage of students enrolling in 15+ credit hours for fall 2015 is 27.83%. The following table shows the steady progress from fall 2011 to fall 2015.

Number and Percentage of Students Enrolling in 15 or More Credit Hours

	N Enrolled	% of Enrollment
Fall 2011	469	14.51%
Fall 2012	579	18.94%
Fall 2013	550	21.33%
Fall 2014	671	25.70%

Fall 2015 | 737 | 27.83%

Source: USG Academic Data Collection, Fall 2011-Fall 2015

Note: All data prior to Fall 2013 has been combined due to institutional

consolidation.

The table below reports data on student success when enrolling in 15 or more hours:

Number and Percentage of Students Successfully Completing 15 or More Credit Hours

	N Enrolled in 15 or More CH	N Successfully Completing 15 or More CH	% Successfully Completing 15 or More CH
Fall 2013	549	258	46.99%
Spring 2014	480	242	50.42%
Fall 2014	665	327	49.17%
Spring 2015	560	305	54.46%

Source: SGSC Banner, fall 2013-Spring 2015

5. The spring 2015 student survey on advising administered in the SGSC 1000 first-year experience course provides the following data:
 - (a) 87% of students agreed or strongly agreed that as a result of class sessions they have declared a specific program of study.
 - (b) 93% agreed or strongly agreed that they know the course requirements for their program of study.
 - (c) 57% agreed or strongly agreed that they know how to generate a DegreeWorks audit for their path to graduation. This topic needs further action to better student learning.
 - (d) 89% agreed or strongly agreed that they know the name and office location of their academic advisor.
 - (e) 89% agreed or strongly agreed that they know the general education learning outcomes of the SGSC core curriculum.
 - (f) 82% of students agreed or strongly agreed that they know the differences between the math and science requirements for STEM and non-STEM programs of study.
 - (g) 92% agreed or strongly agreed that they believe themselves to be competent in using components of Desire2Learn (D2L).
6. The fall 2014 advising survey administered to the overall student population provides the following data highlights:
 - (a) 82% of students surveyed said that they had met with their advisor one or more times during the semester.
 - (b) 81% of students were satisfied or strongly satisfied with the quality of their advising.
 - (c) 75% of students were satisfied or strongly satisfied with the information received from their advisor on courses, programs, and requirements.
 - (d) 79% of students agreed or strongly agreed that overall, their advisor is a good source for academic advice about a degree and/or program of study.
7. The fall 2014 advising survey administered to the faculty provides the following data highlights:
 - (a) 88% of faculty surveyed believe that they give accurate advice and answers to student questions.
 - (b) 88% of faculty stated that they found advising rewarding or very rewarding.
8. 100% of spring and summer term 2015 students declared a specific program of study by the beginning of their second semester of enrollment. The following table depicts progress toward 100% since summer 2013:

Percentage of New FTFT Students Declaring Specific Program of Study by Beginning of Second Semester

	N	%
Summer 2013	167	82.67%
Fall 2013	1019	97.33%
Spring 2014	182	95.29%

Summer 2014	76	83.52%
Fall 2014	863	97.51%
Spring 2015	171	100.00%
Summer 2015	78	100.00%

9. Source: SGSC Banner, summer 2013-Summer 2015. Note: All data prior to fall 2013 has been combined due to institutional consolidation.

One of the goals of the SGSC completion plan directly related to the importance of academic advising is to reduce the number of excess credit hours students earn on their path to graduation. The baseline for capturing data related to this effort is established as FY 14, the first year of the consolidated institution's curriculum and course offerings. The table below identifies the baseline numbers for each of the college's academic programs.

Average Credit Hours Earned at Graduation by Degree Conferred

	FY11	FY12	FY13	FY14	FY15
Associate of Arts core curriculum					
Overall Credit Hours Earned	72.00	71.75	73.61	72.41	71.87
Institutional Hours Earned	67.00	65.87	65.66	64.45	66.65
Transfer Hours Earned	20.03	17.79	16.85	19.79	13.47
Associate of Science core curriculum					
Overall Credit Hours Earned	73.77	74.96	73.71	73.44	75.29
Institutional Hours Earned	68.50	68.87	68.07	69.78	69.18
Transfer Hours Earned	16.40	17.80	18.01	15.24	20.08
AS in Nursing					
Overall Credit Hours Earned	95.34	91.18	96.01	95.99	97.98
Institutional Hours Earned	74.55	79.59	82.09	80.15	83.73
Transfer Hours Earned	46.34	29.57	32.46	40.22	32.19
BS in Nursing					
Overall Credit Hours Earned	-	-	-	150.97	145.30
Institutional Hours Earned	-	-	-	135.12	131.83
Transfer Hours Earned	-	-	-	27.17	20.20
BS in Biological Sciences					
Overall Credit Hours Earned					
Institutional Hours Earned					
Transfer Hours Earned					

Source: SGSC Banner

Note: (1) Duplicate graduates were removed from the averages. (2) BS Biological Sciences program began in Fall 2014 and students are expected to graduate in Spring 2016.

Because effective academic advising is so crucial to college completion, several of the most important completion metrics are reported here. The following data tables focus on one-year retention rates, percentage of credit hours successfully completed, and degrees conferred. The data shows that, while not much time has transpired since the fall 2013 initial semester of institutional consolidation, the trend for all metrics has been positive.

SGSC First-Time Full-Time Degree-Seeking Freshmen One-Year Retention Rates

Institutional Rate for SGSC		System- Wide Rate for SGSC
-----------------------------------	--	-------------------------------------

	# Cohort	# Retained	% Retained	# Retained	% Retained
Fall 2009	1010	497	49.21%	615	60.89%
Fall 2010	1088	509	46.78%	613	56.34%
Fall 2011	1131	582	51.46%	688	60.83%
Fall 2012	965	465	48.19%	590	61.14%
Fall 2013	878	427	48.63%	563	64.12%

Source: USG Retention Report, fall 2009-Fall 2013. Fall 2013 is the most recent data available from the USG.

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

Note: Retention rates are defined as the percentages of students in a given cohort who are enrolled in a USG institution in a specified term (in this case, one year later) or are not enrolled in the specified term but have graduated from a USG institution between matriculation and that term. The number of students in the cohort is the denominator of the rate; the number of students enrolled or graduated but not enrolled one year later is the numerator of the rate. The one-year institution-specific retention rates for South Georgia State College are the sum of the first-time full-time freshmen retained at SGSC divided by the total SGSC first-time full-time freshmen cohort. The one-year system-wide retention rates for South Georgia State College are the sum of the first-time full-time freshmen retained at SGSC or with the University system of Georgia divided by the total SGSC first-time full-time freshmen cohort.

Percentage of Credit Hours Successfully Completed –All Students

	Hours Earned	Hours Attempted	% Successfully Completed
Fall 2011	25433	35187	72.28%
Fall 2012	25220	34504	73.09%
Fall 2013	22236	30073	73.94%
Fall 2014	23003	30331	75.84%

Source: SGSC Banner, fall 2011-Fall 2014

Note: All data prior to Fall 2013 has been combined due to institutional consolidation.

South Georgia State College Degrees Conferred by Degree Offered

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Associate of Arts/Science	272	269	262	178	239
Associate of Nursing	84	74	63	66	70
Bachelors	0	0	0	22	33
Total	356	343	325	266	342

Source: USG Degrees Conferred Report, FY2011-FY2015

Note: All data prior to Fall 2013 has been combined due to institutional consolidation

Measures of Success

Metric	Baseline	Goal
Enrolling in 15 credit hours	Fall 2013-21.33%	Increase by 2% each year
Completing 15 credit hours	Fall 2013-46.99%	
Retention Rates for First-Time Full-Time Freshmen	Fall 2013-48.63%	
Graduation Rates for First-Time Full-Time Freshmen	Fall 2011-9.99%	

Percentage of credit hours successfully completed	Fall 2013- 73.94%
---	----------------------

Note: fall 2013 was the first semester of consolidated institution curriculum and course offerings.

GENERAL OBSERVATIONS

1. Gathering data on the strategies of the institutional College Completion Plan has been extremely fruitful, not only in terms of assessing completion strategies, but also in terms of analyzing overall institutional effectiveness. There are clear strategic “successes” and equally clear opportunities for improvement.
2. Implementation of the institution’s College Completion Plan has underscored the importance of effective academic advising as probably the chief contributor to student success, persistence, retention, and graduation.
3. With the matriculation of the first and subsequent Bachelor of Science in Nursing degree students beginning in 2013 and the matriculation of the first cohort of Bachelor of Science in Biological Sciences students in fall 2014, SGSC is offering two new bachelor’s degree programs that will help produce more college degrees.
4. South Georgia State College has been a leader in the creation of academic program maps to guide students on a pathway to success and graduation. In fact, as part of the USG’s “Guided Pathways” program USG Assistant Vice Chancellor for Transitional and General Education Dr. Barbara Brown selected SGSC as a “vanguard” institution for Guided Pathways to Success,” citing the institution’s “beautifully organized program maps for all of its degree programs.” In addition, Dr. Brown invited a team of SGSC leaders to participate in a Guided Pathways to Success Policy Institute in Atlanta in June 2014 and a GPS Academy in September 2014.
5. SGSC was also singled out by the USG for its efforts with “15 to Finish,” focused on maximizing student course loads each semester. From fall 2012 to fall 2014 SGSC had more than double the state college sector average of students enrolled in 15 or more hours. Quoting Dr. Barbara Brown again, “South Georgia State College was at the top of the state college sector in percentage of students taking 15 or more credits in fall 2014.”
6. One challenge to SGSC’s college completion efforts is the institution’s need for additional technology personnel to support the generation of data needed to assess and inform completion strategies, particularly as SGSC continues to develop a predictive analytics effort based on the Georgia State University model.
7. It would be helpful to the college completion agenda if the USG were to resume providing to institutions student transfer data within the System to facilitate tracking student progress toward a degree. Another significant transfer student data resource that might be resumed is grade point average data at receiving institutions.
8. It would be helpful for the USG to provide “official” institutional retention and graduation rate data in a timelier manner.



University of Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of Georgia (UGA) is large and diverse: a public, research, land- and sea-grant institution with statewide commitments and responsibilities. It is the state's oldest, most comprehensive and most diversified institution of higher education with almost 35,000 undergraduate, graduate, and professional students and a history of more than 200 years of teaching, research and service. Its motto—"to teach, to serve and to inquire into the nature of things"—reflects UGA's integral role in the conservation and enhancement of the state's and the nation's intellectual, cultural and environmental heritage. According to its mission statement, the University of Georgia endeavors to prepare the University community and the state for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body. The University is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society. It shares with other research universities in the system a number of core characteristics, including dedication to excellence in research, scholarship, and creative endeavors, to teaching and learning, to serving a diverse student body and to promoting student success.

With 170 undergraduate majors, as well as minors and certificate programs, there is no single student profile. UGA is a tapestry constructed of a diverse population of students with widely varying backgrounds, interests, experiences and challenges for whom the University offers a broad range of academic and co-curricular opportunities. In fall 2014, the UGA undergraduate population numbered just under 27,000 students; 94% of those undergraduates were enrolled full time, 43% were male and 28% were of racial/ethnic minority status. In 2014, UGA conferred 6,514 bachelor's degrees. The typical UGA undergraduate is of traditional age (≤ 24), enters as a first year student, lives on campus for the first year, and is seeking a first undergraduate degree. In addition to its undergraduate population, over 6,700 graduate students and over 1,500 professional students enrolled at UGA in fall 2014.

UGA is a highly selective school with an academically well-prepared undergraduate student population. In the fall of 2014, it once again attracted the most academically qualified class of students in its history. The entering class had a mean SAT score of 1913 and high school GPA of 3.90. UGA enrolled approximately one in 20 Georgia high school graduates. The class is 13% non-Georgian, and 29% of the students self-identified as non-Caucasian (7.6% African-American, 12.3% Asian, 5.3% Hispanic and 3.8% other). The class also includes first generation students (6%), Pell recipients (25%) and students from families where English is not the first language (almost 7%).

