



Complete College Georgia Campus Plan Updates 2014

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Introduction

Complete College Georgia is a statewide effort to increase the number Georgians with a high quality certificate or degree. Under the leadership of Governor Nathan Deal, it has continued to build momentum since its launch in 2011. The University System of Georgia (USG) and the Technical College System of Georgia (TCSG) have advanced high-impact, research-driven strategies aligned with the primary goal of the initiative: to increase student access to, progression through, and successful graduation from institutions of higher education.

The past year has seen a number milestones and accomplishments as institutions across the system integrate the core work areas of CCG into their institutional mission. USG hosted symposia on new learning models and predictive analytics, as well as meetings on transforming remediation, strategies for on-time completion, and reverse transfer of credit for the purpose of awarding degrees. System staff collaborated with institutional representatives on a number of policy initiatives that resulted in new policies and procedures

to reduce barriers to student progress and success. The System office was also able to continue to provide short-term funding to support innovative projects at institutions aligned with completion goals that have the potential to be scaled up to be implemented across the system.

To capture the progress of the previous year, each campus provides updates on strategies, processes and outcomes in the enclosed status reports. The updates contain a self-assessment of the progress made to date, any substantial changes from last year's plan, and reflect on lessons learned throughout the year. This year's reports were streamlined and focused, with institutions asked to align goals, strategies, and measure of progress and success with their institutional profile and mission. This year's report also provides a summary of System Office CCG activities. The plans that follow serve to update the campus plans that were first submitted in 2012 as well as to provide an overview of the breadth of work that is underway in Georgia to achieve the ambitious goals of Complete College Georgia.



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

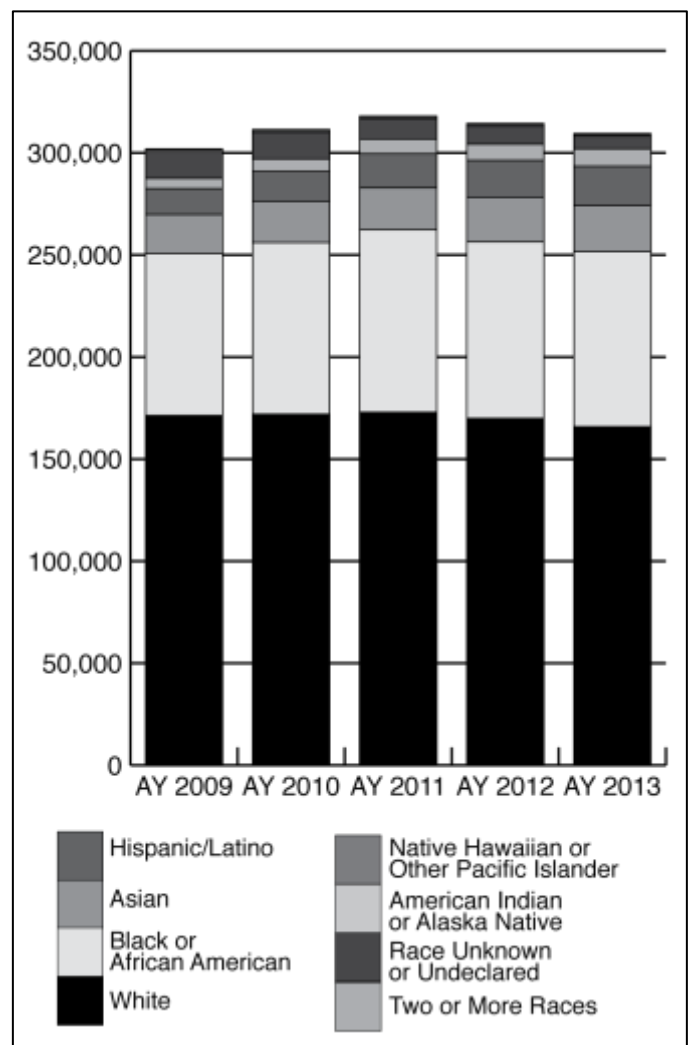
The University System of Georgia includes 31 institutions, with fall 2013 enrollment of 309,469 students. This figure is down from the record high enrollment of 318,027 the System experienced in fall 2011. From that high point, enrollment has declined as the pinch of the economic downturn diminishes. 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:

- » 54 percent white
- » 27.7 percent Black
- » 7.3 percent Asian
- » 6.2 percent Hispanic
- » 4.8 percent other categories/unreported.

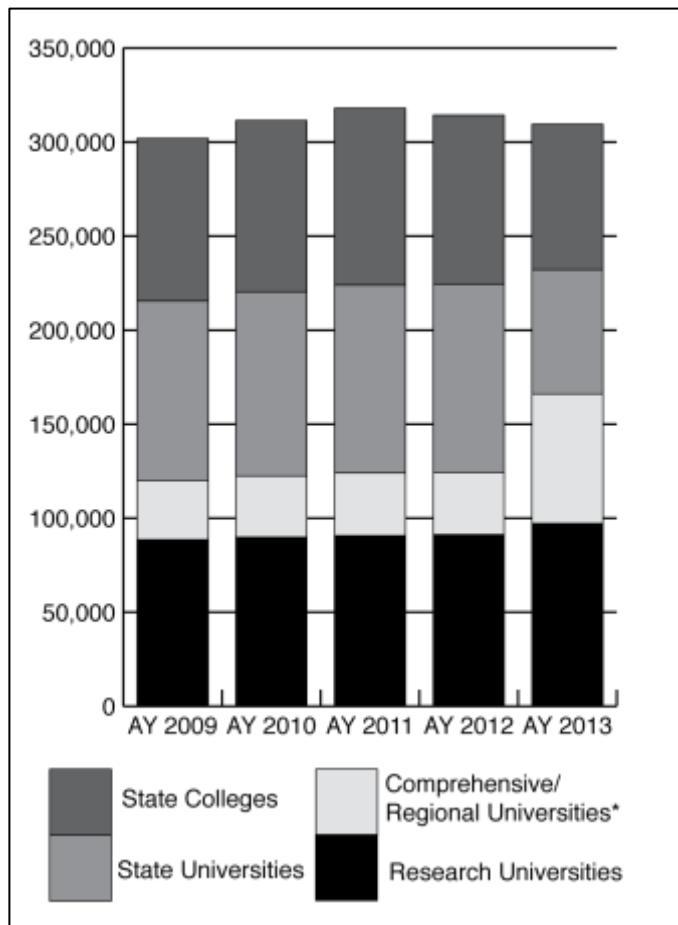
Over the past five years, the number of Hispanic students has increased by 50 percent and the percentage of Asian students has increased by 17 percent. Figure 1 illustrates the shifting composition of students enrolled in USG institutions.

FIGURE 1: USG ENROLLMENT BY ETHNICITY, FALL 2009 TO FALL 2013



The impact of the changing economy has been compounded by changes in admissions standards at University System Institutions, which were strengthened in 2011 and 2012 to bar admission to students requiring learning support in all three areas or who scored below pre-determined floor scores in any one area. Across the System, the impact of enrollment shifts has been felt most acutely at state colleges, which experienced the most significant year-on-year percentage increases and decreases over this period, growing 5.5 percent in total enrollment as a sector between 2009 and 2010 and shrinking 14.1 percent between 2012 and 2013. The impact of these shifts is amplified by the generally smaller enrollment size at these institutions, creating a challenging environment in which to plan and conduct long-term completion activities. This being said, the continued commitment many of these institutions have made to CCG is even more remarkable. Figure 2 illustrates recent enrollment trends by sector.

FIGURE 2: USG ENROLLMENT BY SECTOR, 2009-2013

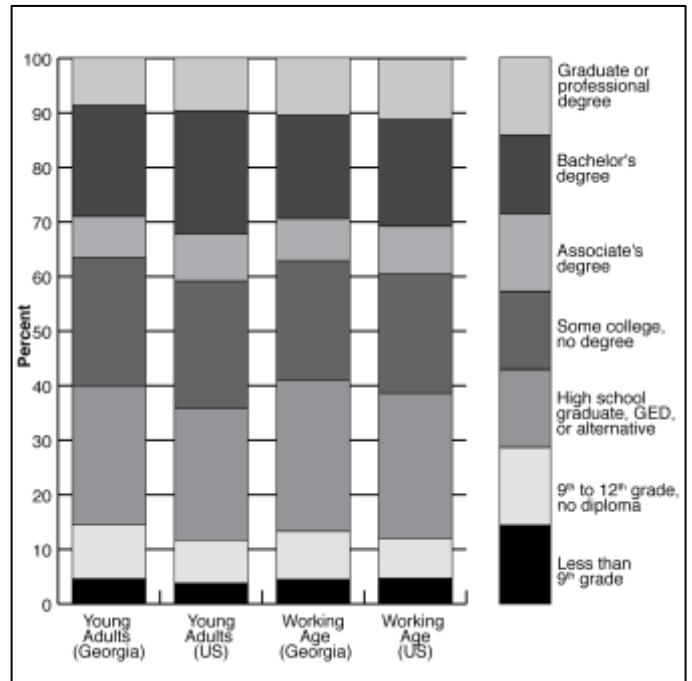


*In 2013, the term regional university was changed to comprehensive university and two state universities were added to this category.

The University System’s mission is to create a more educated Georgia. Census data from 2013 indicate that 36 percent of young adults (ages 25-34) and nearly 38 percent of all working age adults (age 25-64) possess at least an associate’s degree. 22 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 associates degrees and higher, but across the working age population, the situation is reversed. Figure 3 illustrates this situation.

FIGURE 3: EDUCATIONAL ATTAINMENT AMONG YOUNG ADULTS (25-34) AND WORKING AGE ADULTS (25-64), GEORGIA AND UNITED STATES, 2013

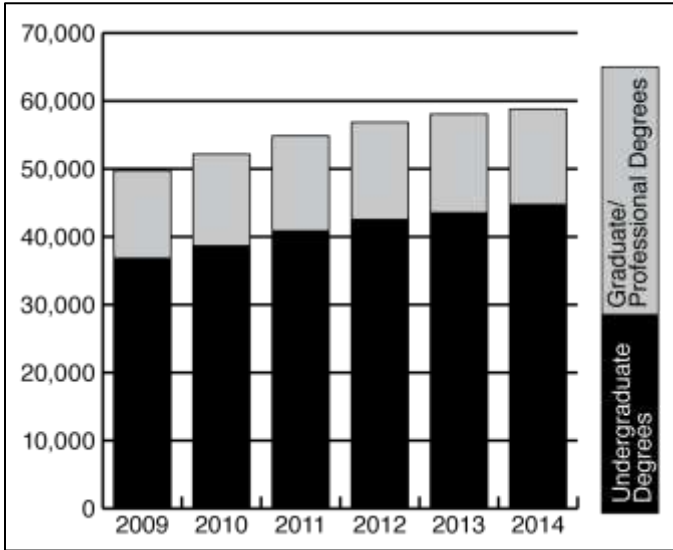


Reaching the learners who are the core of the working age population is a major imperative for the University System. Non-traditional enrollment increased by 7 percent in 2010 over 2009 and 3.3 percent in 2011 over 2010, but fell by 5.9 percent in 2012 and by more than 10 percent in 2013. During this time, the percentage of enrollment that is non-traditional rose from 12.6 percent to a high of 13.2 percent before falling off to 11.5 percent at the end of the period.