All of the Complete College Georgia goals that UGA is pursuing are aimed at improving retention and graduation rates, with particular attention on increasing the four-year graduation rate to the mean of our aspirational institutions (68%) by the year 2020. Data indicate an upward trajectory for UGA retention and four-year graduation rates. Our first-year retention rate has been holding steady at 94.2% for the entire student population while the 2014 retention rates for underrepresented populations has improved. These increased from 93.2% to 95% for Black/African-American students and from 91.5% to 93.1% for Hispanic students. Our average first-year retention rate puts us well above the average (89%) of our comparator peer institutions and virtually on par with the average (95%) of our aspirational peer institutions; in fact, the fall 2015 census shows that our first year retention rate for fall 2014 was 95.2%. Our six-year completion rate for the 2008 cohort was 84.6% and 85.3% for the 2009 cohort, both historic highs. The four-year completion rate is also climbing—from 62.4% for the 2009 cohort to 63.1% for the 2010 cohort. UGA continues to invest in faculty, staff and innovative programs to ensure that UGA students have an unparalleled learning experience; this upward trend in first-year retention and six-year completion rates show that these investments are having a positive impact on student success.

UGA has a high performing and academically strong student body. Some students, however, do have difficulty staying on track to completion. In fall 2014, 846 (3.14%) of our 26,882 undergraduates were identified as being in less than "good" academic standing; 724 were on academic probation and 122 were on academic dismissal. This year's update includes our strategies for addressing the needs of these students and for advising them more pro-actively.

UGA also supports a number of high impact programs that affect student success, including our very successful First Year Odyssey program (which is required of all first-year students), first-year learning communities, undergraduate research opportunities, study abroad programs, internships, and service learning courses. In fall 2016 we will launch the Experiential Learning requirement for all UGA undergraduates, a program that will offer all students the kinds of hands-on experiences that enhance learning and position them for success after graduation. We know that these kinds of programs engage our students and that engaged students are more likely to be successful and to stay on track for completion. To take one example, in spring 2015 almost 4,900 undergraduate students took a course with a service learning component, and 73% of those students who responded to a survey reported that the service-learning component of the course positively influenced their intention to complete their degree (see Table 7). Similarly, our Center for Teaching and Learning (CTL) supports an open educational resources program for classes with large enrollments and traditionally expensive textbooks in addition to holding workshops to help faculty design or redesign courses to include high impact strategies such as flipped and blended classrooms, "Reacting to the Past" pedagogy, active learning, and problem-based learning. The Department of Mathematics has initiated a supplemental instruction program to increase student success in the pre-Calculus class that is often an early barrier for many students and thus

impacts retention and completion. And UGA is investing \$4.4 million annually to reduce class sizes by hiring faculty and creating more than 300 new course sections in 81 majors across campus; these include high-demand courses in growing fields such as engineering, business and public health, courses that historically have high failure rates, and “bottleneck” courses that students must take but have a hard time getting into because of limited classroom slots. We will be tracking these new initiatives to see what impact they have on retention and completion and whether the supplemental instruction program might serve as a model for other units across campus.

UGA’s completion strategy combines programs targeted to specific populations as well as those that impact the entire undergraduate population. Our completion strategies were implemented with UGA’s high performing, academically strong student body in mind—to challenge, engage and support students on their way to timely completion.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

The University of Georgia is pursuing the following *Complete College Georgia* goals:

Goal 1: Increase the number of undergraduate degrees awarded by USG institutions.

Goal 2: Increase the number of degrees that are earned on time.

Goal 4: Provide targeted, pro-active advising to keep students on track to completion.

Goal 8: Restructure instructional delivery to support educational excellence and promote student success.

Goal 9: Improve access for underserved communities.

Other Goal: Provide a number of high impact curricular opportunities that support student success at UGA and beyond.

To meet these goals, the University of Georgia has implemented a number of strategies that are synergistic and designed to advance multiple goals simultaneously. Some are targeted to specific populations; others impact the entire undergraduate population as a whole. In addition to making sure that students understand the financial benefits of taking 15 credit hours per semester through the Regents’ flat-rate tuition policy and to improving the quality of the First Year Odyssey Seminar that is required of all first-year students (both of which were reported on in previous years), we are also pursuing the following strategies to meet our goals.

Strategy 1: Hire additional advisors and restructure advising to be more pro-active and to offer additional interventions for students to stay on track to timely graduation (Goal 1, 2 and 4).

Strategy 2: Expand online course offerings, particularly in the summer sessions, to give students more flexibility in planning their programs of study and keep them on track for timely completion (Goal 1, 2, and 8).

Strategy 3: Increase funds for merit-based scholarships and, in particular, for need-based scholarships to increase accessibility among under-represented groups (Goal 1, 2 and 9).

Strategy 4: Reduce the number of students on academic probation and move them toward timely degree completion (Goal 1, 2 and 4).

Strategy 5: 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 supplemental instruction, flipped classrooms, and open educational resources to promote student success (Goal 1, 2 and Other).

MATRIX OF INSTITUTIONAL STRATEGIES

Strategy 1	Hire additional advisors and restructure advising to be more pro-active and to offer additional interventions for students to stay on track to timely graduation.
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions.
	Goal 2: Increase the number of degrees that are earned on time.
	Goal 4: Provide targeted, pro-active advising to keep students on track to completion.
Summary of Activities	<p>Meaningful relationships with advisors are critical elements of excellent undergraduate education and degree completion. On a campus with over 26,000 undergraduate students, students may sometimes feel lost especially in those first few semesters when they often take large lecture classes of 300+ students. Advisors are an important point of personal contact for virtually every student. Advisors at UGA are remarkably well qualified, most holding graduate degrees and many holding terminal degrees; many of them have taught as adjuncts and graduate assistants, or bring other skills, such as counseling backgrounds, to the position; and many have developed special programming for students, such as “50 Things To Do With A Science Major” or “Know Yourself, Find Your Major.”</p> <p>In recognition of the key role played by advisors on campus, UGA hired 25 new advisors; in the summer of 2014 they received extensive training and were distributed among several different schools and colleges on campus. In addition, upon the recommendation of a task force, UGA hired a Director of Academic Advising Services who is providing leadership for university-wide academic advising initiatives and ongoing support for college-level advising services. She is tasked to plan, manage and participate in academic advising initiatives, with an emphasis on university-level projects that advance student counseling and career counseling services at UGA; to oversee assessment of advising campus-wide; to recommend policy to increase retention and degree completion; to help develop best practice guidelines</p>

and training for academic advisors across campus; and to advise the administration on ways to communicate with “millennials” to increase their likelihood to stay on track to completion.

Baseline Status

UGA currently employs 115 professional advisors/program coordinators: of these, 81 are full time with an average case load of 325-350 students each; 22 are 75% time with an average case load of 235 students each; 5 are Lead Advisors at 80% time with an average of 225 students plus additional duties as Leads; 2 are 60% time with an average of 225 students; and 5 are full time but split their time between departmental advising and graduation certification and have an average of 75 students to advise. On average, each advisor advises too many students and most advisors do not stay with a student more than 1-2 years. The goals are fourfold: 1. enriching advisor-student relationships through creating an advisor assignment schedule that allows for a single advisor-student relationship throughout the student’s academic career to the extent possible and using predictive analytic models to match first-year students with appropriate advisors; 2. matching defined student populations with appropriately trained advisors through, in part, developing predictive analytics to assign incoming first-year students into cohorts based on their predicted success; 3. reducing time to an appropriate major choice based on students’ skills and aspirations through providing an Exploratory meta-major option and Exploratory Center for undecided students and students not fully committed to their major; and 4. enhancing the professional image of academic advising at UGA through improving initial training, expanding professional development opportunities for advisors and enacting a career ladder for advisor recognition and promotion.

Changes in the advising structure are expected to improve retention (especially second and third year retention) and completion rates. Targets for 2020: first-year retention rate to improve from 94.2% to 96% and four-year graduation rate to improve from 63.1% to 68%.

Interim Measures of Progress

We are in the process of restructuring advising this year to include pre-enrollment testing to determine before classes begin if a student’s study skills, support, commitment and self-efficacy are robust so that, if needed, an advisor can provide the earliest possible intervention to help that student get and stay on track to completion. We are also developing some predictive analytics solutions to help identify students who may have difficulty staying on track and to help students understand their likelihood of success in particular degree programs. We expect this restructuring will help us both retain first-year and transfer students at even higher levels and improve our four- and six-year graduation rates.

Measures of Success

New advisor hiring, initiated in 2013, has been completed and 25 new professional advisors were deployed in fall 2014 across UGA’s schools and colleges to work directly with students. Although first-year retention rate had been holding steady at 94.2% for several years, it increased to 95.2% the fall following this significant increase in the advising corps at UGA.

A newly created “Director for Advising” position, that will oversee all student advising on campus, has been filled. Plans for restructuring advising are currently in review and will be launched in fall 2016.

Lessons Learned

Because we are in the early stages of planning and implementation, no metrics directly related to student data are available as yet. We will be monitoring and measuring these metrics for future reports.

Strategy 2	Expand online course offerings to give students more flexibility in planning their programs of study and keep them on track for timely completion.
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time.
Summary of Activities	Goal 8: Restructure instructional delivery to support educational excellence and promote student success.
Baseline Status	<p>In 2013, OOL launched the Online Learning Fellows Program to provide faculty with the training and support to design, develop and teach high-quality online courses. Through this initiative UGA has developed over 170 online-only courses or online versions of high-demand courses that fulfill several areas of degree requirements (see Table 6). In addition to individual online courses, recent efforts have focused on creating and delivering online degree programs, most of which are at the graduate level. By offering high-demand, required courses in an online format during the summer, students have flexibility in course scheduling and have access to courses in high-demand areas that allows them to meet degree requirements in a timely manner, ultimately contributing to increased degree completion and reduced time-to-degree.</p> <p>Since 2012, the Office of Online Learning (OOL) has partnered with Schools and Colleges to develop online course offerings at UGA. Although the majority of credit hours are still earned in residential, face-to-face courses, the roster of online courses continues to grow. These courses offer students more flexibility in planning their programs of study and allow students who are studying or interning off campus or who must return home to work fulltime during the summer to stay on track for graduation.</p> <p>Increasing the availability of online courses is expected to improve retention and completion rates. Greater flexibility in fulfilling course requirements through online courses is also expected to increase second and third year retention rates. Targets for 2020: first-year retention rate to improve from 94.2% to 96% and four-year graduation rate to improve from 63.1% to 68%. Future reports will include greater analysis of second and third year retention rates.</p>
Interim Measures of Progress	<p>Since the summer of 2013, enrollments in online courses in the summer have steadily increased, as has the number of online courses offered in the summer (see Table 6). In summer 2013, 1,496 undergraduate students were enrolled in online courses; in 2014, 2,230 students took online courses; and in 2015, the number was 2,822. Of all 6,575 bachelor's degrees awarded in 2014, 695 (10.6%) were awarded to students who completed at least one online course. Of all the undergraduates who were awarded degrees in FY2015, 16% took summer-online courses in Summer 2013; that number more than doubled in Summer 2014 to 38.5%.</p>
Measures of Success	It is clear that online courses contribute to student credit hour production and to progress toward degree completion. Reduced time-to-degree for participants in online courses is the ultimate measure for success and we will continue to track this data for future reports.
Lessons Learned	UGA has seen significant increases in summer enrollment, especially in online courses over the past two summers. It seems clear that increased communication across campus helped drive these increases and that effort will continue. UGA is continuing its program to support the creation of additional online courses, in particular courses that fulfill core requirements, major requirements, or are in high demand. In addition, the Registrar is using the wait-list feature in Banner to help departments identify high demand courses early enough to be able to add more sections to accommodate students.

Strategy 3	Increase funds for merit-based scholarships and, in particular, for need-based scholarships to increase accessibility among under-represented groups
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time.
Summary of Activities	Goal 9: Improve access for underserved communities.
	<p>UGA launched the Gateway to Georgia Scholarship program in 2012 in response to the increased need for student financial support in general and for aid for under-represented groups in particular. Gateway to Georgia is an effort designed to meet the increasing need of students who are academically qualified but have financial circumstances that might otherwise prevent them from pursuing a UGA degree. The scholarship program hopes to improve access to college and increase retention and graduation rates at Georgia's first land-grant university. As frequently cited in higher education literature, financial need is one of the greatest barriers to college completion. By reducing the amount of unmet financial need, the Gateway program improves the likelihood of completion for students.</p> <p>Staff members are actively soliciting funds, and almost \$1.9M has been received to date. The three scholarships under the Gateway to Georgia program are Georgia Access, a need-based scholarship program awarded by the Office of Student Financial Aid (OSFA); Georgia Opportunity, a merit-based program awarded by Undergraduate Admissions; and Georgia Gateway General, a general scholarship with more flexible award criteria (but which does not yet have a spending budget). The Georgia Access Scholarship has grown over the past few years thanks to additional support from donors. In 2014, the Georgia Department of Revenue</p>

Baseline Status	<p>allocated \$339,940 of UGA license plate sales to the Georgia Access Scholarship Fund; the Georgia Athletic Association allocated \$625,000 toward the Georgia Access Scholarship; and in 2014, UGA partnered with the Lettie Pate Whitehead Foundation to award \$205,000 to 205 students which has helped under-represented students at UGA. An estimated 43% of the Georgia Access Scholarship recipients are from first-generation families as reported on the Free Application for Federal Student Aid (FAFSA) and 42% are from ethnic households. The average Expected Family Contribution (EFC) of the Georgia Access scholar is \$179 per year. Since 2011, UGA has experienced dramatic growth in the Georgia Access Scholarship program. An important goal is to decrease the amount of unmet financial need for Georgia Access scholars by 2020.</p>
Interim Measures of Progress	<p>During the first year of the program (2011-12), UGA awarded \$316,000 to 141 undergraduate students. In 2014-15, UGA awarded over \$1,356,000 to approximately 600 undergraduate students. This represents a 325% increase in Georgia Access Scholarship recipients and a 329% increase in award amounts; despite this rapid increase, the average amount of the award (approximately \$2200) is inadequate since the average financial aid gap for Georgia Access scholars is \$8,200 after the Federal Pell Grant and gift aid is taken into account.</p>
Measures of Success	<p>Once data on the first cohort of students receiving the Georgia Access Award are available, OSFA will create metrics to measure the success of this program. In fall 2013, OSFA developed financial aid recipient profiles for each of UGA's colleges/schools. These profiles have been finalized for the 2012-13 academic year and will help individual academic units gauge the financial needs of their students. OSFA plans to make the profiles available on an annual basis.</p>
Lessons Learned	<p>As frequently cited in higher education literature, financial need is one of the greatest barriers to college completion. The assumption is that reducing the amount of unmet financial need will impact retention and completion rates. The OSFA will track this for each cohort moving forward and will report it as data become available.</p>

Strategy 4	<p>Reduce the number of students on academic probation and move them to timely degree completion.</p>
Related Goals	<p>Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Goal 9: Improve access for underserved communities.</p>
Summary of Activities	<p>An essential component in the effort to reduce the number of students on academic probation and to move them to timely degree completion is the Division of Academic Enhancement (DAE) which is housed within the Office of the Vice President for Instruction. Over the last three years DAE has continued to expand the Collaborative Academic and Retention Effort (CARE) program, an early intervention program designed to address the individual needs of students placed on academic probation, which is used by most schools and colleges at UGA who refer students to the program; these participating schools and colleges account for 98% of UGA's undergraduate student body. CARE participants experience significant increases in GPA and often return to good academic standing within one semester of participation. By identifying struggling students early and helping them return to good academic standing, retention and completion become more realistic outcomes for these students.</p> <p>CARE participants benefit from one-on-one consultations with academic specialists. Prior to the initial CARE appointment, students fill out a survey describing their study habits and identifying roadblocks to academic success. Using the information from the survey, CARE specialists create a personalized improvement plan and provide valuable resources for each student. Students who are served through the CARE program include those who fall on scholastic probation for the first time; are on continued probation and are re-admitted (post-dismissal); and students who self-select into the program, seeking to heighten or improve academic performance. Faculty can also refer students who need academic assistance through the Early Alert Program; those students receive the same services as CARE students.</p>
Baseline Status	<p>Some UGA students do have difficulty staying on track to completion. In fall 2014, 846 (3.14%) of our 26,882 undergraduates were identified as being in less than "good" academic standing; 724 were on academic probation and 122 were on academic dismissal. Early intervention programs, such as the CARE program, play an important role in returning students to "good" academic standing. The CARE program has grown over the last several years to include most of the undergraduate schools and colleges at UGA. In fall 2015 the Division of Academic Enhancement began reaching out to pre-identified students before they failed a course to offer them academic support. Predictive analytics will be used in future to work more aggressively with students before they are placed on academic probation.</p>
Interim Measures of Progress	<p>CARE students in spring 2014 had an average increase of 0.94 (vs. 0.89 in spring 2013) in their term GPAs. When comparing the participants' GPAs for the semester that placed them on academic probation to the participants' GPAs for the semester they received CARE assistance, the overall increase was found to be significant ($t = 12.14, p < 0.001$). By contrast, those who delayed participation or did not participate at all displayed an average increase of 0.05 (vs.</p>

	0.03 in spring 2013) in their term GPAs. A t-test revealed that students who were required to participate in CARE had a statistically significant ($p < 0.05$) increase in their GPAs compared to students who were eligible but did not participate. The control group for this interim measure of progress consists of eligible students who did not participate. An additional control group determined by the non-participating schools and colleges is not feasible, as only three schools/colleges (all with a small number of undergraduate students) do not actively participate in the CARE program. Therefore, such a comparison would not yield beneficial measurements.
Measures of Success	Forty-one percent (vs. 46% last year) of students who participated in CARE in spring 2014 cleared probation by spring's end as expected. Only 7% (vs. 6% last year) of students who delayed participation or did not participate at all cleared probation by spring's end. Helping students on academic probation return to good academic standing should lead to improved retention and completion rates.
Lessons Learned	Staff in the Division of Academic Enhancement is puzzled by the 5% decrease between this year and last in the number of students participating in CARE who cleared probation by spring's end. They will continue to track these students to determine what other factors may impact their return to "good standing" to see what other services may be required.

Strategy 5	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 supplemental instruction, flipped classrooms, and open educational resources to promote student success.
Related Goals	Goal 1: Increase the number of undergraduate degrees awarded by USG institutions. Goal 2: Increase the number of degrees that are earned on time. Other Goal: Provide a number of high impact curricular opportunities that support student success at UGA and beyond.

Summary of Activities	<p>UGA's Center for Teaching and Learning (CTL) supports a number of initiatives that impact student success and completion. For example, it coordinates an Open Education Resources (OER) program for classes with large enrollments and traditionally expensive textbooks. CTL staff also hold regular workshops to help faculty design or redesign courses to include high impact teaching strategies such as flipped and blended classrooms, "Reacting to the Past" pedagogy, active learning, and problem-based learning; and they run a variety of fellows and mentoring programs that help faculty utilize these and other high impact strategies. In addition, the Department of Mathematics has initiated a supplemental instruction program to increase student success in the pre-Calculus class that is often an early barrier for student success and delays time to completion. UGA is also investing \$4.4 million annually to reduce class sizes by hiring faculty and creating more than 300 new course sections in 81 majors across campus; these include high-demand courses in growing fields such as engineering, business and public health, courses that historically have high failure rates, and "bottleneck" courses that students must take but have a hard time getting into because of limited classroom slots.</p> <p>Supplemental Instruction in Pre-calculus: The Department of Mathematics has, for the past several years, offered several sections of Intensive Pre-calculus (MATH 1113) for at-risk students (those who matriculate with low scores on the departmental placement test). These sections meet two extra hours each week and are smaller in size (25 students vs. 40). Students take the same exams as students in the regular course and receive three credit hours as in the regular course. The homework and (proctored) exams are administered online through WebAssign; thus grading standards are nearly uniform across sections. Data show that these intensive courses are successful, and that there is a need for more of them. Therefore in spring 2015, the department piloted a program that used an undergraduate peer teaching assistant (UTA) to conduct the extra class hours in close contact with the course instructor. In this pilot, much of the extra time was spent working on worksheets or at the computer, usually in small groups. Beginning this academic year, the pilot is being expanded and three of the intensive sections will use UTAs to provide supplemental instruction. In addition, CTL will help train the UTAs. Small Class Size Initiative: Beginning this fall and continuing next year, UGA will hire 56 new faculty members to enhance the learning environment by reducing class sizes. The addition of these new faculty will add a total of 319 new course sections across campus. Faculty will be strategically placed to affect 81 majors, about 59% of the areas in which students can major at UGA. A significant number of these classes are high-demand courses in growing fields, courses with high "Drop/Fail/Withdraw" rates, and "bottleneck" courses that students must take but have a hard time getting into because of limited classroom slots or scheduling problems. The smaller class size and increased number will help students be more successful and decrease the time it takes for many to graduate. Other Programs: This summer UGA used the waitlist feature in Athena to help academic departments keep abreast of course demands/bottlenecks when building their</p>
-----------------------	---

course schedules to prevent students from being shut out of courses they needed for degree completion. We will continue to use this feature during the academic year. In addition, we expect finally to launch the DegreeWorks Planner sometime this fall. This program offers students an online set of academic planning tools that help them and their advisors see what courses and requirements they need to complete their programs of study; once students learn how to use the Planner effectively we expect that it will both increase the number of degrees awarded overall and decrease excess credits accumulated by students. Also see Appendix B for a complete description of the programs sponsored by CTL that support Strategy 5

Baseline Status	MATH 1113 is a prerequisite course for several majors on campus and has a high DFW rate. Improving the pass rate for this particular course will impact several students and help UGA reach its retention and four-year graduation targets.
Interim Measures of Progress	The preliminary data for the MATH 1113 pilot (see Table 9) is very promising; the retention rate for the pilot sections is higher than the averages for the other intensive sections and the test scores are generally higher as well. As MATH 1113 is a gateway course for many students who pursue degrees in STEM fields, this new approach could have a significant impact on retention in those disciplines and the graduation rates of these students.
Measures of Success	We will monitor this pilot and track these students for future reports. If the preliminary data hold up, we will be studying how to extend this model to other large classes with high DFW rates. We will also be monitoring the impact of the smaller class size initiative and the launch of the DegreeWorks Planner.
Lessons Learned	As this is a new program, lessons learned will become apparent in future years.

Observations

UGA's retention and completion plan is focused both on having an engaging and supportive environment designed for the success of all students and on providing specific programs for students who are at risk. UGA students are being retained and are completing bachelor's degrees at exceptional rates. UGA's first-year retention rate for all students has hovered around 94.2 % every year from 2004 through 2013; this rate far exceeds the average (89%) of our comparator institutions and is virtually on par with the average (95%) of our aspirational peer institutions (see Tables 2-4). Of particular interest is the fact that the first-year retention rates for underrepresented populations increased from 93.2% to 95% for Black/African-American students and from 91.5% to 93.1% for Hispanic students. Our four-, five- and six-year completion rates also outpace most peer institutions and many aspirational institutions (see Table 5). Over the past 10 years, for example, completion rates have increased by several percentage points. For the 2007 cohort, the four-year completion rate was 58%; but for the 2010 it was up to 63.1% (vs. 62.4% for the 2009 cohort). Similarly, the average time to degree for entering freshmen has steadily declined, from a high of 4.28 years for those graduating in 2005 to an historic low of 4.02 years for those graduating in 2015 (see Table 8). Our goal is to boost our four-year completion rate to 68%, the mean of our aspirational peer institutions, by 2020.

An important part of our effort to create an engaging and supportive environment designed for the success of all students is the First Year Odyssey Seminar (FYOS) that has been discussed in our previous updates. This program is entering its fifth year; 100% of all incoming freshmen take an FYOS that connects first-year students with tenured/track faculty in a small class environment. According to student surveys, 58% of students said their seminar helped them make plans for future learning, 59% learned about an opportunity to participate in UGA research and 81% said they were introduced to faculty members' roles at UGA. These surveys also indicate that a majority of students believe their experience in their FYOS helped them understand 1) the importance of taking responsibility for their learning experience, 2) their personal goals for learning and 3) their plans for their future learning. The seminar has clearly been effective at introducing students to UGA and integrating them into the campus.