As post-secondary degrees and credentials have become more important, the need for all Georgians to access and succeed in college has increased as well. Unfortunately, approximately 30 percent of students enrolling at USG institutions arrive unprepared for college-level work. For these students, colleges have long provided support and resources to prepare them for college-level work in basic skill areas. These remedial programs has been heavily scrutinized in recent years, and the University System has undertaken an ambitious program to transform how remediation is provided and how students who are unprepared for college-level work are served on our campuses.

Georgia’s educational attainment rates have improved over the past five years, due in part to degree conferrals at all levels rising by 18.2 percent since 2009. 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 are likely to dampen some of this progress in the years to come. Figure 4 provides a view of degree production from 2009-2013.

FIGURE 4: USG DEGREE PRODUCTION 2009-2014



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
- 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.

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	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 Regents University	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	✓		✓					✓	✓		✓	✓	✓					✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	19
2	✓			✓	✓	✓	✓	✓	✓				✓					✓	✓			✓		✓	✓	✓				✓	✓	18
3	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	24
4						✓	✓				✓	✓				✓								✓	✓	✓				✓	11	
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	26
6	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22
7	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	27

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

The University System’s efforts to promote credit intensity programs across the state have been aided in large part by our partners at Georgia Perimeter College, who have spearheaded the Georgia 15-to-Finish campaign. A number of schools in the System have adopted programs to encourage students to pursue a full-time course load that will lead to on-time completion.

This work included a 15-to-Finish symposium in April 2014 that brought together representatives from System institutions to learn how to implement similar strategies, including conversations among registrars, advisors, campus communications specialists, and academic and administrative leadership.

Across the System, 19 institutions reported activities related to on-time degree production on their CCG strategy survey, with several providing narrative details in their reports that they are pursuing this strategy.

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.

Interim Measures of Progress Campus adoption of credit intensity strategies.
Measures of Success On-time degree conferrals increase year on year.

Goal 2 Decrease excess credits earned on the path to getting a degree

High-impact strategy

Guided Pathways to Success

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.

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.

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.

Summary of Activities

In 2014, with support from Complete College America, the University System convened a group of eight vanguard institutions to pilot a comprehensive system of interventions and actions to ensure that students receive appropriate guidance on completion, avoid accruing excess credits that will not count toward a degree, and provide clear program maps that will guide them through their program. These vanguard institutes will serve as scalable models so that all USG institutions can adopt GPS by Fall of 2016.

GPS involves use of choice architecture strategies for course selection, establishing metamajors for undecided students and default or block schedules for those with a major. Metamajors encompass several majors but share a core of courses, allowing students added flexibility in final choices. Programs are built with prescribed program maps that ensure that students meet requirements; institutions are expected to guarantee that courses on the map will be offered when the student needs them, and within the block schedule that they are offered.

The GPS program also advocates the use of targeted advising informed by predictive analytics to help keep students on track and let them know their likelihood of success in particular programs or courses.

Interim Measures of Progress

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.

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

Predictive Analytics

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.

Summary of Activities

USG institutions have expressed strong interest in harnessing the data that they collect on student progress and success to better inform advising, course-taking, and student decision-making on their campuses. To facilitate the rapid expansion of the use of predictive data analytics to inform student progress, the Office of Educational Access and Success partnered with Georgia State University on a practical workshop on using predictive analytics to enhance student success.

Held in February 2014 at Georgia State University, the symposium provided an overview of how predictive analytics has been used at GSU to increase student success, and provided specific sessions on academic advising; financial advising; first year pathways; enrollment management; academic support, curricular redesign, and how to address institutional roadblocks. More than 120 representatives from institutions across the System participated in the day-long workshop. According to the CCG Strategy Survey, 24 institutions report pursuing targeted advising, most of which are using this strategy in concert with predictive analytics.

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

Reverse Transfer/Credit When It's Due

Summary of Activities

Work on awarding of associate degrees by reverse transfer of credit is supported, in part, by a "Credit When It's Due" grant from Lumina Foundation. In July 2014 the University System sponsored a conference for campuses on implementing reverse transfer and initiated discussions about processes and procedures to identify eligible students and to award degrees to students who have satisfied degree requirements but have not received them. The reverse transfer strategy encourages students who have left associate-degree-granting institutions without degrees to apply for associate degrees when they have accumulated enough credits at a bachelor's degree institution to qualify for award of an associate degree.

At the July conference, institutions were invited to review recent transfer data and discuss policy and communications barriers that exist to implementing reverse transfer programs. Associate degree granting institutions were encouraged to coordinate with their primary transfer institutions to establish policies, procedures and practices that will aid in identification of eligible students and the awarding of degrees.

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

Dual enrollment, Move on When Ready, Prior Learning Assessment.

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.

The Georgia Early College Initiative allows students to earn a high school diploma and an associate's degree or up to two years of dual enrollment college credit towards a bachelor's degree by offering them a challenging high school curriculum and supportive environment. Each school is a partnership developed between a University System of Georgia Institution and a local Georgia school district. All Georgia Early Colleges operate with the objective to increase high school graduation and college success rates of traditionally underserved students (low income, first generation and minority). There are currently nine Early Colleges in Georgia and approximately 250 across the country.

Twenty-six 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. Additionally, a handful of institutions provide for portfolio assessments as another avenue for

Interim Measures of Progress	<p>students to document and receive credit for prior learning.</p> <ul style="list-style-type: none"> • 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	<p>Degrees completed by students who earned credits through Dual Enrollment, Move on When Ready, Prior Learning Assessment.</p>
Goal 6	<p>Increase the likelihood of degree completion by transforming the way that remediation is accomplished.</p>
High-impact strategy	<p><i>Updated learning support policy and procedure</i></p>
Summary of Activities	<p>Adoption of corequisite Learning Support for the majority of students requiring remediation.</p> <p>Beginning in 2013, and continuing through 2014, the Council on General Education and the Office of Educational Access and Success reviewed existing policy and practice with respect to remediation, considered evidence and input from research across other institutions and deliberated options that would succeed across the range of USG institutions.</p> <p>The result was a transformation of remediation from placement through delivery and eventual measures of success. 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 • Eliminated 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
Interim Measures of Progress	<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
Measures of Success	<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.
Goal 7	<p>Restructure instructional delivery to support educational excellence and student success</p>
High-impact strategy	<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>
Summary of Activities	<p>In 2013, the University System continued its work on new learning models:</p> <ul style="list-style-type: none"> • expanding and extending eCore (the Systems’ online core curriculum, available to all USG students) • refining the Math 1113 online emporium model precalculus course, and • developing a scenario-based planning process that will help the System and institutions define the factors that are critical for their success in the next 15 years.

Also in 2013, the Office of Educational Access and Success extended innovation and incubator grants to Georgia Institute of Technology, the University of Georgia, and the University of North Georgia to implement flipped classrooms, hybrid instruction models, or open educational resources in high participation courses. These activities were intended as demonstration projects that would be able to be sustained at the institution level after the initial year of funding. In several cases, the grant projects have been successful enough to either be expanded upon or adopted outside of the original institution.

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

In addition to supporting major strategic completion initiatives, the Office of Educational Access and Success supported institutional innovation through a small grant program that supported new approaches to specific completion-related challenges at the institution level. Each grant was intended to support a project that had the potential to be scaled up across multiple institutions, if not across the entire System. Project awards were up to \$25,000, and were distributed across the spectrum of institutions in the System. Among the projects were experiments in competency-based learning, curricular alignment with K-12 in gateway courses, targeted advising and interventions, new learning models, open educational resources, and data analytics to improve student success. The lessons learned from these projects have provided the foundation for new activities on campuses across the System and represent an uncommon approach to harnessing the capacity of the entire System to improve student outcomes.

Georgia continues to make progress toward its goal of raising educational attainment rates among its working age population. The pace of degree production has exceeded USG goals over the past several years. This increase has coincided with record enrollment numbers along with modest gains in retention rates and on-time graduation rates. As the economy recovers and enrollment declines, however, the System will be challenged to maintain the gains it has made in terms of numbers of degrees awarded annually. Degree production growth, which was considerable between 2009 and 2011, has declined markedly in recent years, although the absolute number of degrees conferred in 2014 exceeds that from 2009 by nearly 10,000.

Nonetheless, the work that the University System and its institutions have undertaken in the past year to support student success provides a sound foundation for confidence that the ambitious goals of Complete College Georgia remain realistic. The System wide transformation of Learning Support promises to have a far-ranging impact on students’ success in gateway courses and persistence in post-secondary pursuits. Moreover, the adoption of predictive analytics at a large number of institutions promises to expand opportunities to provide appropriate levels of advising and intervention to keep students on track to graduate. Table 2 provides an overview of the change the System has made over the past year.

TABLE 2: SYSTEM-WIDE CHANGES FROM 2013-2014

Change in number of Students Requiring Learning Support	+393
Change in percentage of Students Requiring Learning Support (%)	+2.4%
Change in One-Year Retention Rates	+0.40%
Change in Number of Degrees Conferred	+2681
Change in Degrees Conferred (%)	+3.70%
Change in 6-Year Bachelor's Degree Graduation Rate (%)	+1.20%
Change in 6-Year Bachelor's Degrees	+1,414
Change in 3-Year Associate's Degree Graduation Rate (%)	+0.07%
Change in 3-Year Associate's Degrees	+282
Change in 4-Year Bachelor Degree's Graduation Rate (%)	+1.20%
Change in 2-Year Associate's Degree Graduation Rate (%)	+0.11%



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, non-transfer associate degrees, and a limited number of certificate programs. 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 studies 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 with a focus 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 2013 was 3391, an increase of approximately 5% over fall 2012 enrollment. Of the 3391, 79.03% were white, 12.03% were Black (non-Hispanic), and 5.63% were Hispanic, comprising the three largest ethnic groups. Students over the age of 25 made up 13.54% of enrollment in fall 2013, and 34.09% of all students were first-generation college students. In fall 2013, 46.06% of students were Pell eligible. Students enrolled in more than 12 credit hours fall 2013 made up 69.21% of total enrollment.

The overall increase in enrollment, the growth of baccalaureate enrollment (926 in fall 2013, up 43% from the previous year), an 11% increase in the AY13-14 graduation rate over the AY12-13, an all-time high of 205 students participating in dual enrollment in spring 2014, and a doubling of students in the Honors Program indicate that ABAC's goals and strategies for Complete College Georgia are having a positive impact on college success and completion. Therefore, the College will continue to pursue the goals and strategies outlined in its 2012 report and 2013 update but will focus during the 2014-2015 academic year on five goals and strategies which the College believes will have a high impact on college completion.

Although overall enrollment increased from fall 2011 to fall 2013, Black non-Hispanic enrollment as a percentage of total enrollment declined slightly, from 17.89% in 2011 to 12.03% in fall 2013, while Hispanic enrollment increased slightly, from 4.25% to 5.63%. The percentage of students over the age of 25 declined (17.96% to 13.54%) from 2011 to 2013, as did the percentage of first-generation college students (39.11 to 34.09). These enrollment trends suggest that strategies which focus on college completion for these groups could positively impact ABAC's completion goals.

In addition to targeting these groups, for the past several years ABAC has focused on increasing access to college for area high school students through an expansion of its dual enrollment program. By serving a large number of dual enrollment students on campus, providing courses on site at several area high schools (currently Baconton Community Charter School, Colquitt County High School, Fitzgerald High School, and Tiftarea Academy), and by waiving mandatory fees not covered by Accel, ABAC has removed barriers to earning college credits while in high school for students in these rural high schools. Plans are underway to expand on-site dual enrollment to Cook County High School in spring

2015.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal 1: Increase the number of undergraduate degrees

High-Impact Strategy: Increase degree completion in STEM fields

ABAC has various programs in place which support degree completion in STEM fields.