Previous reports have also specific programs available to students who are at risk, in particular the Collaborative Academic and Retention Effort (CARE) program, an early intervention program housed in our Division of Academic Enhancement. We are encouraged by the progress that students on academic probation who participate in that program make towards returning to good academic standing. Students who participate in CARE see significant increases in their GPAs and are often back in good academic standing within one semester of participation. Because of the success of this program, we are considering offering a special UNIV course with additional academic coaching that would be mandated for students who return from academic dismissal to help them stay on track. By identifying struggling students early and helping them get back into good academic standing, retention and completion become more realistic outcomes for these students. This strategy has been effective and will continue as part of UGA's efforts to reach our retention and completion targets.

An increase in online courses, especially those offered in the summer, has also been reported on in previous years. Over the last two summers, UGA has seen dramatic increases in online summer offerings and more and more students are graduating with at least one online course in their dossier. This strategy is paying benefits and will continue to play a part in UGA's retention, progression and completion plans.

This year's report focuses on several new strategies and initiatives to help reach those targets. These initiatives include 1) a pilot program in Pre-calculus to offer supplemental instruction as just-in-time remediation for students enrolled in a difficult class that is often a gate-keeper course; 2) a plan to hire faculty to teach more than 300 new course sections in high-demand courses, in courses that historically have high failure rates, and in "bottleneck" courses that students must take but have a hard time getting into because of limited classroom slots; 3) a new advising model that will use predictive analytics to assign incoming first-year students into cohorts based on their predicted success in

order to provide them with more intrusive, pro-active advising; and 4) more high impact practices that support educational excellence and promote student success, including the Experiential Learning requirement that will begin in fall 2016. As we implement these initiatives this year, we will be putting assessment, evaluation and data collection procedures in place to judge the effectiveness of these initiatives. Improved metrics and better methods for identifying students with multiple risk factors will be essential to our retention, progression and completion efforts. These initiatives will help UGA reach its targets for 2020: first-year retention rate to improve from 94.2% to 96% and four-year graduation rate to improve from 63.1% to 68%. We will be tracking and reporting on these four strategies and initiatives in next year's report.

As we near the end of the implementation process for Banner, we are looking forward to being better able to collect more data on student retention and progression; we will use this information track students on an individual basis and to create predictive models that will help us identify different factors affecting student success. In addition to Banner, we hope to be able to launch the DegreeWorks Planner in spring 2016 if the vendor can resolve the numerous issues we are experiencing with the software. Once this program is launched, we will have informational sessions available for students and academic advisors to make sure they know how to use the program effectively to stay on track to degree completion.

This year the UGA Retention, Progression and Graduation Group will be reinstated and will include representatives from financial aid, institutional research, academic enhancement, instruction, student affairs, and various schools and colleges. This group will meet frequently to discuss the progress of various new initiatives, evaluate new initiatives, and discuss data collected for all of our strategies. We may decide to appoint a Retention and Graduation Coordinator to oversee all of our retention efforts and help implement new initiatives.



University of North Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia (UNG), a 4-campus institution of over 16,000 students, was created in January 2013 from the consolidation of North Georgia College & State University (NGCSU) and Gainesville State College (GSC), and includes campus locations in Cumming, Dahlonega, Gainesville, and Oconee. UNG’s fifth campus in Blue Ridge will open this fall and will increase college opportunities for more students in northeast Georgia. The combined strengths and history of the two previous institutions are reflected in the mission of the new university. UNG focuses on academic excellence in liberal arts, pre-professional, professional and graduate programs, military education, service, and leadership as part of its legacy from the former NGCSU. In addition, UNG retains NGCSU’s status as one of only six senior military colleges in the United States, and is designated by the Georgia General Assembly as The Military College of Georgia. UNG has earned renewal of the elective Carnegie Community Engagement Classification. This highlights our ongoing commitment to community partnerships that enrich our educational experience. Carried over from the former GSC, UNG emphasizes broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia and seeks to assure the success of its students and contribute to the quality of life in the surrounding region. UNG, with an emphasis on diversity and international issues, prepares students to function in a global society.

This combined focus on academic excellence, military education, leadership, engagement, and access has resulted in a UNG legacy that allows multiple pathways for degree completion and career preparation. These pathways provide opportunities and support for students with a wide range of academic preparation as well as academic and career goals within a single institution. The goals and strategies we have chosen to focus on in our Complete College Georgia plan reflect the breadth of our mission and these multiple pathways, which include certificates, associate degrees, bachelor degrees and graduate programs. The two-tiered tuition model for our associate degree and bachelor’s degree pathways provide a fundamental level of access to higher education for the population of Northeast Georgia. UNG enrollment for fall 2014 consisted of a total of 16,064 students

UNG 2014 Demographics		UNG 2014 Military Data	
Total number of enrollment fall 2014	16,064	UNG Veteran Enrollment - Full-Time	617
Full-Time	68%	UNG Veteran Enrollment - Part-Time	116
Part-Time	32%	Grand Total	733
Adult Learners	18%		
First Generation	20%		
Low-Income	40%		
Underserved Minority Groups	14%		

By choosing to increase the number of undergraduate degrees awarded, shorten time to degree completion, and restructure instructional delivery to support educational excellence and students success (Goals 2, 6 and 8), we have focused on strategies that serve this diverse student body. We target academically strong high school students through our dual enrollment program, and students attending full-time with our Fifteen-to-Finish campaign, while providing flexibility for adult learners, veterans and part-time students by expanded online course offerings and opportunities to receive credit for prior learning. When we focus on strategies that reduce time to degree, and thus reduce the cost of the degree, we benefit not just our low income students, but all students and their families.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High-impact strategy	Fifteen to Finish campaign, Promote full-time enrollment of 15 credit hours per semester
Related Goal	2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)
Summary of Activities	While it is too early to report graduation rates of students impacted by 15 to Finish, UNG has successfully implemented the 15 to Finish Game Changing Strategy. This past academic year, over 15,000 college, middle, and high school students, parents, and counselors have heard the benefits of 15 to Finish and previewed the Georgia 15 to Finish Video. The 15 to Finish initiative has been incorporated on all UNG campuses during orientation to target incoming freshman and transfer students. The Advising Center advises new freshman to enroll in 15 or more credit hours and has adopted 15 to Finish marketing materials to encourage current students to increase enrollment to a minimum of 15 credit hours per semester (See Appendices A-E).

Complete College Georgia | Campus Plan Updates 2015

- Baseline Status**
- Number of students completing associate degrees in 2 years.
 - Number of students completing bachelor’s degree in 4 years.
 - Number of students enrolling for 15 or more credit hours in fall and spring.
 - Number of students completing 30 or more credit hours in their first academic year.

Interim Measures Of Progress A comparison of enrollment by credit hours from fall 2013 through fall 2015 enrollment to date indicates an increase in the number of students taking 15 or more credit hours.

15 to Finish	Fall 2013	Fall 2014	Fall 2015
Students taking 15	1330	1816	2061
Students taking > 15	1650	1902	1941
Total # full-time students (12 or more)	10,022	10,745	11,768
% of full-time students taking 15 or more credits	29.7%	34.6%	34%

- Measures of Success**
- Number of students completing associate degrees in 2 years.
 - Number of students completing bachelor’s degree in 4 years.
 - Number of students enrolling for 15 or more credit hours in fall and spring.
 - Number of students completing 30 or more credit hours in their first academic year.

Lessons Learned UNG increased enrollment by 3.9% from fall 2013 to fall 2014. Retention rates have also increased for first-time, full-time freshman from 76.04% in fall 2012 to 82.24% in fall 2013. An increase in enrollment and retention has made it challenging to offer 15 or more credit hours to current students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. UNG has purchased Ad Astra software to measure and predict demand for courses. The software has also served as a resource to predict hiring needs for courses.

Achievement data shows that full-time students at UNG have higher grade point averages than part-time students (See Appendix F). We have learned that educating students and parents on the benefits of on-time college completion has empowered students to make better choices.

High-impact strategy Expand dual enrollment programs

Related Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school

Summary of Activities UNG conducted ACCEL Recruitment Events and Counselor Workshops on each campus during fall 2014 and spring 2015. Over 2,300 parents and students visited our campuses to learn about dual credit opportunities. Each campus assigned an ACCEL academic advisor for high school students, parents, and counselors to provide information, assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. We have developed a model to strategically deliver dual enrollment courses to rural high schools in our service area. For the 2015 school year, UNG is partnering with Fannin, Jackson, Oconee, and Union County School Systems in the delivery of ACCEL/MOWR courses at the high schools.

- Baseline Status**
- Number of students enrolled in dual enrollment
 - Number of credits awarded to dual enrolled students
 - Number of high schools from which we draw dual enrolled students
 - Percent of dual enrolled students who matriculate into UNG immediately following high school completion

Interim Measures Of Progress UNG had 462 students participate in ACCEL fall 2014 compared to 265 fall 2013. UNG awarded a total of 3,789 credits for the 2013 academic year compared to 6, 684 credits for the 2014 academic year. This represents a 76% increase in credit hours awarded. Additionally, UNG **retained 50.2%** of dual enrolled students who completed high school in spring 2015 compared to 43% of ACCEL students who completed high school in spring 2014. Students in the dual enrollment program participated from 62 different high schools in fall 2014 compared to 59 high schools in fall 2013.

Preliminary statistics based on fall 2015 enrollment to date show **an increase of 135%** from fall 2013 to fall 2015.

UNG Dual Enrollment	2013	2014	2015
# students dual-enrolled	265	462	625
# credits earned	3789	6684	
% of participating Seniors who matriculate to UNG after high school	43%	50.2%	

Measures of Success	<ul style="list-style-type: none"> • Number of students enrolled in dual enrollment • Number of credits awarded to dual enrolled students • Number of high schools from which we draw dual enrolled students • Percent of dual enrolled students who matriculate into UNG immediately following high school completion
Lessons Learned	Due to high matriculation rates of dual enrolled students, UNG Dual Enrollment Advisors developed a customized orientation to help students progress and complete programs of study at UNG. Dual enrollment students who transition into the fall cohort are unique because they have earned college credit. However, many are new to full-time course work. Students received assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion. UNG has created a Dual Enrollment Coordinator position for FY 16 to provide more college opportunities for students, support relationships with high school counselors, and coordinate student advising.
High-impact strategy	Promote the CLEP exam
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment.
Summary of Activities	During the process of consolidation of the new university, all the necessary policies and procedures to support this goal were approved through our academic policy approvals process and implemented with the 2013-2014 academic undergraduate catalog. Academic advisors and the coordinator of the Center for Adult Learners and the Military (CALM) are familiar with these programs so that they can appropriately encourage students to take advantage of them. Information regarding prior learning credit is being incorporated into our 15-to-Finish presentation at New Student Orientation. Information about prior learning assessment is included on our website.
Baseline Status	<ul style="list-style-type: none"> • Number of tests administered. • Number of credits awarded based on CLEP scores.
Interim Measures Of Progress	The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. For the third consecutive year, UNG is number one in the state of Georgia for total number of CLEP exams administered and in the top 100 in the nation for total number of CLEP exams administered. In the 2014-2015 academic year the institution administered a total of 970 CLEP tests and awarded 3,668 credits.
Measures of Success	<ul style="list-style-type: none"> • Number of tests administered • Number of credits awarded based on CLEP scores
Lessons Learned	Although CLEP is an effective strategy for shortening time to degree completion, UNG has learned that all USG institutions do not accept CLEP credit on transcripts from other USG institutions. Some institutions require students to take additional assessments. We have made provisions to communicate policies with parents and students who seek to transfer CLEP credit.
High-impact strategy	Award credit based on ACE credit recommendations
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment
Summary of Activities	Through our Center for Adult Learners and the Military, we carefully review a student's experience, corporate training, and military transcripts using ACE recommended guidelines. The coordinator then makes a recommendation of credit to the academic department for approval. Once credit for a particular type of training has been approved by the academic department, it does not have to be approved again. Thus with each military or corporate transcript reviewed, we continue to build our database of articulated credit, streamlining the process for future students. We follow ACE guidelines in awarding credit.
Baseline Status	<ul style="list-style-type: none"> • Number of credit hours awarded
Interim Measures Of Progress	In fall 2013, we were able to award 266 hours of credit to military transcripts across thirteen different academic departments, including two students who earned graduate credit. In fall 2014, we awarded 238 hours to military transcripts across sixteen different academic departments. Additionally, we developed an automatic approval list for military credits. At this time, UNG is the only institution within the USG system that has an automatic approval list for military credits.
Measures of Success	<ul style="list-style-type: none"> • Number of credit hours awarded.