The addition of a baccalaureate degree in biology has been very successful in attracting students, with enrollment increasing in just one year from 151 in spring 2013 to 198 in spring 2014. In fall 2014, 661 students (19%) out of total enrollment of 3458 are pursuing a STEM major. Only the School of Agriculture and Natural Resources, with 1103 students enrolled, has more students. Agriculture is a key component of our mission as a college; in fact, in fall of 2013, the USG recognized ABAC as the "State's Agricultural College." The emphasis on STEM completion supports our mission as the "State's Agricultural College" since a number of agricultural disciplines (e.g. Forestry, Wildlife, Agricultural Engineering, Turfgrass) are strongly linked with science and mathematics fields of study. Thus, both the School of Agriculture and Natural Resources and the School of Science and Mathematics, which together comprise about half of ABAC's total enrollment, produce graduates who work in the state's number-one industry – agriculture.

Through an NSF grant, ABAC offers up to 10 scholarships annually – up to \$6,000 per student – to promising science, technology, engineering, and math students in the ASSETS Scholars Program. In order to receive one of these scholarships, students must have demonstrated financial need, be a US citizen or resident alien, and be enrolled full time in a STEM area of study at ABAC. Recipients must participate in a mentoring program, attend science/math

seminars, retain membership in the Science Affiliates Club, conduct undergraduate research activities with the University of Georgia Tifton Campus, and participate in the School of Science and Mathematics travel program. Participants are evaluated at the end of each academic year to determine eligibility to continue in the program.

ABAC also participates in the Regents Engineering Transfer Program, which allows students to complete their first two years of studies at ABAC and then transfer to Georgia Tech to complete their engineering degree. In addition to regular ABAC students who have taken advantage of this program, two dual enrollment students in the past two years have graduated from ABAC the same year they graduated from high school and are currently completing their degree in engineering at Georgia Tech.

Both the ASSETS Scholars Program and the Regents Engineering Transfer Program employ intrusive advising and program maps to keep students on track. With these programs in place, the College is in a strong position to recruit, retain, and graduate students in STEM fields.

Goal 2: Decrease excess credits earned on the path to getting a degree.

High-Impact Strategy: Offer block schedules for students in metamajors or majors for the first semester or first year

For fall semester 2013, ABAC's Academic Support Counselors produced a block schedule for each student who tested into one or more Learning Support courses. This process kept LS students from enrolling in courses for which there are LS prerequisites, a scheduling error which often put students in a situation of having to change their schedules at the beginning of the semester when few classes were available. Registering LS students ahead of time also helped them get a full schedule. Because of the success of this pilot program, for fall 2014, each academic school created block schedules for incoming freshmen with declared majors in their schools.

Challenges to producing block schedules for a year are the frequency with which students change majors and the shortage of core curriculum classes which results when virtually all first-year students are given a schedule of 15 credit hours or more per semester. The College will address these challenges by requiring students who want to change their major to undergo comprehensive academic and financial aid advising before being allowed to change. Adjustments in scheduling to optimize class size and faculty load will help address the shortage of core classes. For example, in creating schedules for fall 2014, advisors placed a majority of students in US History, a required course, while fewer students were placed into POLS 1101, another required core class. The result was overloads among history faculty, hiring of additional part-time faculty, and large class sizes in US History in the fall. Another consequence is that scheduled US History classes for spring semester have a number of empty spaces while all POLS 1101 sections were filled by the second day of early registration. Efforts to coordinate scheduling among advisors to ensure a balance among core classes will help to avoid these unintended negative consequences in the future.

Goal 3: Provide intrusive advising to keep students on track to graduate.

High-Impact Strategy: Ensure that students who meet off-track criteria receive timely and targeted advising intervention.

Being placed on academic probation is a sure indicator that a student is off track to complete college. Without intervention, many students placed on academic probation will fail to improve their grades and will lose financial aid eligibility or even be academically suspended from college. To help get students back on track, ABAC implemented a multi-faceted early intervention program during AY13-14. Of the 142 first-time freshmen who were placed on probation at the end of fall semester 2013, all enrolled in the intervention program; 110 passed the intervention class, and of the 110 who passed, 56 (51%) improved their performance during spring semester and avoided suspension. Before implementation of this program, approximately 25% of students placed on probation after their first semester avoided suspension after the second semester. ABAC will continue this intervention program during AY14-15 and will seek to reduce further the number of students placed on suspension at the end of their first year.

The main challenge to intervention programs is getting students to take advantage of them. ABAC provides four full-time Academic Support Counselors, whose role it is to monitor student progress and to implement programming to keep students on track. This significant commitment of resources on the part of the College to student retention, progression, and graduation helps keep ABAC at the top of the state college sector in retention and graduation rates.

Goal 4: 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: Participate in dual enrollment programs for high school students.

One of the most effective ways to shorten time to degree completion is through dual enrollment. In the past two years, two area high school students have graduated from ABAC the same year they graduated from high school. Both students went on to Georgia Tech and are pursuing engineering degrees. Other students have acquired enough hours through dual enrollment to begin professional school only two to three years following high school graduation. Because ABAC recognizes the advantages of dual enrollment for both students and their parents, the College has worked to expand opportunities for dual enrollment among area high schools. Consequently, the program has grown from 53 participants in fall 2011 to 205 in spring 2014. The College's goal is to continue to expand dual enrollment participation by offering classes at additional locations and by increasing the number of students who attend classes on the ABAC campus and enjoy the advantage of participating in Baldwin Academy, a program which provides dual enrollment students the opportunity to participate in Honors Program classes and extra-curricular activities and to move seamlessly upon high

school graduation into the ABAC Honors Program. Although the College will continue to expand opportunities for dual enrollment, ABAC will shift its focus to tracking dual enrollment students to determine college completion rates for this group.

The resources required to operate an effective dual enrollment program are a challenge. ABAC waives all mandatory fees except class lab fees for dual enrollment students to make the program affordable for all qualified students. Also, because classes on high school campuses usually have lower enrollment than the same classes on ABAC's campus, the cost of instruction is higher. ABAC has addressed these challenges by utilizing appropriately credentialed high school faculty to teach the classes at some high school locations, a strategy which increases support among high school faculty for dual enrollment.

Goal 5: 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 co-requisite Learning Support.

Just as dual enrollment shortens the time to degree completion, being placed into Learning Support classes in

college delays time to completion. Therefore, efforts to transform remediation should contribute significantly to college completion. With leadership provided by the University System of Georgia, ABAC has begun to change its Learning Support structure. After successfully piloting a co-requisite ENGL 1101/ENGL 0099 section in AY13-14, ABAC is moving toward full implementation of a co-requisite model for remediation. For fall 2014, English and Reading remediation have been combined into one course, ENGL 0999. Of the 41 students identified thus far as needing remediation in English or Reading, 27 have been placed in a co-requisite ENGL 0999/ENGL 1101. In addition, three math classes have been designated as co-requisite courses, one combining MATH 1001/MATH 0997 and two combining MATH 1111/MATH 0999. As of July 11, 67 of the 142 first-time entering students with math LS requirements have been placed into the co-requisite classes.

Challenges to implementing the co-requisite model of remediation include identifying best practices in supplementing college-level instruction in the co-requisite course and scheduling issues. ABAC math and English faculty are actively engaged in research to determine how best to structure these courses for student success.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

Goal 1 Increase the number of undergraduate degrees.

High-impact strategy	Increase degree completion in STEM fields.
Summary of Activities	ASSETS Program, RETP, Recruiting students for B.S. degree in Biology
Interim Measures of Progress	29 STEM graduates in fall 2013
Measures of Success	Increase number of STEM graduates by 5% spring 2015

Goal 2 Decrease excess credits earned on the path to getting a degree

High-impact strategy	Offer block schedules for students in metamajors or majors for the first semester or year
Summary of Activities	Block schedules for Learning Support students fall 2013; block schedules of 15 credit hours for first-time entering fall 2014
Interim Measures of Progress	All students who attend orientation receive a schedule of 15 credit hours; very few schedule changes have been recorded thus far
Measures of Success	Increase number of students enrolling in 15 or more credit hours per semester (fall semester) Increase number of students successfully completing 30 collegiate credit hours their first academic year of enrollment

Goal 3 Provide intrusive advising to keep students on track to graduate

High-impact strategy	Ensure that students who meet off-track criteria receive timely and targeted advising intervention
Summary of Activities	Multi-faceted intervention program targeting first semester freshmen placed on academic probation their second semester, AY2012-13
Interim Measures of Progress	31% reduction in number of students placed on academic suspension at the end of their freshman year for AY2012-13
Measures of Success	Increase retention among students who participate in the intervention program from 51% to 56%

Goal 4	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	Participate in dual enrollment programs for high school students
Summary of Activities	Offer dual enrollment classes at four high schools, ABAC on the Square in Moultrie, and the Tifton campus; institution of Baldwin Academy to connect dual enrollment with the ABAC Honors Program
Interim Measures of Progress	Increase in DE enrollment from 53 in fall 2011 to 205 in spring 2014; two students earn associate degrees simultaneously with high school graduation
Measures of Success	Increase % of courses completed vs. courses attempted for dual enrollment students Increase number of dual enrolled students who attend a post-secondary institution following high school graduation

Goal 5	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 co-requisite Learning Support
Summary of Activities	Successful pilot of co-req ENGL 1101/0099 in AY2012-13; combination of English/Reading remediation AY2014-15; three math pilots of co-req classes fall 2014
Interim Measures of Progress	Over one-half of students needing English or Reading remediation in co-req courses fall 2014
Measures of Success	Increase % of students who start in co-requisite remediation who complete degrees on time Increase % of students who start in co-requisite remediation who complete degrees in 150% of time frame

OBSERVATIONS

ABAC’s most successful CCG strategies are increasing enrollment in dual enrollment; targeted admissions based on institutional mission, programs, and needs of underserved student groups; reducing the number of students placed on academic suspension at the end of their first year; and instituting block scheduling for fall semester first-time entering freshmen.

Adjustments to completion strategies have been made based on evaluation of effectiveness, available resources, and changes in focus. For example, a financial aid study conducted by the president revealed a number of students with excessive hours and no degree. Therefore, the College has decided to focus on intrusive advising, especially for students not meeting SAP and those who request more than one major change; block schedules for all first-year students, and program maps for all majors or meta-majors.