Lessons Learned UNG is working with academic deans and department chairs to expand the number of academic departments to award credit to military transcripts and to increase the number of credits on the automatic approval list. These efforts are important as we strive to recruit, retain and graduate students who have served in the military. Additionally, UNG has shared processes with the system office and other USG institutions to increase educational options available to military personnel and veterans.

High-impact strategy Expand completely online opportunities

Related Goal 8: Restructure instructional delivery to support educational excellence and student success

Summary of Activities UNG continues to increase the number of courses offered online, while ensuring the quality of these courses by requiring all online courses to undergo a Quality Matters review. To expand these opportunities more rapidly, and to strategically target its own course development resources, the institution became an eCore affiliate in spring 2014. Students who enroll in eCore courses can earn a two-year Associate of Arts or Sciences degree or fulfill the first two years of their general education requirements of the baccalaureate degree. This strategy promotes student success because students can take courses conveniently on-line without interrupting their college careers due to a lack of available courses on campus or a lack of resources. UNG hired an eCore advisor to serve as a single point of contact for eCore students and to contact and assist at-risk students. We have also implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses. Smarthinking is a service that provides online tutoring to students 24 hours a day. On-line students have received over 800 hours in tutoring services since fall 2014.

- Baseline Status**
- Number of credits attempted in fall for courses offered completely online.
 - Number of credits successfully completed in fall for courses offered completely online.
 - Number and % of degrees conferred in which at least one course has been fully online

Interim Measures Of Progress From fall 2013 to fall 2015, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 2,659 participants. The overall increase for the past two academic years is 23%. Greater gains were made in online course registrations. From fall 2013 to fall 2015, course registrations **increased by 71%**. Completion rates for online courses average 81.38%.

	Online Headcount	Online Course Registrations	Successful Completion
Semester	Total	Total	Total
Fall 2013	2158	3025	
Spring 2014	2411	3446	80.56%
Summer 2014	1514	2055	86.37%
Fall 2014	2535	3756	78.75%
Spring 2015	2864	3995	79.85%
Summer 2015	2320	3107	
Fall 2015	2659	5160	

- Measures of Success**
- Number of credits attempted in fall for courses offered completely online.
 - Number of credits successfully completed in fall for courses offered completely online.
 - Number and % of degrees conferred in which at least one course has been fully online.

Lessons Learned The on-line orientation was implemented fall 2014 to inform students about expectations in an on-line course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the on-line orientation had higher grades point averages than students who did not participate.

OBSERVATIONS

The University of North Georgia has made several efforts to create a culture of 15 to Finish. However, it has been challenging to meet the demand of current students who wish to enroll in 15 or more credit hours. The availability of qualified faculty, support staff, and in some instances specialized instruction space limit our ability to meet the demand. Additionally, we want to ensure students are enrolling in the right 15 credits that will apply towards their program of study. UNG has purchased Ad Astra Software to help predict enrollment patterns, alleviate bottlenecks, reduce non-productive credits, and increase time to completion.

UNG was selected as a vanguard institution for the Guided Pathway Initiatives. This initiative, along with intrusive advising, did not progress as quickly as planned. However, we have implemented policies to target all students who have

not declared a major or who did not complete Area A. Students in these categories receive a registration hold and are required to meet with an advisor for guidance prior to registering for their next course load. To assist with advising and degree mapping, we have invested in Civitas Inspire for Advisors and Degree Maps technology to which will help create an infrastructure to keep students on track for degree completion. Joining eCore and expanding online courses in AREA F has also been an integral part of our infrastructure. This past year we added two courses to AREA F and will add two more courses to Area F this fall. This strategy permits more students to stay on track for graduation due to increased course availability. Additionally, we anticipate that Degree Works will be fully implemented in fall 2016 and will offer yet another avenue for students to track their progress as well for the institution to predict course needs.

Dual Enrollment has increased by 135% over the past two years. One of our priorities for our dual enrollment program is to help students, especially underserved students, earn college credit while still in high school, matriculate directly into UNG upon high school graduation, and earn a postsecondary credential. In the past, our dual enrollment program was comprised of middle-income and high-income students. We have adjusted our strategies to target high schools with high poverty rates. This past academic year, Jackson and Union County high schools participated in the Dual Enrollment University Center. Both high schools have significant populations with free/reduced lunch price. Hall County schools will be added as a dual enrollment partner in 2016. They will provide transportation to students which will enable us to reach a broader segment of academically prepared students from underserved populations. With lower income and minority students in particular, a successful dual enrollment experience can make the difference in their desire and ability to pursue a postsecondary degree.

UNG has experienced success with several college completion initiatives over the past three years. In spring 2016, UNG will host its very first Complete College Georgia Awards Ceremony. The UNG CCG Awards Ceremony will honor team members who have implemented high-impact strategies to increase retention, progression, and completion for UNG students.



University of West Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of West Georgia, a charter member of the University System of Georgia, is a comprehensive, residential institution providing selectively focused undergraduate and graduate education primarily to the people of West Georgia. The University is also committed to regional outreach through a collaborative network of external degree centers, course offerings at off-campus sites and an extensive program of continuing education for personal and professional development. Opportunities for intellectual and personal development are provided through quality teaching, scholarly inquiry, creative endeavor, and service for the public good.

The University of West Georgia has 86 active programs of study, including 43 at the bachelor's level, 29 at the master's and specialist levels, four at the doctoral level, and 10 at the advanced certificate level. The university awarded 2,358 degrees and awards in fiscal year 2014. The number conferred has risen since fiscal year 2009 when the university awarded 1,895 degrees. This represents an increase of 24%.

There were 12,206 students enrolled in the Fall 2014 semester: 10,249 at the undergraduate level and 1,957 at the graduate level. The overall enrollment at the university has grown 19% since the Fall 2008 semester. UWG has a diverse student population: 54.4% are Caucasian, 35.3% of the students are African-American/Black American, 4.1% are Hispanic, 2.9% are of mixed race, 1.6% are Asian, 1.3% did not declare any race, 0.1% are American Indian/Alaskan Native, and 0.1% declared as Native Hawaiian/Pacific Islander.

Ninety-five percent of the student body was from Georgia and represented 44 different counties. Carroll, Cobb, Coweta, Douglas, and Fulton were the five counties with the largest numbers of students at UWG. There were 492 out-of-state students representing 44 of the 49 remaining states. Alabama, Florida, California, New York North Carolina, South Carolina and Tennessee were the top states sending students to UWG. Additionally, there are 172 students from 75 countries Canada, China, India, Jamaica, Kenya, Nigeria, Russia, and Trinidad and Tobago were the top countries sending students to UWG.

The number of students eligible for the Pell grant has steadily increased in the past five years. In the Fall 2009 semester, 44.66% of the undergraduate population was Pell eligible. The fall semester of 2010 saw an increase when 52.16% of UWG students were Pell eligible. The percentage held at 52% in the 2011 and 2012 fall semesters. In Fall 2013, the percentage of students who were Pell eligible rose to 55.24%. For the Fall 2014 semester, the percentage of the undergraduate population who were Pell eligible fell back down to 53.6%.

The University of West Georgia has been committed to providing access to college for students in the western region of the state, as well as students from across the state of Georgia and the nation. Given the makeup of our student population and demographic trends in our region and in response to the Complete College Georgia (CCG) imperatives, the university is taking a more directed approach to helping our students with course progression and degree attainment. This commitment to progression and attainment has helped the university identify five key priorities to help our students be successful in obtaining a degree. Those five are discussed in Part 2: Institutional Completion Goals, High-Impact Strategies and Activities.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES & ACTIVITIES

This update addresses the five most prominent strategies targeted by the University of West Georgia as the campus engaged in its completion efforts, with the ultimate goal of increasing the number of undergraduate students who earn a bachelor's degree. The five strategies emerged from the nine College Completion goals and strategies explicitly provided by the University System of Georgia.

With regard to the overarching, mandatory *Goal 1, Increase the number of undergraduate academic degrees*, all of our completion efforts are designed to help UWG undergraduate students earn their bachelor's degrees in a timely manner. Our institution has achieved steady, incremental improvement with Goal 1 since the implementation of Complete College Georgia, as evidenced by the following:

- Measure of Progress. First year retention rates for the Fall 2013 entering freshman cohort are 74.18%, up almost 4% from 70.76% for the Fall 2012 cohort (see Appendix Table 4).
- Measures of Success
 - The number of bachelor's degrees conferred has increased steadily each year for the past five years, with 1,660 degrees awarded in Fall 2014 (see Appendix Table 12, which shows successive Fall term data since 2010).
 - The number of bachelor's degrees conferred by STEM fields has increased steadily each year for the past five years, with 200 degrees awarded in FY14 (See Appendix Table 16, which shows successive fiscal year data since FY10).

The remainder of Part 2 (Institutional Completion Goals and High-Impact Strategies and Activities) addresses UWG's five most prominent strategies for the 2014-2015 academic year. Each begins with a high-impact strategy and is followed by the aligned CCG goal. Implementation activities undertaken this past year are described with links to measures of progress and success, and lastly, each section concludes with lessons learned.

High Impact Strategy 1	<p>Intrusive Academic Advising</p> <p><i>USG Goal 4: Provide intrusive advising to keep students on track to graduate</i></p> <p>Three major activities supported Intrusive Academic Advising this past year. They are: (1) Advising with Targeted Tier Populations, (2) Encouragement to enroll in 15 semester credit hours, and (3) the Educational Advisory Board’s Student Success Collaborative (EAB-SSC) pilot project, which was designed to precede the campus-wide implementation of the new advising platform that will begin in Fall 2015.</p>
Activity 1	<p>Advising with Targeted Tier Populations</p> <p><i>USG Strategy 4.3: Use Degree works to track student progress</i></p>
Summary of Activities	<p>The Advising Center employs professional advisors who serve seven majors during their freshman and sophomore years: Biology, Mass Communications, Criminology, Pre-Nursing, Psychology, Sociology, and those students who have not yet declared a major (i.e., Undecided). The advisor reviews each student’s history and degree progress to place him/her into one of four tiers and to determine the best level of service for that individual. This Targeted Tier Populations model applies specific service plans to best meet students’ needs, while simultaneously making efficient use of institutional resources. The four tiers and a summary of their service plans follows:</p> <ul style="list-style-type: none"> • Tier 1 ‘Action’ Students are those whose overall hours earned indicate they will graduate in 5 or 6 years. Advisors pursue these students via intrusive methods to schedule face-to-face meetings, teach them how to use advising resources effectively (e.g., DegreeWorks/WolfWatch, Class Bulletin, websites), review current schedules for appropriateness of major and enrollment in 15 credit hours, email encouragement for progress and desire to accelerate progress, and follow-up with resource referrals. Research indicates that these ‘murky middle’ students perform well when advising is more intrusive than not; thus, advising holds are placed on these students’ records. The holds require them to meet with their advisor. • Tier 2 Students are ‘Action-New’ Students. The service plan for these students is similar to that of Tier 1 students, with exceptions that tailor interactions to address the needs of students who are new to the institution. These students are required to meet with their advisor. • Tier 3 Students are ‘Star’ Students. These are returning students whose overall hours earned indicate they are on track to graduate within four years. Services are similar to those of Tier 1 students, except that they are advised upon request. • Tier 4 ‘No Action’ Students are those whose overall hours earned indicate that they will not graduate within 6 years. Most are on Academic Warning or Probation and receive Academic Coaching through the Center for Academic Success. Tier 4 Students are strongly encouraged to see an academic advisor for help in determining appropriateness of the major and how best to progress more quickly toward graduation; however, scarce resources have been directed to those students who will make best use of meetings with their advisors (Tiers 1-3).
Interim Measures of Progress	<p>Usage data for each of the four tiers (Number of students served through Advising Center) (Appendix Table 40)</p> <p>Number of students who meet 30-60 hour benchmarks (Appendix Table 10)</p>
Measures of Success	<p>Number of students who meet 90 hour benchmarks (Appendix Table 10)</p> <p>Freshman retention rates (Appendix Table 4)</p> <p>Number of hours attempted and earned each term and at graduation (Appendix Tables 22, 28, 30)</p>
Activity 2	<p>Emphasis on Enrollment in 15 Credit Hours per Term</p> <p><i>USG Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees ‘on-time.’</i></p>
Summary of Activities	<p>Professional Advisors in the UWG Advising Center serve first year (and often second year) students in seven majors, as noted above (Intrusive Academic Advising, Activity 1). In Fall 2014, a number of Advising Center advisors encouraged their students to register for 15+ credits in Spring 2015. The tactic was successful, as the percentage of students enrolled in 15+ hours increased almost 7%, from 20.3% in Fall 2014 to 27.0% in Spring 2015. Six of the seven majors experienced this increase.</p> <p>Additionally, professional advisors in the College of Education, Richards College of Business, and Tanner Health System School of Nursing also encouraged students to enroll in 15+ hours per term. Results over the past four years confirm a steady, incremental increase in the percentage of students taking a full schedule, with 35.2% enrolled in 15+ credit hours in Fall 2014 compared to 33.5% in Fall 2013 and 30.0% in Fall 2012 (see Appendix Table 20). Because these activities produced welcome results, similar efforts will continue in the 2015-2016 academic year with many advisors having set performance evaluation goals</p>

	connected to this initiative.
Interim Measures of Progress	<ul style="list-style-type: none"> • Percentage of students who enroll in 15+ credit hours each term (Appendix Table 20) • Number of students who meet 30-60 hour benchmarks (Appendix Table 10)
Measures of Success	<ul style="list-style-type: none"> • 1st and 2nd year retention rates (Appendix Table 4) • Four and six year graduation rates (Appendix Table 18)
Activity 3	<p>EAB-Student Success Collaborative (SSC) Pilot Project</p> <p><i>USG Strategy 4.2. Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off track and to help students understand their likelihood of success in particular programs</i></p>
Summary of Activities	<p>UWG partnered with the Education Advisory Board – Student Success Collaborative (EAB-SSC) to implement a technology-driven, intrusive advising model that is grounded in predictive analytics. In Fall 2014, the EAB-SSC technical team completed the development of an advising algorithm using 10 years of UWG student data to produce an institution-specific advising platform and predictive workbooks for each major. Faculty identified ‘Success Markers’ for each major in early January, 2015, which set the stage for the pilot project that was implemented in the latter part of the Spring 2015 term. The purpose of the pilot was to test the accuracy and effectiveness of the advising platform and predictive workbooks with three groups of professional advisors: Pre-Nursing, Business, and the Advising Center.</p> <p>Measure of Progress for the Pre-Nursing Spring 2015 Pilot. Early outcomes from the Pre-Nursing pilot project, a joint effort between the School of Nursing and Advising Center, indicate that ‘Success Markers’ made more of an impact on advising conversations with students than did GPA trends, which had been the standard of practice. Success Markers are specific milestones identified by Nursing faculty as critical points for predicting future success in the program. For example, Nursing faculty selected a ‘grade of B or better in Anatomy and Physiology (BIOL 2021) that must be completed between 30-45 credit hours earned’ as one of seven Success Markers for their program.</p> <p>Measure of Progress for the Business Spring 2015 Pilot. Professional Advisors in the Richards College of Business conducted a ‘campaign’ through their pilot project, whereby advisors identified business students who were above a 3.0 GPA for the Spring Semester. Advisors sent congratulatory emails to these students. Early outcomes indicate that students responded positively to the encouragement. For example, K.E., a female business major posted a facebook comment on May 18, 2015, in response to her advisor’s contact that read: “Awesome when you open your email and see that your hard work does not go unrecognized!!! Happy Monday!!! – feeling proud.”</p> <p>Scale-up for 2015-2016. Training for all advisors (both professional and faculty advisors who did not participate in the pilot project) is scheduled for September, 2015, to prepare for full-scale implementation of the EAB-Student Success Collaborative model to advise for the Spring 2016 term.</p>
Interim Measures of Progress	<ol style="list-style-type: none"> 20. <i>The technical implementation is moving forward as expected.</i> This has been accomplished. The advising algorithm has been built and validity testing is complete. 21. <i>The pilot project is completed and potential problems are resolved.</i> The three pilot projects (i.e., Advising Center, Business, and Nursing professional advisors) were completed at the end of the Spring 2015 without difficulty. 22. <i>The scale-up for campus-wide training to use the advising platform is in the planning stages.</i> Training for faculty advisors and the remaining professional advisors has been scheduled for September 8-9, 2015, with plans for the entire campus to use the EAB-SSC advising platform for Spring 2016 registration.
Measures of Success	<ul style="list-style-type: none"> • Number of students who meet 30-60-90 hour benchmarks (Appendix Table 10) • 1st year, 2nd year, and 3rd year retention rates (Appendix Table 4) • Number of hours attempted and earned at graduation (Appendix Table 28, 30) • Four and six year graduation rates (Appendix Table 18)
Lessons Learned	<p>Early during the implementation of the EAB-SSC pilot project, the Advising Center learned that advisors must be assigned directly to individual students in order to most effectively use the advising platform. UWG has not used the direct assignment of advisors in the past, but will do so in the near future because of lessons learned from this project.</p>

High Impact Strategy 2	<p>Dual Enrollment</p> <p><i>USG Goal 6. Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.</i></p> <p><i>USG Strategy 6.1. Participate in dual enrollment or joint enrollment programs for high school students.</i></p>
-------------------------------	--

Summary of Activities

In Fall 2014, President Kyle Marrero convened key stakeholders from our region to discuss and commit to an ongoing partnership to improve long-term educational and economic outcomes. The partnership formalized itself as the Carrollton City and Carroll County Education Collaborative (CCEC), with membership representing the University of West Georgia, West Georgia Technical College, Chamber of Commerce, Carrollton City and Carroll County PK-12 School Systems, and Oak Mountain Academy (local private PK-12 school). Dual enrollment is one of the major initiatives supported by this partnership.

The Dual Enrollment Committee (subsequently formed as a subcommittee of the CCEC) defined strategies to promote dual enrollment as a viable and beneficial option for local high school students. The collaborative venture worked with UWG, e-Core, West Georgia Technical College, and local high schools throughout 2014-2015. Results of their work include the following:

- Additional options for high school students, particularly those who live in Coweta County, will be available in Fall 2015 at the new Newnan Center facility (the community’s ‘old hospital’), slated to open in August 2015. The Dual Enrollment Committee worked closely with the Newnan Center staff throughout Fall 2014 and Spring 2015 in anticipation of this grand opening.
- The Dual Enrollment Committee – in collaboration with local superintendents, high school principals, curriculum directors, and secondary guidance counselors – identified tactics to help high school students take advantage of dual enrollment opportunities. These tactics included (1) scheduling options (morning or afternoon class schedules), (2) early planning by UWG and WGTC to provide listings of course offerings for the coming academic year, and (3) identifying a single point of contact on the college campus to help with admissions, financial aid, and advising. UWG provided this single point person through hiring a Pre-College Program Coordinator, which is a new position for our institution.
- UWG partnered with the USG e-Core to promote online options for high school students. eCore benefits those students whose complicated schedules do not allow them to take advantage of face-to-face college courses; it is also an attractive option for students without transportation.

As of July 24, 2015, Fall 2015 applications for Dual Enrollment (exclusive of the Advanced Academy) are up 97% over Fall 2014 (353 compared to 179 last year). Early enrollment numbers for Fall 2015 are also ahead.

Interim Measures of Progress

- Number of students enrolled in dual enrollment each term at Carrollton, Newnan, and through eCore (Appendix Tables 8, 32).

Measures of Success

- Number of credit hours earned through dual enrollment each term (Appendix Tables 8, 32)
- Success rate of students enrolled in dual enrollment each term (i.e., grades of A, B, and C) (Appendix Table 36)

Lessons Learned

The Dual Enrollment Committee listened to local superintendents, high school principals, curriculum directors, and secondary guidance counselors in an attempt to identify and remove barriers to dual enrollment. The Committee learned that barriers revolved around scheduling, transportation, and communication. Listening with a desire to understand and then acting on what was learned led directly to our growing success with the dual enrollment program.

High Impact Strategy 3

Block Scheduling For Freshmen

USG Goal 2. Increase the number of degrees that are earned ‘on-time’ (bachelor’s degrees in four years).

USG Goal 3. Decrease excess credits earned on the path to getting a degree.

Activity 1

ACCESS (Accelerated Core Curriculum: Expanding Student Success)

USG Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees ‘on-time.’

USG Strategy 3.4. Offer block schedules for students in meta-majors or majors for the first semester or first year.

Summary of Activities

The ACCESS Pilot Project received funding for 2014-2015 as part of the USG CCG Innovation Grants program (Incubate category). The program places students in a structured schedule format that enables them to increase the average number of credit hours they take in their freshman year, thus putting them on track to graduate in four years. Students in the B.A. program earn 30 hours their first two semesters, and students in the B.F.A. program earn 36.

The project’s original objectives were to 1) increase hours earned and retention of students in a structured scheduling cohort from their first to second year, 2) to support faculty and administrators in collaborative planning for structured scheduling instruction

and research on effectiveness, and 3) to scale up structured scheduling at UWG.

Faculty indicated that they were able to make cross-disciplinary connections that enriched their teaching of writing and critical thinking skills. They also felt that students matured more quickly with this approach and that both (students and faculty) benefitted from close, collegial relationships with advisors throughout the project.

The long-term impact of this project on students is still unknown, as this pilot year was one of creative exploration and implementation. Nevertheless, early outcomes are encouraging. For example:

- There is growing interest among faculty and departments to create more block options for students. For instance, in Fall 2015 we will have a full schedule of blocked courses for Theatre majors and the Art Department has blocked pairs of Area F courses for students to re-gain ground that they might have lost if they transferred majors.
- The new Interim Dean of the College of Science and Math (COSM) recently engaged the Math Department in discussions about the possibility of creating blocked Math courses.
- The Richards College of Business (RCOB) faculty are discussing ways to adapt the block format to support business majors.
- A presentation at the UWG Innovations in Pedagogy Conference on campus (April 2015) drew attendees from a variety of departments and colleges on campus, and there were very specific questions and requests for advice and guidance on developing similar approaches for various majors and levels.

Modified blocks (i.e., schedules that include a blocked set of classes with non-blocked classes) may be effective options for students who need this type of scheduling flexibility.

Interim Measures of Progress

23. Number of students completing 15 (B.A.) or 18 (B.F.A.) semester credit hours during first term. (Appendix Table 22)
24. Number of students completing 30 (BA) or 36 (BFA) semester credit hours during first year (Appendix Table 22)

Measures of Success

25. Number of students achieving the 30 hours benchmark in first year. (Appendix Table 22)
26. 1st year retention rates (Appendix Table 4)
27. 2nd year retention rates
28. 3rd year retention rates
29. Four and six year graduation rates (Appendix Table 18)

Lessons Learned

A number of items from the original grant proposal were not implemented as planned. The timeline for developing the Faculty Learning Community (FLC), for example, was too ambitious. It seems obvious in retrospect, but at the beginning of this project, it simply did not occur to anyone that blocked classes, because they are faster and take up more time, do not allow much time for faculty to participate in the kind of reflection and research that a FLC requires. We do plan to create a formal FLC, but it will likely occur during the 2015-2016 academic year instead.

Key challenges from this project include the following:

- Developing a sustainable approach to continuing and expanding the program remains a challenge, as we still struggle with all of the moving parts (schedule creation, registration, recruitment, identifying classes, reserving seats, etc.).
- Last minute changes in faculty assignments resulted in some faculty not having participated from the very beginning during planning discussions.
- One associate dean coordinated the program for the pilot year, but that is not a sustainable model, particularly if the program expands beyond one college.
- Students may need additional information during the summer orientation to get a better sense of how quickly the blocks move.
- While there are faculty who are interested in creating more blocked courses, a number of departments and faculty remain skeptical.