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 2013-2014, ASU enrolled 4,261 students (3,661 of whom were undergraduates). There were 2,877 females (68%) and 1,384 males (32%), and the total number of males enrolled is less than half that of females. Overall enrollment dipped slightly from Fall 2012 to Fall 2013 (down by 0.3%), but there was a small increase in the overall number of first-time, full-time freshmen enrolling in 2013 (up by 2.4%). Retention from freshman to sophomore year increased to 70% in 2013, from 67% in 2012. The 6-year graduation rate also increased from 39% in 2012 to 42% in 2013, 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. This summer, ASU held an Education/Retention Summit during which key stakeholders discussed how to improve a number of our existing activities that impinge on retention/completion. In Spring 2014 faculty in each department developed plans for 4 goals: reduce midterm deficiencies, increase retention rates, increase graduation rates, and establish/expand partnerships. In Summer 2014, ASU had an Education Retention Summit and reviewed/refined the plans. During the Fall 2014 Faculty/Staff Conference, the plans were shared with all ASU personnel for input. In one example of an implementation strategy, each department has referred students to peer tutoring or supplemental instruction if their exam scores are 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 instituted a "Cash Mob" for local and area businesses, providing students insight into the power of the

average person to influence the economic success of local business. The College of Business also collaborates with area businesses to develop skills needed in their careers. Accounting students and faculty assist with completion of tax returns free of charge for the public. 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 2013-2014 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 reached the retention goal of 70% and increased the graduation rate to 42%. Data collected and maintained by the Academic Advising and Retention Center and showed an 11.4% decline in deficiencies from Fall 2012 to Fall 2013. However, when the position of Institutional Research was filled in December of 2013, it was decided that a different process was needed to ensure accuracy of these data, so deficiencies will be better monitored in AY 2015 by IR and by the online education director. IR in the Office of Academic Affairs will monitor the data extracted from Banner and will place the data in a centralized data system for use by departments, colleges and Academic Affairs for various

activities and initiatives.

For 2014-2015, ASU will 1) target the increase of graduation rates of first generation 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 identified specific 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 increase the use of curriculum mapping in all majors to identify gaps in content and institute ways to close the gaps. Colleges will add to their alumni databases speakers who can share with students their models of success and also serve as student mentors. Collecting and reporting these data will help focus the activities needed for improved retention and graduation. ASU has set the retention rate to 72% and the graduation rate to 41% for 2014-2015.

ASU will shorten time to degree completion by use of dual enrollment and prior learning assessment. During 2013-2014, ASU had MOUs with the Dougherty County Early College and with Deerfield Windsor School. In the spring of 2014, ASU personnel met with the Dougherty County Curriculum Director and high school principals/assistant principals about dual enrollment. As a result of the meeting, one high school scheduled a meeting with potential students and their parents and will be participating in dual enrollment with ASU in AY 2015. Additionally, one other high school has requested a meeting between their high school counselors and ASU personnel with a goal of dual enrollment beginning in Spring 2015. ASU is determined to continue building dual enrollment relationships with the local and area high schools. Also, ASU faculty will interact with local and area middle and high school teachers in ways to better prepare public school students for college work.

ASU will increase the likelihood of degree completion by additional remediation activities. Some of the 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 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). Beginning in Spring semester 2015, ASU faculty will teach two upper level ASU courses on the Darton campus - one each from Forensic Science and Criminal Justice. The ASU College of Business is discussing 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 Spring semester 2014, the College of Business added additional areas to the articulation agreement between Albany State and Albany Technical College for students with an Associate in Applied Science in Technology Management to complete the Bachelor of Applied Science in Technology Management at ASU. Beginning in 2014, the COB along with the Admissions Office began more actively recruiting at the technical colleges. Additionally, ASU and South Georgia Technical College in Americus are discussing articulation agreements in five areas: Health Care Management, Supply Chain and Logistics Management, Business Information Systems, Marketing, and Criminal Justice. 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 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 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 2014-2015: Each department developed 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 2011, the retention rate was 65%, increasing to 67% in Fall 2012, and to 70% in Fall 2013. The 6-year graduation rate for the freshman cohort entering in 2005 was 41%; for the 2006 cohort the rate was 39% but increased to 42% for the 2007 cohort. ASU ranks number 3 among Georgia Universities in 6 year graduation rates.

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) serving as a partner for the Early College; c) awarding credit based on Advanced Placement or International Baccalaureate scores/exams; d) awarding credit based on assessment of prior learning via CLEP or DSST scores; and e) awarding credit based on ACE credit.

Progress in 2013-2014: Three Dougherty County Early College (DCEC) students enrolled as dual enrolled students in Fall 2012; 53 students enrolled in Fall 2013; and 34 have registered for Fall 2014. 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 may result in fewer Early College students enrolled in fall 2014, thus providing the impetus for ASU reaching out to the Dougherty County high schools as well as other high schools in the region to establish new Dual Enrollment agreements. An ASU team with representatives from Admissions, Financial Aid, Online Learning and Academic Affairs met with principals or counselors from all 4 Dougherty County high schools as well as the School System's Curriculum Director during the spring. Thus far, an agreement has been reached with one of the high schools, and eligible students are to enroll in spring 2015. In July 2014 an additional county high school and a private church school have contacted ASU about dual enrollment opportunities in the coming year. Five of the Early College students who graduated in May of 2014 have enrolled as regular college students at ASU either during the Summer or for the Fall 2014 semester. ASU will continue to maintain data on the dual enrolled students.

Deerfield Windsor School (DWS) continues to actively work with ASU in dual enrollment of their students. In Fall 2012, 22 DWS students were dual enrolled at ASU; 26 in Fall 2013; and 18 DWS students were admitted for Fall 2014. A meeting with DWS administration, parents and students in June 2014 saw an increased interest in dual enrollment.

ASU needs to better track the number of students receiving credit for CLEP or DSST scores, Advanced Placement or International Baccalaureate credit, and for students who are awarded credit based on ACE scores. Beginning Fall Semester

2014, staff in Institutional Research began to work with the Office of Academic Services and Registrar to identify, disaggregate and track students with these credits and a report will be sent to the Office of Academic Affairs.

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 2012, ASU students' mid-term course success rate was at 78.9% with a final success rate of 77.3% for the semester. 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. In Spring 2014, all faculty were required 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 2013-2014, 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 [English or combined English/Reading]; 155 students received corequisite remediation in English (or combined English or combined English/reading), reading, and mathematics. In the Fall of 2014, the Academic Success Unit will continue with the credit-bearing courses with a required supplemental lab added. Student progress through these courses will be tracked and reported to the Office of Academic Affairs by each department and college.

OBSERVATIONS

The increase in the graduation rate from 39% to 42% reflects the combined efforts of the faculty and administration in supporting the students to complete their degrees. The efforts of the Academic Advising and Retention Center in implementing additional supplemental activities as well as increased efforts by the AARC and the faculty in student

advisement have also impacted the increase.

Dual enrollment increased during 2013-2014 due to efforts by Academic Affairs and incorporating a team approach (Admissions, Financial Aid, Online Learning, and Academic Affairs) should increase the dual enrollment numbers more in the coming year. Based on the number of students enrolled in Fall semester courses as well as those who are completing the admission process, ASU has 43 dual enrolled students in the Fall 2014 with additional students enrolling in Spring 2015.

One area needing greater attention is prior learning assessment. While only two faculty members have been trained and no portfolios have been evaluated in the past year, additional faculty members will be trained in portfolio assessment, and ASU will increase the dissemination of portfolio assessment to students and potential students. Prior learning assessment should be most attractive to adult learners with some previous college coursework and with work experience, especially in those areas with certification opportunities (such as in IT or Business areas). Military personnel are also targeted group as ASU has been designated as a military-friendly campus. The College of Business has

offered programs at the Marine Corps Logistics Base in Albany, and military spouses have enrolled in other programs such as nursing and education. Additionally, the University has a Military Liaison who works with veterans and their families.

ASU signed a statewide articulation agreement with the Technical College System of Georgia for the Fire Service Program in 2013 and continues to add MOUs with area technical colleges. As noted earlier in this report, in July 2014, ASU signed four articulation agreements with Darton State College and is working on admissions and reverse transfer opportunities with Darton. The ASU President is pushing 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 may well be the area's best chance for creating a realistic yet ambitious blueprint for moving forward in a positive direction. Already the four educational leaders have held planning and information sharing sessions with different citizen groups.



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 (CCG-A) plan is consistent with our institutional mission of providing diverse and transformative learning experiences that support student success, with the overarching goal of assisting students from matriculation through 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, transfer students, and 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 self-identify as first-generation college students and may not have had the benefit of parents, siblings, or mentors to help them understand 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 this area, including veteran and active duty military (there are 47,000 veterans and over 22,000 active duty personnel in the region), is large and drives many of our initiatives. We have had a renewed focus on service to our adult and military students. Recognizing that students need guidance in preparing for college success, Armstrong has developed strategies to increase awareness of the college application process and we provide assistance to potential students and their families to accomplish this task. Students also need assistance with financial aid and payment procedures, such as completing the FAFSA, submitting and signing necessary documents, understanding the variety of financial aid available, and managing money for college and personal expenses. We provide numerous workshops on campus and in the community to meet this need.

Appendix 1 contains the Fall 2012 and Fall 2013 Armstrong undergraduate student demographic profile. Our population tends to be full-time, female students who are Pell eligible and more often than not, an adult learner. In addition, we have growing populations of military and minority students. Our programs must be geared to service these populations and assure that they are progressing to their degree in a timely fashion.

Table 1 highlights the most recent data on 6-year graduation rates for our students. It is evident that our graduation rates are trending significantly higher for all populations of students, except Pell eligible (flat), adult learners and learning support students (mostly the same population, decreased). Male, adult, and learning support students graduate at a much lower rate and their needs are being addressed going forward. We have significantly higher and increasing graduation rates for our female, African-American and military students, which is most likely a direct reflection of the effort that is devoted to the success of these students.

TABLE 1: ARMSTRONG, 6-YEAR GRADUATION RATES

	% Graduated within 6 Years, 2007 Cohort	% Graduated within 6 Years, 2006 Cohort
Fall 2007 First-Time Full-Time Cohort	33.6%	31.0%
Male	24.2%	23.1%
Female	40.7%	35.8%
Black or African American	43.9%	35.2%
Latino/Hispanic	35.7%	20.6%
Multiracial	35.4%	26.7%
Pell Eligible	31.3%	32.3%
Adult Learners (Age 24 and Older)	27.6%	33.3%
Veteran or Military Affiliated	50.0%	27.3%
Learning Support	21.7%	25%

Table 2 below shows the total degrees conferred for the last 3 years, plus the estimated degrees to be conferred for Fall 2015. Our largest increase is in our awarding of bachelor’s degrees, with other degrees remaining mostly stable.

TABLE 2: DEGREES CONFERRED

	FY 12	FY 13	FY 14	FY 15 December Graduation Only
Associate's Degrees	55	64	49	34
Bachelor's Degrees	881	975	1024	552
Master's Degrees	227	270	215	174
Doctoral Degrees	18	21	16	20

develop appropriate goals for college and a plan for completing degree programs which can help a student establish and work a plan that enables them to graduate in four-years.

Educating and helping students make good decisions regarding where to apply to college, how to successfully complete applications, what is involved in financing a college degree, and planning financially for college may alleviate the financial strains that often lead to delayed graduation or stopping out of school.

Finally, by establishing better and more flexible pedagogical practices, such as more online, hybrid and flipped classrooms, or laboratories designed to reduce high DFW rates, students can graduate more quickly.

INSTITUTIONAL GOALS AND STRATEGIES

Our overarching CCG-A goals are to 1.) Increase in the number of undergraduate degrees awarded by Armstrong, on-time and with fewer excess credits 2.) Implement and expand improvements in advising services for first time full time freshmen (FTFTF) and at-risk students, 3.) Restructure instructional delivery to support educational excellence and student success. 4.) Improve college readiness of students who are non-traditional, military, first-generation, and/or from historically underrepresented groups.

How does meeting these goals increase student completion?

Identifying, examining and removing barriers to student success, for example, 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 improved and highly intentional advisement, we can have students

What are the barriers?

The barriers at Armstrong are also seen at most other institutions. Students still have trouble paying for classes, maintaining their HOPE scholarship 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, college 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. This can be a challenge to accomplish, especially when new staff are hired into these positions. 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

Goal 1	Increase in the number of undergraduate degrees awarded by Armstrong, on-time and with fewer excess credits.
High Impact Strategy New or Continuing Strategy and Timetable for Implementation Summary of Activities	<p>Implementation of Adult Learning Consortium Principles for awarding credit based on verifiable experience or prior learning.</p> <p>This is a continuing strategy. All ALC principles were adopted in the 2013-2014 school year. Their full implementation begins with the 2014-2015 school year.</p> <p>We have implemented the recommended principles of the adult learning consortium which include the addition of PLA portfolio options, adjusting our minimum CLEP scores to the recommended 50, expanding our AP and IB credit acceptance policies, offering challenge exams in courses where no CLEP exam exists and working to improve our ACE/JST transcript acceptance policies and procedures. We currently have a grant from the Adult learning consortium to standardize, and directly transcribe our military transcript prior learning experiences. This process should be complete in Spring 2015 and we expect to offer credit in 10-15 disciplines, mostly in core classes.</p>
Outside Partnerships and Required	<p>We have partnered with the ALC and will be working with other USG schools to roll out the PLA courses.</p>

Resources

Personnel Involved 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 advising professional staff.

Interim Measure of Progress Each of these items is fully in place for the 2014-2015 academic year.

Measure of Success We expect to see a 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 will be reflected by a steady increase in the graduation rate of adult and other students using these credit options. Achieving an increase in retention and graduation rates for adult students equal to that of the rest of the population (in the low 30% range) is the primary objective and outcome. Appendix 2 and 3 contain the retention information for non-traditional freshmen and transfer students. These numbers have fluctuated yearly with little trend in any direction. It is envisioned that these new policies will stabilize this fluctuation and allow us to reach our 80% retention goal/low to mid 30% graduation goal for adult students.

Goal 2 Implement and expand improvements in advising services for FTFTF and at risk students

High Impact Strategy Implementation of DegreeWorks and Grades First to improve advising and provide for academic coaching of students.

New or Continuing Strategy and Timetable for Implementation This is a new strategy, scheduled for full implementation (DegreeWorks, September 2014) and expanded pilot implementation (GradesFirst for first-year, athletes, learning support and academic probation students in Fall 2014).

Summary of Activities We pilot tested both DegreeWorks and GradesFirst in the 2013-2014 school year, making them available to select groups of advisors. DegreeWorks goes live to students in January 2015. Faculty and staff have been trained regarding the use of DegreeWorks. GradesFirst is being piloted for all incoming freshmen, athletes, learning support and academic probation students beginning Fall 2014. To date (as of November 5, 2014) Grades first has sent 3,800 emails and 792 text messages to students to schedule and remind of advising appointments, reducing no-shows. 766 students were marked as at-risk during the Grades First early alert process. Each of those students was contacted by an academic advisor or success coordinator/mentor to offer student and tutoring resources.

Outside Partnerships and Required Resources No additional outside partnerships are required. Funding will be needed to expand GradesFirst next year to include all sophomore students.

Personnel Involved All academic advising staff, tutor center staff and the Registrar's office are involved in both DegreeWorks and GradesFirst.

Measure of Success DegreeWorks usage will reduce advising errors and will help students map their path to degree. We expect to see a measurable decrease in the excess credits students accumulate. A 69% response rate for GradesFirst, was seen by the participating faculty. This is higher than all other early alert process we have attempted in the past. We hope to get this rate to 85% within 3 years of implementation to allow for more contact and follow up from advisors to assist students with resources needed to be successful and progress to the next course. We expect to see measurable increases in both 4 and 6 year overall graduation rates as a measure of success. We also expect to see increases in FTFTF retention rates. Appendix 4 gives the current and historical retention rates for this population. Again, our data has been inconsistent in the past and we hope that our efforts will begin to stabilize these fluctuations.

Goal 3 Implement and expand improvements in advising services for FTFTF and at risk students to include

High Impact Strategy Improve the First Year Experience to focus on key impediments to freshman success and retention and improve first year student's overall college readiness.

New or Continuing Strategy and Timetable for Implementation This is a continuing program that has been fully implemented. Additional implementations for the 2014-2015 academic year include 15 to Finish initiatives, GradesFirst and appreciative advising course training for 2 of our advisors (appreciative advising training is sponsored by the University of South Carolina, a pioneer in FYE programs). We are expanding our use of peer-mentors and supplemental instructors in FYE in 2014-2015. One graduate assistant was also used as the academic coach for our Summer Bridge (Summer challenge) program.

Summary of Activities We have hired advisors in the Colleges of Liberal Arts, Health Professions and Science and Technology to focus on freshmen student advising and success. We have a full-time FYE director who works to

implement our QEP, First Class, which provides first-year students with education on campus resources and information literacy competency. Our First-Year Experience program is a comprehensive retention and graduation strategy that is also a part of our Quality Enhancement Plan (QEP). See:

http://www.armstrong.edu/Departments/first_year_experience/fye_welcome

Our First-Year director is responsible for assisting at orientation, developing and implementing our Summer Bridge program, implementing our mandatory first year seminar, implementing and assessing our early alert programs, developing the common read program and working with advisors and others on campus to provide services and strategies to improve the entire first-year experience at Armstrong. We recently completed the 3rd year of our summer challenge bridge program for provisionally admitted students. Within FYE, we now employ peer-mentors and a Hispanic Outreach and Retention Coordinator who recruits and coaches Hispanic and Latino students. Our "Tickets for Success" program, run by our advisors and success coordinators, provides information on study skills, financial aid, impacts of SAP and course withdrawals and other necessary success information. Our 15-to finish web-site has been created and a number of degree-pathways have been added.

See: http://www.armstrong.edu/Departments/first_year_experience/fye_armstrong_15_to_finish

Outside Partnerships and Required Resources

If the appreciative advising training and certification proves beneficial for our students and advisors, we will need to find resources to have additional advisors trained in the appreciative advising program. Resources will also be needed to continue to expand our peer-mentoring, academic coaching and supplemental instructor program for first-year students.

Personnel Involved

Our professional advising staff, our FYE Director, 5 peer-mentors, an FYE GA and a Student Success GA, the Hispanic Outreach and Retention Coordinator.

Interim Measure of Progress

Progress is measured by an increase in freshmen retention rate, which hovers on average 69% year to year. A reduction of students on SAP and an increase in retention of summer challenge students to the sophomore year (which currently runs at 59%) will signal progress. Our FTFTF retention and summer challenge retention numbers are in Appendices 4 and 5 respectively.

Measure of Success

We are targeting an 80% retention by 2020, for all populations. The summer challenge retention will increase and approach that of the regular student population.

Goal 4

Improve college readiness of students who are non-traditional, military, first- generation, and/or from historically underrepresented groups.

High Impact Strategy New or Continuing Strategy and Timetable for Implementation Summary of Activities

Renewed-focus on Military students
Continuing, all items are implemented.

Armstrong has been designated as a military- friendly campus. We have eliminated all non- course fees for active duty military. We have been improving our process and increasing ACE transcript evaluation and course acceptance. We have expanded course offerings at the Liberty Center and increased our offering of evening, flex-term and hybrid classes for adult/military students. We hold adult information sessions and adult 1-day registration sessions, with special programs at the Liberty Center targeting military students. We provide one-on-one tutoring and Math and English workshops for military students to review prior to finals. Our Liberty Center hosts Health Profession information and advising sessions to help retain students in health related degree programs. We have instituted web-based career service counseling for Liberty Center students who cannot travel to main campus during the work day. We are active in attending college outreach events on Ft Stewart. Armstrong was accepted into the Air Force GEM program in the Spring of 2014, with the first students enrolling for Fall 2014. Finally, the Armstrong Green Zone is a campus-wide initiative to increase faculty and staff knowledge of the issues veterans face as they transition to university life. Through a three-phase training program faculty and staff are given the background necessary to identify and address the needs of Veterans and assist them in being successfully in their academic pursuits.

Outside Partnerships and Required Resources

We have significant outside partnerships with Ft. Stewart and Hunter Army Airfield, in addition, we are partnered with the Community College of the Air force with the GEM program. Ongoing resources for the Green Zone and the focus on ACE/JST transcript evaluation need to be secured.

Personnel Involved

Our Liberty center and Green Zone staff, professional advisors, career services and 40 faculty and staff each year who attend Green Zone training.

Interim Measure of Progress

Our military population grew 7% over last year and we expect continued growth in this population. Our Military student retention numbers (active, spouse and dependent) are attached in Appendix 6.

Measure of Success Measurable and consistent increases in military student enrollment, retention and graduation rates. Our data indicates constant fluctuation in these numbers. However, with more intentional and well-planned activities, we expect this fluctuation to stabilize and allow for steady increase.

Goal 5	Improve college readiness of students who are non-traditional, military, first- generation, and/or from historically underrepresented groups.
High Impact Strategy	Workshops and community outreach regarding college readiness and financial options for college, targeted to adult, military, first-year and historically underrepresented students.
New or Continuing Strategy and Timetable for Implementation	This is a continuing strategy.
Summary of Activities	Hispanic Outreach and Retention held 23 sessions in the community to address many first-year Hispanic student questions and concerns about college in 2013-2014 and a similar number of sessions are planned for this upcoming year. Financial Aid conducts 5 financial workshops (including one at the Liberty county campus) each year in the neighboring counties. Our academic advising office hosted 20 community visits in the local 6 county region to recruit for dual enrollment programs, with an average of 21 students attending each event. Our Hispanic enrollment, and retention rates are shown in Appendices 1 and 7. Our Office of Multicultural affairs provides a mentoring program for African American males (MOVE) which has achieved a 75% retention rate for first year students in the Fall 2012 cohort, and a smaller, newer program for African American females.
Outside Partnerships and Required Resources	Funding has been obtained from the USG for the MOVE program for African American males. Outside funding is also in place for the Hispanic student outreach and recruitment position (CAMINO). Resources are required to maintain these programs past the time of the grant funding. The financial aid, dual enrollment and academic advising workshops are funded with university resources.
Personnel Involved	Our Hispanic Outreach and retention Coordinator, our Director of Multicultural affairs, the Director of HOLA, the Director of Financial Aid and her staff and the Director of Academic Orientation and Advisement and the entire professional advising staff (total of 35 staff).
Interim Measure of Progress	Progress in this area is evidenced by the increased attendance at the events and the number of college applications received from areas where we have visited. In addition, a continued enrollment of Hispanic/Latino students would signal success in that area of recruitment.
Measure of Success	Measurable increases in applications from Hispanic and dual enrollment students will be the primary marker of success for these initiatives.

Additional High Impact Strategies for CCG-A

Other strategies we are pursuing include significant changes to our remediation model for English and mathematics for implementation in the Fall of 2015. We will be implementing co-remediated English and Mathematics for all students below the math and English placement indices and eliminating some of the barriers to registration and progression that learning support students encounter (suspensions, holds on registration, denial of admission for placing into too many learning support classes). We are piloting mathematics laboratory sections to increase student success and completion in mathematics courses, where DFW rates have remained stubbornly high. We believe that the changes in remediation and the mathematics laboratories will begin to decrease the DFW rate in our mathematics courses (which are typically around 40%). Finally, we will be re-branding, changing our marketing and recruitment message and adjusting our admissions standards for our Summer Challenge bridge program, now called “Pirate Passage” for summer 2015. We anticipate that this will

increase our summer bridge program enrollments (which have been flat in the 45-55 student range for 3 years). In addition, we are planning to begin using predictive analytics to assist with identifying at-risk students. This will begin prior to summer orientation and our campus freshmen advisors will pre-register all freshmen for courses appropriate to their preparation, major based on the predictive analytical model.