Activity 2

Summary of Activities

UWISE (University of West Georgia Institutional STEM Excellence)

Funded by the Georgia Board of Regents STEM II Initiative, the goal of the University of West Georgia Institutional STEM Excellence (*UWise*) program is to create a nurturing environment for students who are interested in careers in science, technology, engineering, and math (STEM). *UWise* provides support to STEM majors through a Summer Bridge program, a freshman Learning Community that schedules UWISE students together in courses during their first year, and opportunities to participate in undergraduate research. *UWise* supports faculty by providing mini-grants for projects that focus on improving instruction and enhancing the success of students in STEM courses, most particularly those taken by students during their freshman year.

Activity 2 first describes the ways that UWise supports students. The second part of Activity 2 reports one of the more impressive outcomes of the UWise faculty mini-grants that funded pedagogical research to improve student learning.

UWise Student Support

The Summer Bridge Program, a four-week term that allows students to earn 6 semester credit hours toward the core, is the strongest component of the UWise program. During the month of July – prior to their first fall term as entering freshmen – the students (1) get to know the faculty and campus, (2) make lasting friendships with like-minded, STEM focused students, (3) learn to support one another emotionally and academically through self-formed study groups, (4) improve their time management skills, and (5) gain confidence that they can, indeed, be successful as STEM majors. The summer program can be summarized as follows:

- Each year, the UWise summer program enrolls approximately 30 new freshman students who have declared an interest in majoring in a STEM discipline.
- Students live on campus throughout the July term (4 weeks) with room and board paid for through the grant. Students are responsible for paying all tuition and fees.
- Students enroll in two courses that are designed to give them a head-start for their academic STEM career. Those courses are College Algebra (MATH 1111) and an intensive writing course (XIDS 2100); instructors have designed the curriculum for both with an integrated STEM focus.
- Structured tutoring support is provided during evening study halls.
- Week-end excursions supplement and complement content within the math and writing courses.
- Students complete career interest inventories to help them explore the wide array of opportunities for careers that are supported through the various STEM majors.

Student performance data are examined annually as part of the UWise program evaluation. Evaluators use a consistent research design to compare UWise students with non-UWise students on key performance indicators (Freshman GPA, 1st Year Retention, and final course grades for their freshman year). The UWise cohort is matched with non-UWise students (both groups are STEM majors) to create a ‘treatment group (UWise)’ and equivalent ‘comparison group (non-UWise).’ Matching variables include SAT scores and high school GPA (UWG Freshman Index).

UWise students typically outperform their non-UWise, matched comparison group peers on most of their freshman courses, with the exception of the second term of freshman chemistry, CHEM 1212 (see Appendix Table 37). This course seems to present ongoing challenges for UWise students, although causes remain unclear. Additionally, UWise participants tend to graduate on time (4 or 6 years) at rates higher than their matched peers (see Appendix Table 38).

Faculty Mini-Grant to Improve Student Success in Algebra and Pre-Calculus

One of the most impressive faculty mini-grants was conducted by a faculty member in her fourth year of researching ways to support student success in algebra and pre-calculus. She has used a pre-test at the beginning of her courses to place students into various categories (high risk for failure or withdrawing, moderate risk, low risk), and then has worked with students at high or moderate risk to get help through either supplemental instruction or intervention tutoring. Results indicate students who are at a moderate risk of failure improve significantly with supplemental instruction. Course averages for these students are 81 when attending 10-19 Supplemental Instruction sessions and 91 when attending 20 or more sessions. High-risk students get a greater benefit from intervention tutoring, earning an average course score of 85 when they attend at least 10 intervention tutoring sessions.

Interim Measures of Progress

- 30. Number of students completing 30 credit hours during first year (Appendix Table 22)
- 31. Final course grades in freshman STEM courses and ENGL 1101 and ENGL 1102 (Appendix Table 37)
- 32. Freshman GPA (Appendix Table 37)

Measures of Success

- 33. Percentage of students retained in the STEM major (Appendix Table 38)
- 34. 1st year retention rates (Appendix Table 4)
- 35. 2nd year retention rates
- 36. 3rd year retention rates
- 37. Four and six year graduation rates in STEM disciplines (Appendix Table 16)

Lessons Learned

- The UWise program is effective in supporting STEM majors’ success in the freshman year. Because of its demonstrated success, permanent funding to support the summer program (or the most productive parts of the program) is worthy of consideration when special initiative funds are no longer available.
- The faculty mini-grants produced inconsistent outcomes from project to project. Some faculty member’s projects resulted in promising ideas, pedagogies, and tactics. Also, the most successful projects were those that worked closely with the Center for Teaching

and Learning throughout the year of the mini-grant's implementation. Thus, a recommendation would be to structure similar, future funding with purposeful support and oversight through the Center for Teaching and Learning.

- The STEM intensive writing course (XIDS 2100) has produced consistent, demonstrable results that are linked to improved student performance in the subsequent course taken in the Fall term (English Composition I, ENGL 1101). This STEM to STEAM model offers promise for integrating major content in writing courses for all students.
- The work done through UWide to support first year math programming is impressive, both through the successes of the Summer Bridge program and also the faculty mini-grant's success noted above in College Algebra and Pre-calculus. These projects confirm that first year math students can perform at higher levels and with less anxiety than what has been the norm. Additionally, we should note that the supplemental instruction model that has been so successful for these math courses has also been shown to support student learning in physics courses – another one of the successful UWide faculty mini-grants. Supplemental instruction is a high-impact strategy that appears to be serving our students well.

High Impact Strategy 4 Supplemental Instruction (Si)

USG Goal 8. Restructure instructional delivery to support educational excellence and student success.

Strategy 8.2. Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.

Summary of Activities

The Center for Academic Success (CAS) provides free tutoring using the peer-tutoring Supplementary Instruction model for most core courses. Supplemental Instruction is in high demand by students who are enrolled in 'high-risk' core courses, meaning those that usually have DFW rates at or above 30% (See Appendix Figure 1). SI Leaders (peer tutors) participate in required, ongoing training that follows the International Supplemental Instruction guidelines. Each SI Leader has previously taken the course that he or she tutors, earned an A in that course, and facilitates 2-3 collaborative, peer study sessions each week.

A total of 61 course sections had SI sessions during the 2014-2015 academic year; of those SI offerings, eight of the top ten most requested courses for tutoring support are STEM courses (first year math, biology, and chemistry). Students who attended more SI sessions during the semester tended to earn a higher grade in the course (about one letter grade).

Interim Measures of Progress

38. Number of course sections with Supplemental Instruction in FY15
39. DFW rates in SI courses over time (Appendix Table 41)
40. Success rates (final course grades/GPAs) of students using tutoring/supplemental instruction compared to those who do not participate

Measures of Success

41. Number of students who meet 30-60 hour benchmarks (Appendix Table 10)
42. 1st year retention rates (Appendix Table 4)
43. 2nd year retention rates

Lessons Learned

The most successful SI models occur when faculty select their own SI Peer Leader from a pool of former students that they have taught themselves, such that the Faculty-Peer SI Leader relationship is well-established. These SI Leaders attend every class session and work closely with the instructor to ensure consistency between content taught during class and content that is reinforced in the SI tutoring sessions. UWG is expanding its alignment with this best-practices model.

High Impact Strategy 5 Alternative Delivery Methods (Online Offerings)

USG Goal 8. Restructure instructional delivery to support educational excellence and student success.

USG Strategy 8.1. Expand completely online opportunities.

Summary of Activities

UWG administers the USG eCore® program. As an eCore® affiliate, UWG eCore® course offerings are included in those that are offered across the affiliate institutions as part of the system-wide collaborative program. To further the goals of CCG, UWG's eCore® Administrative Services office expanded its offering of short term courses. Restructuring course delivery, thus shortening time to degree completion, is in direct response to the UWG-Complete College Georgia plan.

While the number of fully online courses has tapered off from the 41% increase we saw last year (down 12% from 258 in FY14 to 227 in FY15), the number of online course sections available to students has grown by 5-6% for online (non-eCore) and by 31% for online eCore offerings. Combined undergraduate enrollment in fully online and partially online courses also grew by 8.6% from 20,241 in FY14 to 21,980 in FY15.

In FY15, UWG offered a wide array of upper-level undergraduate courses online, an

online B.S. in Criminology, and also added a second fully online bachelor's program in Sociology in Spring 2015. Annual enrollment numbers in UWG'S online B.S. with a major in Criminology program grew by 12.5% from 1,966 students in FY14 to 2,211 in FY15. The B.S. with a major in Sociology enrollments will be shared in the FY16 CCG Status Update.

Interim Measures of Progress	44. Number of credits successfully completed in Fall 2014 for courses offered completely online (Appendix Table 36)
	45. Number of credits attempted in Fall 2014 for courses offered completely online (Appendix Table 36)
	46. Number of unique partially online courses, undergraduate only (Appendix Table 39)
	47. Number of unique fully online courses, undergraduate only (Appendix Table 39)
Measures of Success	48. Number of 100% online undergraduate degrees (Appendix Table 39)

GENERAL OBSERVATIONS

UWG is experiencing success with our intentional approach to intrusive advising, tiered advising, aggressive recruiting for dual enrollment, supplemental instruction for high DFW courses, block scheduling for freshmen (pilot basis), and online offerings of high-quality programming. Further, we anticipate that the scaled up, campus-wide implementation of the EAB-Student Success Collaborative advising model will significantly improve the quality of academic advising, such that we will see direct results with progression toward degree completion.

In addition, our new Center for Teaching and Learning (CTL), formed in November, 2013, continues to expand its offerings to provide faculty with high quality professional development and information about innovative techniques, research, and pedagogy. The role of the CTL in supporting faculty throughout the implementation of their mini-grants (as described above) should be noted. For example, the center formed a special Faculty Learning Community (FLC) to support faculty who were experimenting with new/different pedagogies to strengthen student learning in introductory math and science courses. It was within this FLC that faculty learned to engage with the scholarship of teaching and learning (SoTL), a faculty development model that is producing positive campus-wide results.

Lastly, although certainly not least, UWG is thoughtfully expanding programming to meet the needs of adult learners and is doing so in ways that draw on the expertise and commitment of the faculty to help this under-served population return to college. The Faculty Senate's unanimous 'Yes' vote to support UWG's participation as a member of the Adult Learning Consortium was followed by a full year (2014-2015) of extensive planning by the College of Social Sciences' Adult Learning Steering Committee. The committee:

- developed policies and procedures to support Prior Learning Assessment (also called Credit for Prior Learning, CPL),
- built a web-site to support adult learners,
- planned a marketing campaign that will be launched in Fall 2015 in collaboration with the leadership and expertise of UWG's Communications and Marketing department, and
- carried out a pilot project to test our new Credit for Prior Learning model through a Summer 2015 course that taught students how to develop a portfolio to demonstrate their college-level learning that occurred outside a college classroom.

Students who participated in the Summer 2015 pilot will submit their portfolios for evaluation next month. We anticipate that these students' portfolios will be evaluated and marked 'successful' by our trained assessors. With successful evaluations, the students will be awarded academic credit for college-level learning that will accelerate the completion of their bachelor's degrees. The successful conclusion of the Summer 2015 CPL pilot project has paved the way for next steps, which are to expand CPL options for adult learners within the College of Social Sciences and invite other UWG colleges to participate.

The University of West Georgia will refresh our Complete College Georgia Campus Plan during the next academic year (2015-2016). Our new Provost, Dr. Micheal Crafton, arrived on campus in June, 2014. He spent his first year gaining familiarity with our CCG goals and institutional context. He is now ready to lead the identification, selection, and implementation of new completion initiatives that will naturally evolve from our accomplishments to date. Our FY16 CCG Status Update will reflect these coming changes.



Valdosta State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Our Mission:

As a comprehensive institution of the University System of Georgia, Valdosta State University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our community's rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated parts:

Student Mission:

To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

University Mission:

- To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders.
- To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.

Regional Mission

To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

Valdosta State University fulfills its mission by focusing on inclusion in all aspects of the educational experience.