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 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 have been implemented, from implementing 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 and are part of institutional culture and process. From these initiatives we have begun to see significant increases in degree production (Table 2). Based on 2014 numbers, our bachelor's degrees have increased 16% since 2012 and our overall degree production is up 9%. While these increases may not be directly attributable to CCG activities, the results of our collective efforts are positive. We believe they are making impacts 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 and the expansion to new goals and strategies. For example, we have noted that adult (non-military

affiliated), learning support and part-time students have the lowest 6 year graduation rates, thus we are reemphasizing our strategies to address their needs, while continuing the higher levels of service we now provide to military and FTFTF students. Finally, in all student populations, our retention numbers have fluctuated historically. As we have become more direct, intentional and focused on implementing CCG strategies to improve retention and graduation, we expect these fluctuation to stabilize and begin trending upward.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/Armstrong.pdf>



Atlanta Metropolitan State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Founded in 1974, Atlanta Metropolitan State College (AMSC) is a public, 4-year college governed by the Board of Regents of the University System of Georgia (USG). AMSC is located on a 67-acre urban campus in the southwest quadrant of Atlanta, Georgia. The College's mission focuses on excellence, where outstanding faculty members and committed staff teach and facilitate the successful academic matriculation and holistic development of students. The College has a 3,000-student population, 6:4 traditional/non-traditional commuter population ratio, and a student demographic of 92% African-American, 3% Caucasian, 3% Hispanic, and 2% Asian. Typically, 95% of AMSC students are Atlanta residents. AMSC has an open-access admissions policy, with 30% of the student body requiring learning support (or developmental education). Fifty-five percent (55%) of AMSC students are first-generation college students. Seventy percent (70%) of students receive the Pell grant, and 90% receive some form of financial aid.

Though approximately 30% of the College's students require some level of learning support, AMSC ranks above the USG graduation rate average for state colleges, and maintains the highest full-time first-time associate degree, three-year graduation rate for African-American males in the USG. AMSC's 40 years of experience in providing post-secondary education underscores the institution's mission of offering an affordable liberal arts education that prepares students from diverse urban communities to function in a global society. In addition, AMSC is the institution of choice for many metropolitan Atlanta region communities because of its high quality programs and services and competitively affordable cost and tuition. Low cost and high quality is a strategic imperative of AMSC. Tuition and fees are approximately \$1,600 per semester or \$3,200 per year. The cost of an associate's degree is approximately \$6,400, and the bachelor's degree cost is \$13,000. These costs place a college degree within reach of low-income families and individuals who would otherwise not have the resources to attend college, and positions AMSC as the institution of choice for a large segment of the metropolitan Atlanta area. Because college cost is a primary barrier for individuals in metropolitan Atlanta communities seeking college degrees, AMSC fully embraces its Complete College Georgia (CCG) Plan as a natural fit with the College's existing mission and provides an opportunity to increase its impact and effectiveness in providing post-secondary education to diverse urban communities.

AMSC engages in strategic partnerships. These partnerships are listed below and are grouped into three primary categories: K-12, economic/workforce, and special-focused partnerships. The K-12 partnerships focus on college programs for high school students including Dual Enrollment, Move On When Ready, Early College, and Joint Enrollment. K-12 partnerships also focus on improving student college-readiness and preparing students for success in freshman gateway courses. Economic/workforce partnerships focus on preparing students for direct entry into the workforce, internship opportunities, and professional mentoring programs. These partnerships greatly enhance completion of student workforce certificates and career associate degrees. The emphasis of economic/workforce partnerships is to meet the demands of the local economy and workforce needs. Special-focused partnerships involve targeted projects that address specific educational, economic, employment, cultural, and community needs.

K-12 Partnerships

- High schools across the metro Atlanta region: Atlanta Public Schools Fulton County, Clayton County, and DeKalb County School Districts

Economic/Workforce Partnerships

- Grady Hospital Radiological Technology Program, Atlanta Job Corps, Atlanta Workforce, Year Up Atlanta,

Georgia Power, Metro Chamber of Commerce

Special-Focused Partnerships

- 100 Black Men of Atlanta, United Way of Greater Atlanta, Project GRAD Atlanta

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal 1: Shorten time to degree completion through programs that allow students to earn college credit while still in high school

How meeting this goal increases completion

AMSC students who complete college courses while in high school have higher college completion rates than their peers from similar socioeconomic backgrounds. *Thus, the College expects that students who earn college credit while in high school will directly lead to improvement in the CCG student completion outcome.* The specific strategies associated with Goal #1 involve providing students the academic and social (e.g. motivation, time-management, confidence) skills that ensure their progression - maximizing course completion and pass rates for dual enrollment (DE) students in gateway freshman classes. To achieve this objective, AMSC has provided foolproof academic and support services and monitoring that provide immediate interventions for dual enrollment students who experience problems. These support systems include: (1)

hiring a Dual Enrollment Coordinator to manage and monitor the program, (2) creating a dedicated dual enrollment student workspace on campus to provide a focal point on campus for academic and social support for DE student adaptation to college life, and (3) incorporating dual enrollment students into the College's academic success monitoring systems, such as "Early Alert" and "Intrusive Advising." Collectively these strategies increase DE student performance and will lead to the success of completion outcomes.

Needs/Challenges in Achieving this Goal

Although AMSC's DE program is progressing, there are needs/challenges. Among the challenges are (a) students' lack of funds to purchase text books, (b) insufficient preparation and resources for more high school students to take standardized tests (ACT & SAT) to qualify for ACCEL funding for high school dual enrollment and early college programs, (c) lack of transportation for dual enrollment students to attend on-site campus classes, and (d) disproportionately low number of DE students from low income, underrepresented, underserved families.

Steps AMSC is Taking to Address Needs/Challenges

AMSC is contributing in multiple ways to address student needs: (1) The AMSC Student Government Association has created a book loan program for students who demonstrate need, and allow these students to "check-out" course textbooks on a semester-by-semester basis. While this program is very popular and successful, it does not meet the full need of students campus-wide. (2) The College provides Pre-matriculation courses (Pre-MAT) in English, Math, and Reading, as well as COMPASS Diagnostic Testing for high school students to raise the awareness and preparation of students and parents to increase the number of college-ready students and those who meet DE requirements. Furthermore, AMSC collaborates with high school administrators and teachers on curriculum and intervention strategies to increase the pipeline of college-ready students. For example, AMSC hires high school teachers as instructors in its Pre-MAT program, which increases high school teachers' awareness and improves their ability to prepare students for COMPASS competency requirements.

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

How meeting this goal increases completion

The graduation rate of students enrolled in learning support classes is 80-90% lower than the rate of students who do not require learning support (LS) classes. Thus, the strategy to eliminate or reduce the time for students in learning support should increase their completion rate, and contribute significantly to the College's completion outcome. AMSC employs several strategies to eliminate or reduce learning support requirements of students.

First and foremost, the College places emphasis and significant resources on exempting students from learning support. The College's (Pre-MAT) program targets multiple high schools in the metropolitan Atlanta area, and provides intervention classes for students who are not "college ready"

in the areas of math, English, and reading to strengthen their academic skills to meet the USG COMPASS admissions requirement. Program participants are referred by teachers or identified based on COMPASS Diagnostic scores. Students identified with academic need are provided an intense four to six week Pre-MAT course preparing them to score high on the COMPASS test. At the conclusion of the Pre-MAT program, high school students have the ability to either test out of LS courses completely, or reduce time spent in LS courses before entering college-level gateway courses. Exemption of LS courses reduces time to completion for some students by as much as one to two years, and reduces costs by \$3000-\$3500 for tuition/fees for LS courses.

Second, the strategy for transforming remediation is to increase the pass rates of students who take LS math courses and improve their performance in their subsequent gateway college math course. Traditional learning support classes and teaching strategies are simply not effective/efficient and do not meet the needs of current college students. Passive learning and the lack of technology in the classroom do not effectively address the needs of LS students. AMSC has addressed this problem by transforming its LS classes from passive learning to active learning, incorporating a computer-based curriculum accessible to students in and out of the classroom. The College has developed a Quality Enhancement Plan (QEP) that targets students with LS math requirements, utilizing a computer-assisted modular approach. This approach is a modified version of the nationally recognized "Emporium Model," which provides students with a self-paced instructional delivery method driven by their individual learning styles and mastery of curriculum content. The instructor assumes a facilitating teaching role, monitoring student performance and providing real-time intervention strategies as the need arises in the course.

Needs/Challenges in Achieving the Completion goal

The Pre-MAT program charges a fee of \$89.00 per student to cover costs for instructor and course material. While nominal, this fee is a barrier for some students and poses a challenge for the number of students who can afford to take Pre-MAT classes.

Another challenge is limited resistance to transforming LS courses. Although the larger AMSC community has been exposed to and educated about the College's QEP and LS remediation transformation initiatives, some students and faculty resist change until success is demonstrated and proven. Because the College is in year two of these LS transformations, data are becoming available to demonstrate LS success of transformed remediation classes when compared to traditional LS courses. Nonetheless, resistance and hesitancy to change persist.

Steps AMSC is Taking to Address Needs/Challenges

The College provides Pre-MAT class cost waivers for students who demonstrate specific need. Grant funds have also been obtained to help defray Pre-MAT costs and expenses for students. Nonetheless, cost limits the scope and reach of the Pre-MAT program.

To reduce reluctance for some students/faculty to fully embrace remediation transformation, the College has put forth a concerted effort to better inform students, faculty, and

staff of LS successes of new LS initiatives. A QEP Committee has been created, consisting of representation from multiple campus stakeholders, to determine LS policies and procedures, disseminate information, and garner campus-wide buy-in. The College's QEP Director, who oversees and manages the QEP program, develops and implements strategies (e.g. publications, PowerPoint presentations, QEP webpage) to ensure and increase campus support and participation in remediation transformation initiatives.

Goal 3: Provide innovative services/activities that motivate and engage students to graduate on time

How meeting this goal increases completion

After matriculation, students often lack focus, momentum, and motivation to graduate on time. AMSC has implemented three strategic programs to maintain student momentum and focus toward graduation: (1) career services, (2) internships, and (3) intrusive advising. The College believes that the achievement of this goal will increase the motivation and focus of students and lead to increased student progression and higher completion rates. Career services and internships are designed to provide students with deeper experiences of the careers associated with their academic majors and experiential activities beyond the academic setting, as well as networking opportunities for students prior to graduation. The literature is replete with examples of how internships motivate students and in many cases provide them an advantage over their peers without internship experiences. The AMSC career services resource will increase student clarity of career pathways, reducing instances of students changing majors (losing credits), selecting the wrong courses, and reduce career indecisiveness that leads to prolonged graduation.

Intrusive academic advising (IAA) takes a proactive and aggressive approach to identifying and addressing student academic and social needs. Intrusive academic advisors take the initiative to identify and support students who have academic and social needs and provide interventions to get them back on track, rather than waiting on those students to self-identify and come to the College for assistance in addressing challenges that threaten their retention, academic progression, and timely graduation. Three high-risk student cohorts have been targeted for this strategy: (1) students in academic jeopardy (i.e. those facing academic warning or probation), (2) part-time students, and (3) academic high-risk first-time full-time (FTFT) students. The IAA Program for the high-risk FTFT cohort has a dedicated program coordinator, whereas the IAA for part-time students and those on academic jeopardy is implemented by the Center for First Year Experience and Academic Advising.

Needs/challenges in achieving the completion goal

Intrusive advising activities are time consuming, resource intensive, and require dedicated staff. While AMSC continues to grow its intrusive advising activities, the demand of student needs outpace the current staff capacity and resources, thus limiting the scope of the program. Increases in the College's resources will allow the program to extend to more students in need of these very effective student services.

Steps AMSC is Taking to Address Needs/Challenges

The College provides six credit hours (two courses) of reassigned time for the faculty coordinator of the FTFT Intrusive Advising Program. Faculty members volunteer their time to serve as Intrusive Academic Advisors, and when possible workload assignments are approved to work toward this effort in the Center for First Year Experience and Academic Advising (CFYEAA).

Goal 4: Increase the number of degrees conferred and graduation rates, targeting adult learners

How meeting this goal increases completion

Because adult learners constitute a large percentage (1,260 students, 42%) of the overall student population (3000 students) at AMSC, achieving this goal will have a significant impact on achieving the completion outcome. Three strategies have been implemented to achieve this goal: (1) expansion of the College's Prior Learning Assessment (PLA) Program, where adult learners receive college credit for prior learning, CLEP certified competencies, DSST scores, ACE credit recommendations, and portfolio review, all of which reduce degree completion time, (2) development of technology training opportunities for adult learners to increase their comfort and participation in online classes, and (3) development and implementation of adult learner focused online classes that maintain course quality and rigor, but utilize pedagogical strategies that address the needs of adult learners. The adult learner target population includes students from various backgrounds, including military students, GED students, students requiring job retraining, and adult learners pursuing new career options.

AMSC employs various activities to address the needs of adult learners. An online technology module has been incorporated into the freshman orientation course, required for AMSC students and particularly targeting adult learners, to strengthen their technology skills for success in online courses. The College believes that if adult learners fully engage in online courses, it will provide them additional options for taking courses at times that compliment their family and work schedules, affording them the opportunity for increased course loads, thus reducing time to graduation. Pilot "user friendly" online adult learner courses have been developed and implemented during the spring 2013 and fall 2014 semesters. The pass rates for these courses will be reported in the 2015 CCG Update Report.

Needs/challenges in Achieving the Completion goal

Despite the success of efforts associated with this goal, technology fears remain with many adult learners and others face major challenges with certain academic course disciplines, such as mathematics, primarily because of the time lapsed since last taking math courses.

For adult learners who wish to achieve credit for prior learning, the cost is a barrier for taking the credit course that trains them how to develop a prior learning credit portfolio, a requirement for requesting prior learning credit.

Steps AMSC is Taking to Address Needs/Challenges

For students who demonstrate need, the College has allocated institutional funds to cover the cost for the one credit

PLA courses designed to train adult learners to the develop a PLA portfolio.

The College has assigned the PLA program to the Assistant Vice President for Academic Affairs, which gives it prominence, high profile, and the emphasis that underscores the College’s commitment to success of the program. The

AMSC PLA program has maintained a proud membership for several years in the USG PLA Program and Georgia’s Opportunities for Adult Learners (GOAL). The resources and support provided through these resources have been invaluable in the success of the AMSC PLA program.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES, ACTIVITIES, TARGETS, AND MEASURES OF SUCCESS

**Goal 1
High-Impact
Strategy**

Shorten time to degree completion

1. Formalize a Dual Enrollment Program that integrates dual enrollment into the College’s tactical and strategic planning processes with the goal of sustaining the dual enrollment student headcount as fixed percentage of the total student population. These programs include Dual Enrollment, Early College (Maynard Jackson High School), and Move on When Ready. Earning college credits in high school affords students flexibility for earlier internships, study abroad opportunities, and reduces college costs.
2. Develop academic skills required for students to maintain an academically sound GPA, which eliminates their need to repeat courses, thus shortens degree completion
3. Develop and implement guided pathways (Program of Study).
4. Enhance student success strategies in the Academic Support Center.

**Summary of
Activities/Targets**

Activities

1. Hire a full-time Dual Enrollment Coordinator.
2. Develop a Dual Enrollment Office and dedicated study area for DE students.
3. Fully integrate Dual Enrollment Program into College’s recruitment and outreach strategies.
4. Enhance First-Year Seminar Course
5. Provide workshops in the Academic Support Center that address barriers to student progression

Short-Term 3-Year Targets

1. Increase dual enrollment headcount from the current 5.5% to 10% of the overall student population
2. Increase high-risk student’s credit hour earn/attempt ratio, 10% annually

Long-Range 6-Year Targets

1. To develop and sustain a Dual Enrollment Academy with 600 students.
2. To graduate 25% of dual enrollment students, annually

**Interim Measures of
Progress**

1. A full-time dual enrollment coordinator was hired fall 2013.
2. A dedicated office for the enrollment coordinator and a student study area was created in the Student Center.
3. The Dual Enrollment Office is fully integrated into the Institutions annual and strategic plan.

Measures of Success

The Dual Enrollment headcount increased by 18% for FY2014 from the previous year, an increase from 157 (5.5%) to 192 (6.4%) students, 6.4% of the overall student population.

Note: Measures of short-term metrics will be reported FY15, after completion of the first year of interventions

**Goal 2
High-Impact
Strategy**

Increase degree completion by transforming the way that remediation is accomplished

Adapt learning support classes, policies, and procedures to maximize degree completion.

**Summary of
Activities/Targets**

1. Convert Learning Support (LS) curriculum to modules so that students can “move on” at self-pace and when ready.
2. Adopt the USG’s Pathway and co-requisite models, moving more LS students out of learning support classes into gateway courses.
3. Reduce the number of students taking LS classes by scaling up the College Pre-matriculation (“Pre-MAT”) program to assist more students to exempt LS requirements
4. Require block scheduling and Pre-MAT classes for recent high school graduates who score in the lowest 50% quartile of the COMPASS scores.

Short-Term 3-Year Target

1. Decrease the total percentage of LS students to 20% of the overall student population.

Long-Range 8-Year Targets

1. (1) Reduce the LS population to 10% of the overall student population
2. (2) Reduce the average time to one semester that 90% of LS students spend in LS courses

- Interim Measures of Progress**
1. Modules have been completed for all learning support classes, including those for recent USG Foundation LS classes.
 2. One year pilot classes began summer 2014 for pathway, foundation, and gateway co-requisite classes.
 3. Pre-MAT classes have increased by 50% (from 8 to 20) for FY14.
 4. Block scheduling has been implemented FY13 for recent high school LS Cohorts.
 5. QEP classes have been adapted to modular classes for the newly developed USG LS foundation courses

- Measures of Success**
- LS Math 0097 Classes Change from 784 students to 543 students (44% decrease);
 - LS Math 0099 Classes Change from 457 to 535 students (17% increase);
 - LS English 0099 Classes Change from 156 to 103 students (34% decrease);
 - LS Reading 0099 Classes Change from 80 to 75 Students (6% decrease) in Reading 0099
 - All LS Headcount Change from total headcount of 1035 to 754 Students (27% decrease and 25% of the total student population)
 - Time in LS (All Students) 65% of LS students spent one semester in LS classes

Goal 3 Provide innovative services and activities that motivate and engage students to graduate on time

High-Impact Strategy Provide career services, internship opportunities, and intrusive advising strategies that assist students in clarifying career choices, engage in experiential learning activities, and provide support services that increase the completion of high-risk students

- Summary of Activities/Targets**
1. Provide intrusive advising for high-risk first-time, full-time (FTFT) students.
 2. Create and implement an institutional Internship Program
 3. Organize and Implement the College’s Careers Services Program

Short Term 3-Year Target

1. Engage 20% of students in Career Services activities; provide intrusive advising for 95% high-risk FTFT students and 50% of students in academic jeopardy; and engage 2% students in internship activities, annually

Long Range Target 5-Year Target

1. 90% of students who actively participate in each of the Goal 3 activities will graduate on time

- Interim Measures of Progress**
1. A Faculty Coordinator has been designated for FTFT Intrusive Advising, and selected faculty Intrusive Advisors have been designated, trained, and assigned to high-risk students.
 2. The Internship Program has been established, with a campus-wide steering committee to oversee in administration. The day-to-day activities will be managed by the College’s Office of Special Programs.
 3. The Career Services Program has been implemented and is managed by the Office of Counseling Services.
 4. Webpages created for all programs

- Measures of Success**
1. Summer 2013, 100% of high-risk FTFT students targeted (15 of 15 students targeted) graduated on time.
 2. 75 (2.5% of total population) students participated in the Pilot Career Services activities in FY14

Goal 4 Increase the number of degrees conferred and graduation rates, targeting adult learners
Develop “ adult learner friendly and effective” programs and services

- High-Impact Strategy**
1. Create online adult learner “friendly” courses with rigor and quality, that focus pedagogically on adult learners
 2. Implement the Prior Learning Assessment (PLA) program, including a PLA 3000 course to train adult learners how to create PLA portfolios
 3. Expand the services and communication to Veteran/Military Students to include a one-stop admissions, financial aid, advising, and counseling services.

Short Term 3-Year Target

1. Increase the number of degrees conferred to adult learners by 6%, with a 2-year moving average increase of 2%
2. Increase total degrees conferred by 2% annually

Long Range 8-Year Target

1. The overall CCG goal is to increase graduation and retention rates by 65%, with 2%, 2-year moving average increases

Interim Measures of Progress

1. Ten online Adult Learner “friendly” courses were created fall 2013 and piloted spring 2014.
2. During FY14, 200 military students were served in the new military student lounge with admissions and financial aid services.

Measures of Success

3. The first adult learner completed the PLA portfolio requesting college credit for prior learning
1. A new military website (www.atlm.edu/military) was created to improve services and communication for military students.
2. Degrees conferred to adult learners increased by 3.5% over the previous year.
3. The total degrees conferred in FY14 increased over the previous year by 3.3% (296 to 306).

Overall CCG Metrics:**Retention Rate**

41.4 to 51.8 (25.1% Increase from previous year)

Graduation Rate

10.9% to 9.3 (17.2% decrease from previous year)

OBSERVATIONS**Goals and Strategies that have worked well**

The success for achieving the overall CCG goal - increasing the graduation rate and the number of degrees and college credentials conferred - is dependent upon two factors: (1) increasing the number of students entering college, and (2) increasing the progression and completion of existing and new students. AMSC Goal #1 for shortening the time to earning a degree by expanding the recruitment and matriculation of dual enrollment students addresses both enrollment and graduation CCG strategies. Because dual enrollment students are typically better college-prepared than other high student cohorts, the potential for Goal #1 to positively impact the College’s completion outcomes is high, as these students do not have learning support requirement, and have demonstrated high academic performance based on relatively high SAT scores and high GPAs from high school. The success of Goal #1 has created a new enrollment pipeline of academically stronger AMSC students. In addition, Goal #1 has enormous potential for sustainability because of the large number and percentage of students in the AMSC service area with great potential, who will require minimum intervention to qualify them for the dual enrollment program.