Our Students

Student Categories	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Undergraduate Students	10,794	10,728	10,291	9,718	9,328
Pell Grant Recipients	4,642	4,978	4,715	4,570	4,374
First Generation	3,253	3,314	3,176	2,870	2,780
Adult Learners	1,365	1,468	1,410	1,454	1,441

Valdosta State University is committed to educating our diverse student population which consists of students from our local, state, national, and international communities. Our commitment to student success over the past year has led to continued partnerships with our technical and two-year institutions to implement our Pathways Program, implementing Centralized Advising, and cross campus collaborations to develop both the Faculty and Advisor Portal and Math Placement. These endeavors support student success by eliminating barriers and realigning approaches through increased communication between faculty and student services providers.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High Impact Strategy 1: Pathways Programs (Goal 1, Strategy 1.1)

CCG Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions

CCG Strategy 1.1: Target increases in completion for students traditionally underserved in post-secondary education.

VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society

VSU Strategy 1.1.2.: Improve access and completion for students traditionally underserved.

The Pathways Program centers on the priorities of Complete College Georgia, an initiative developed to increase the number of Georgians earning a college degree. These collaborations between Valdosta State University and partner institutions allow students with approved Associates of Applied Science or Associates of Applied Technology degrees to maximize the transfer of credits in order to complete a Bachelor Degree in two years or less.

Pathways students can expect 51 or more transferable credit hours to be applied to one of the two articulated programs: the Bachelor of Science in Organizational Leadership or to the Bachelor of Applied Science in Human Capital Performance. Our ten agreements are with the Technical College System of Georgia, the Community College of the Air Force, Georgia Military College, North Florida Community College, and Central Texas. These articulations not only increase accessibility, but they also expedite completion of a four year degree by the application of prior earned credit to a four year degree from VSU that otherwise would not be granted.

Transferring from one institution to another can be challenging for students. One way VSU has sought to address that challenge has been through an additional partnership with Georgia Military College. Each fall and spring semester, GMC Valdosta invites a team of advisors from VSU to meet with graduating GMC students to discuss transferring and how credits earned at GMC will apply towards a degree at VSU.

Goal	<i>Target increases in access and completion for students traditionally underserved in postsecondary education.</i>
Summary of Activities	During 2014-2015, VSU signed an additional 7 articulations agreements increasing the institution Pathway Partners to 10. The Pathways Program allows students to enroll in one of several programs including the Bachelor of Applied Science in Human Capital Performance and the Bachelor of Science in Organizational Leadership.
Baseline Status	2013-2014: 3 articulation agreements were signed. See Table 4 for Entering Students (adult learners and military) See Table 9 for Degrees Conferred (adult learners and military)
Interim Measures of Progress	Transfer students from technical colleges increased by 6.5% from Fall 2012 to Fall 2013 and an increase of 11.9% from Spring 2013 to Spring 2014. In the 2014-2015 academic year, 65 students enrolled as a direct result of the Pathways Program. This is nearly double from the 2013-2014 academic year.
Measures of Success	The success of this program will be measured by the number of graduates who complete a degree through the Pathways Program. Three students graduated during the 2014-2015 academic year.
Lessons Learned	Students from the technical college system are looking for ways to continue their education in a way that acknowledges their prior learning and technical knowledge. These partnerships have strengthened recruitment efforts for both traditional students and adult learners.

High Impact Strategy 2: Centralized Advising (Goal 4, Strategy 4.3)

CCG Goal 4: Provide intentional advising to keep students on track to graduate.

CCG Strategy 4.3: Establish criteria for identifying students who may need special interventions in the semester.

VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.

VSU Strategy 1.3.1.: Establish a centralized academic advising center for students with 0-30 credits.

During the 2014-2015 academic year, all freshmen and undecided students regardless of credit hours were advised in a centralized location for the first time in the history of VSU. Advising assignments are based on major, and the average advisor to student ratio for this academic year was 1 to 325. Across advisors, over 1600 students were advised in the new model. The advisors implemented a communication plan to expand communication with applicants in order to facilitate the "hand-off" from applicant to student. Advisors responded to risk factors for individual students. These risk indicators during the semester are identified by faculty who "flag" students in our faculty/advisor portal as at risk for either attendance or course performance. Additionally, advisors began gathering qualitative data currently not being collected in regards to student engagement, motivation, and other issues impacting student success.

Centralized Advising provides first year students with intrusive advising, a proven approach for enhancing student success, that has never been available across the incoming classes at Valdosta State University. To be successful, students need assistance in transitioning into the role of college student, identifying appropriate campus resources, and learning to navigate a college campus. While such strategies are needed, creating a new office that impacts campus

culture and process always has challenges. To alleviate some of those challenges, each professional advisor serves as a liaison to an assigned college and works to keep the communication lines open. Another challenge is advisor training and team development. To address these challenges, we partnered with VSU’s Employee and Organizational Development team to facilitate advisor training opportunities and planning retreats.

Goal	Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.
Summary of Activities	During the 2014-2015 academic year, all freshmen and undecided students regardless of credit hours were advised in a centralized location for the first time in the history of VSU. Additionally, the role of advisors at new student orientation evolved to establish the beginning of the relationship through ice breakers and small group communication. Historically advisors only assisted with registration during the day long programming.
Baseline status	Fall 2014 Retention Rate: 69.8% (unofficial awaiting official number from USG Research and Policy Analysis) See Table 19 for 5 year retention data.
Interim Measures of Progress	Centralized Advising triaged student focus based on at-risk indicators developed through the use of data analytics and in response to faculty use of the faculty portal to signal “flags” for attendance or progression challenges. The students with the most or most immediate risk were contacted through email, phone, and the MyVSU portal. See Tables 20-23 for 5 year retention data by risk type and student percentile.
Measures of Success	The university is using first year student retention as a measure of success. The goal for the fall 2014 cohort is a 3% increase in retention from the fall 2013 cohort’s retention rate.
Lessons Learned	The Centralized Advising team is reevaluating the communication plan to determine the most effective means of communication, quantity of communication, and frequency of communication with students with and without risk indicators. Additionally, we have created a method for collecting exit interview data that will be gathered for the first time during the 2015-2016 academic year.

High Impact Strategy 3: Faculty and Advisor Portal (Goal 4, Strategy 4.2)

CCG Goal 4: Provide intentional advising to keep students on track to graduate.

CCG Strategy 4.2: Use predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs.

VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.

VSU Strategy 1.3.3.: Encourage utilization of DegreeWorks and Data Warehouse tools.

During the 2014-2015 academic year, we continued to expand our data warehouse in size and scope to include some of the following: watch list, expanded application access, financial aid data, and registration status.

Faculty members who use the portal are attuned to the attendance patterns of students in their courses and the number of students who are struggling. This attention leads some faculty members to offer additional support to students and/or set a flag for students in academic distress. Additionally, when an instructor sets a flag, this action triggers a series of communication across divisions. A first year student living on campus will receive an email from the Student Success Center to remind the student of tutoring services, an email from the assigned advisor in Centralized Advising requesting the student make an appointment, and a resident assistant will check on the student in the residence halls to verify the student’s wellbeing.

Goal	Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.
Summary of Activities	During the 2014-2015 academic year, we have continued to expand our data warehouse in size and scope to include some of the following: watch list, expanded application access, financial aid data, and registration status.
Baseline status	Fall 2012: 24,420 page views 1375 flags set See Table 18 for 3 year rates.
Interim Measures of Progress	Overall university usage is slightly higher for fall 14 compared to fall 13. This is primarily due to a huge increase in Math flags from 410 to 1,254. Math page views also had a big increase from 4413 to 6098. 23% of students taking a MATH 1000 level course who got a D were flagged 35% of students taking a MATH 1000 level course who got an F were flagged 7% of students taking a BIOL 1000 level course who got a D were flagged 24% of students taking a BIOL 1000 level course who got an F were flagged

Measures of Success	The university is using numbers of alerts (in-progress grades, absentee) and grade change for in-progress to final grades. Additionally faculty pass rates compared to themselves from years with non-portal use to years with portal use will be assessed.
Lessons Learned	The majority of flags set are set by faculty members who are part of retention programming efforts such as First Year Learning Communities or Extended Math. The alert system is effective when in use and we must find ways to expand the use for first year students who may not be a part of such programming.

High Impact Strategy 4: Math Placement (Goal 4, Strategy 4.2)

CCG Goal 4: Provide intentional advising to keep students on track to graduate.

CCG Strategy 4.2: Use predictive analytics to help identify students who are off track and to help students understand their likelihood of success in particular programs.

VSU Goal 1: Recruit, Retain, and Graduate a Quality, Diverse Student Population and Prepare Students for Roles as Leaders in a Global Society.

VSU Strategy 1.1.3.: Shorten time to degree.

Math placement levels have been assigned for two academic years. Upon admission to VSU, students are assigned a VSU Math Index (VMI). The VMI is based on students' admission data (SAT score, ACT score, etc.), and it places students in mathematics courses based on these recorded math performances. Fall 2014 an additional level, 1e, was added. Students in level 1e were limited to MATH 1101 or a five day a week extended MATH 1111. The VMI assignments are:

Level 1e	MATH 1101, MATH 1111 Extended
Level 1	MATH 1101, MATH 1111
Level 2	MATH 1101, MATH 1111, MATH 1112
Level 3	MATH 1101, MATH 1111, MATH 1112, MATH 1261, MATH 1113, MATH 1113
Level 4	MATH 1101, MATH 1111, MATH 1112, MATH 1261, MATH 1113, MATH 1113H, MATH 2261

Students may enter at or below their assigned placement level. Should students desire to start beyond the level assigned by their VMI, they must complete a placement exam and achieve the necessary scores to begin at a higher level math.

The implementation of Math Placement assists the Centralized Advising staff in providing intrusive advising to first time students. Academic Advisors in Centralized Advising can help students building their first semester around the most appropriate math course. Students receive the VMI through the new student portal, and orientation leaders discuss it at orientation. Math placement at VSU has been a successful tool to support course completion.

Goal	Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.
Summary of Activities	The Data Warehouse; Enrollment, Marketing, and Communication; and the Department of Math and Computer Science partnered to identify math placement levels for all incoming students without math credit in order to properly place students in the first math at the college level. The placement scores were provided to the Office of the Registrar to add registration rules to prevent students from taking a math course at a higher level than the assigned level. Placement level was provided to the student in the admissions check list and students are now advised into the appropriate math during orientation. Math and Computer Science complete analysis each semester to verify the level placement indicators are correct. In year two, an additional level was added to the model.
Baseline Status	Math 1111 pass rate in 2011 63% Overall math pass rate in 2009 61.5%
Interim Measures of Progress	The focus course for math placement was Math 1111 in which student enrollment increased from 63% in fall 2011 (prior to math placement) to 71% in fall 2013 (the first term math placement was implemented) to 76% in fall 2014 (with extended VMI levels); Additionally the overall math pass rate has increased from 61.5% in fall 2009 to 76.5% in 2014. See Graph 1 and 2.
Measures of Success	The University is using student pass rates of the first math course taken at Valdosta State University as a measure of success.
Lessons Learned	We must communicate early and often to students regarding math placement levels. The earlier students understand the impact of the placement level, the earlier they are able to take the ALEKS exam. Having this exam completed prior to orientation reduces stress for students when registering for courses. It is also clear math placement is making a positive difference in passing math the first time. We now have two years of data to back up our requirement to share with students and parents who question placement.

OBSERVATIONS

Of the four high impact practices, math placement has had the greatest impact. We are currently identifying five other gateway courses that have high DFWI rates to participate in the John Gardner Institute. While the use of the faculty portal shows great promise based on the results we have had over the last three years, we need to increase the overall use of the tool. We are rolling out a new version of the faculty portal in January. As a part of this endeavor, we will seek to increase faculty use of the tool through marketing and faculty involvement in product testing.

The collaboration across departments for each of our high impact practices shows the strength in team work at VSU. We have leveraged the skills, abilities, and knowledge across divisions and disciplines to impact success. We have collaborated across educational sectors to technical college systems and high schools to increase access, progression, and graduation for underserved populations. Three of our four high impact practices intersect. Increased success in one area has a systematic impact on the other two high impact practices. Our institution can continue to leverage and adapt these four high impact strategies to increase student success outcomes.