Many students do not participate in dual enrollment because they or their families are not fully aware of its benefits and are unable to navigate through the qualifying process. Other students, with high potential and abilities, do not currently have sufficient GPAs and SAT/ACT scores to qualify for ACCEL funding. We have discovered through CCG activities that if these barriers are addressed early enough with high school students, preferably at the 9th and 10th grade levels, significant success can be achieved in increasing the number

of students who qualify for the dual enrollment program. Pre-matriculation has been successful in strengthening the academic preparedness of these students to qualify for dual enrollment.

Goal #4, increasing the number of degrees conferred and graduation rates targeting adult learners has worked very well. Adult learners are generally highly motivated and typically grateful for the opportunity to achieve a post-secondary education. This group has been very supportive, cooperative, and highly participatory in the activities and strategies that the College has afforded them as outlined in this CCG update. The College has discovered that once this cohort is equipped with the proper tools, they soar. For example, since the initiative of equipping adult learners with technology training for online courses, they have become the fastest growing population registering for online courses.

Coordinating campus efforts to increase the number of degrees and college credentials is central to CCG success. Prior to CCG, efforts toward improving graduation rates of students were decentralized across campus into individual units. To restructure communication, develop strategies and schedule activities and events across multiple units is a slow change but even in the short-term has produced better results. A broad-based, campus-wide system approach clearly maximizes efficiency and effectiveness.

Challenges

The challenge with all CCG efforts is balancing time, activities, and college resources between various cohort groups, while ensuring quality education and support for all students. As CCG strategies develop, a primary objective is to identify the greatest impact for the available limited resources.



Bainbridge State College

I. INSTITUTIONAL MISSION & STUDENT BODY PROFILE

Bainbridge State College, which serves students primarily from 11 counties in southwest Georgia, enrolled 2,663 students in fall 2013 who were 60% minority, 79% Pell-eligible, 82% first-generation college students, and 49% adult, non-traditional students. Approximately 92% of the institution’s student population came from this afore-mentioned area. 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).

BAINBRIDGE STATE COLLEGE STUDENT DEMOGRAPHICS
FALL 2013

DESCRIPTION	% OF POP.
Total Student Enrollment	2663
Full-time	43%
Part-time	57%
First Generation	82%
Non-traditional Students	49%
Pell-Eligible	79%
Minority	60%
Degrees Programs	62%
Diplomas	36%
Technical Certificates of Credit	2%
Learning Support Placement	55%

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 2013, Bainbridge State College had an enrollment of nearly 2,700 students, of which 55% placed into Learning Support classes. Within this population were many of the students identified in previously mentioned groups needing attention. Among 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. Success rates for students enrolled in Learning Support classes increased from 58% in fall, 2011 to 77% in fall, 2013.

In addition to the initiatives focused on Learning Support, the college also found success in its implementation of the QuickStart program in summer, 2014. The program focused 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. Of the 11 participants, eight (8) were enrolled in college-level courses upon admissions to the college, while the remaining three (3) placed in a paired math support class. Each program participant learned early about the many support resources available that would support them in their continued success as a student at BSC.

The priority of completion to the College is evident not only in the initiatives described in this report, but it 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. Our past pilots have produced a significant amount of data that will lead the College forward.

II. INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Our 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.

BSC STRATEGY 1

Establish criteria for identifying students who may need special interventions in the semester. (CPSS Strategy 4.4)

How this strategy will increase completion: This strategy will provide opportunities to assess at-risk students earlier and intervene at crucial times during their college careers; it will demonstrate the institution’s willingness and ability to help students progress towards meeting their goals; it will

encourage a developed and more informed perspective regarding success and completion.

Needs or challenges to achieving strategy: Obstacles of this strategy are the inability to maintain contact with students due to lack of updated student contact information in Banner, cooperation of faculty in reporting students who need interventions, and lack of full implementation of DegreeWorks.

Steps taken to address needs/challenges: Steps to overcome challenges include a re-launch of the Early Alert system in addition to Always Alert so that faculty are required to report grades for all students at the 25% mark of the term (i.e., regular and express terms) in addition to reporting at other times; the placement of embedded peer mentors in Learning Support, DFW, and FYE courses to connect with at-risk students; the insertion of a success coach in online courses; restructured orientation sessions that better connect students with Student Life; and escalation of a proactive advising model that includes academic counselors reviewing advisees' records weekly and contacting them as needed concerning their progress toward completion, correct course selection, and GPA.

BSC STRATEGY 2

Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. (CPSS 7.3)

How this strategy will increase completion: When students pass the paired courses, Learning Support requirements have been met, thus reducing the amount of time toward completion.

Needs or challenges to achieving strategy: Difficulties present in satisfying this strategy includes training faculty on teaching paired Learning Support courses and training academic advisors on proper placement of students in the redesigned Learning Support courses and math pathways.

Steps taken to address needs/challenges: Advisors have been trained to make sure students are placed correctly (for example, in STEM or nonSTEM math pairings). In addition, the Director of Learning Support works closely with faculty teaching Learning Support co-curricular classes so that faculty learn best practices and follow policies.

BSC STRATEGY 3

Implement the QuickStart Program for matriculating students before the semester begins. (BSC strategy)

How this strategy will increase completion: Participants successfully completing the 80-hour workshop matriculate into gateway math courses and thereby shorten their time to completion. Additionally, participants successfully completing the workshop also receive 2 institutional credits for FYE 0100, Foundations for Success. Participants also form a close-knit cohort before classes begin.

III. SUMMARY OF GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

For the upcoming year, Bainbridge State College will continue to pursue many of our previous goals and strategies so that we can evaluate and revise those strategies. Below is a description of our five high-impact strategies (and associated goals). Included in this section are the activities and progress for each strategy, and the measures of success for each strategy. Along

Needs or challenges to achieving strategy: This year, funding for the pilot was uncertain until June, which limited recruiting efforts and the number of students in the program.

Steps taken to address needs/challenges: With the success of the pilot as well as its low cost, a line item will be established in the budget.

BSC STRATEGY 4

Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction. (CPSS 8.2)

How this strategy will increase completion: This strategy will allow students to complete course requirements at times that fit more effectively into their lives. In addition, some methods, such as the using flipped classroom approach or teaching metacognitive strategies, meet students' learning needs more effectively—enabling them to be more successful in courses.

Needs or challenges to achieving strategy: Struggles associated with this strategy are course redesigns that fit alternative delivery methods and faculty involvement and understanding of how to accomplish redesign; additional challenges are scheduling classroom space and garnering faculty support for non-standard class times.

Steps taken to address needs/challenges: Faculty development and resources have been prioritized.

BSC STRATEGY 5

Identify course outcomes on which students do poorly and implement new approaches to pedagogy devised to enhance student success. (BSC strategy)

How this strategy will increase completion: Targeting specific learning outcomes on which students perform poorly will allow faculty to focus their attention more efficiently on those outcomes with which students struggle. By focusing resources and attention on those outcomes clearly demonstrated as in need of improvement, students should be more successful in courses overall.

Needs or challenges to achieving strategy: Faculty need further development in learning how to identify measures of specific learning outcomes, assess them appropriately, and analyze the data accordingly.

Steps taken to address needs/challenges: Ongoing training and faculty development opportunities will introduce the alignment of learning outcomes and assessment.

As the College continues to pursue each initiative and overcome the needs and challenges associated with follow-through, efforts to gather data (e.g., baseline, trend) to evaluate the success of each of strategy over time will be a top priority of BSC and presented in future CCG reporting.

with a general description of each strategy, details are given about any outside partnerships, required resources, and an identification of individuals involved where appropriate.

Goal	Provide intrusive advising to keep students on track to graduate.
High Impact Strategy	Establish criteria for identifying students who may need special interventions in the semester. (CPSS 4.4)
Summary of Activities	<p>Plan to fully implement DegreeWorks, which requires support from the USG for hosted colleges</p> <p>Plan to revise Always Alert and re-launch of Early Alert systems, which requires increased support from faculty</p> <p>Have embedded peer mentors in some Learning Support and DFW courses; plan to add to FYE courses but need increased funding for peer mentors</p> <p>Plan to begin success coach in online courses as part of job description for Director of College Completion</p> <p>Have started compulsory orientation sessions that introduce important resources at the college early; plan to add more connection with Student Life as part of reorganization that integrates FYE and Student Life under one director</p> <p>Have implemented proactive advising model for first-year students with professional counselors; plan to add for second-year students with faculty advisors under leadership of Director of College Completion</p>
Interim Measures of Progress	<p>Partial implementation of DegreeWorks accomplished. Additional implementation will follow after training in fall 2014</p> <p>Percentage of faculty reporting Early and Always Alerts</p> <p>Percentage of students using DegreeWorks</p> <p>Number of at-risk students contacted and counseled</p> <p>Number of students contacted with positive feedback</p> <p>Number of courses with peer mentors</p> <p>Number of online courses with success coach</p> <p>Satisfaction of students with advising model</p>
Measures of Success	<p>Number of degrees and credentials conferred</p> <p>Time to degree</p> <p>Percentage of credits successfully completed (A, B, C, P, S)</p> <p>Percentage of online credits successfully completed (A, B, C, P, S)</p>

Goal	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High Impact Strategy	Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course. (CPSS 7.3)
Summary of Activities	<p>Have replaced every Learning Support course with pilot; this massive redesign required reorganization and the position of a Director of Learning Support</p> <p>Have provided faculty development and follow-through by the director to ensure proper instruction of paired and integrated courses</p> <p>Have held trainings sessions with the academic counselors to explain effective advisement with the redesigned courses</p> <p>Plan to fully implement a two-semester STEM/nonSTEM pathway for students to complete remediation</p>
Interim Measures of Progress	<p>The success rates of integrated reading and English for the fall of 2013 and spring of 2014.</p> <p>Tracking integrated reading and English students into credit-level coursework (ENGL 1101 or TECH 1140).</p> <p>The success rates of co-curricular paired English with ENGL 1101 and TECH 1140.</p> <p>Tracking co-curricular paired ENGL 1101 into ENGL 1102 and co-curricular paired TECH 1140 into TECH 1150/PSYC 1101.</p> <p>Tracking MATH 0987 students in corequisite MATH 1001 and MATH 0989 students into corequisite MATH 1111</p> <p>The success rates of co-curricular paired math with MATH 1101 and MATH 1001 for the fall of 2013 and spring 2014.</p> <p>Comparing success rates of students who passed LS classes with those who did not place in LS</p>
Measures of Success	<p>Success rate of students enrolled in Learning Support English (paired; co-curricular)</p> <p>Success rate of students enrolled in Learning Support Math (paired; co-curricular)</p> <p>Student time (e.g., semesters) to Learning Support exit</p> <p>Degrees conferred among Learning Support students</p> <p>Success rate of Learning Support students in non-STEM and STEM programs</p> <p>Percent and number of students who complete Learning Support without suspension</p>

Goal	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High Impact Strategy	Implement the QuickStart Program for matriculating students before the semester begins. (BSC strategy)
Summary of Activities	Piloted a 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. This program required partnerships with local high schools, instruction from LS and FYE, peer mentors, and support from the institutional budget process.
Interim Measures of Progress	Number of high school student participants COMPASS algebra exam Competency-based measures of FYE
Measures of Success	Number of participants who pass COMPASS algebra exam and exempt LS 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

Goal	Restructure instructional delivery to support educational excellence and student success
High Impact Strategy	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction. (CPSS 8.2)
Summary of Activities	Designed and implemented a self-paced, competency-based certificate in Small Business Management Currently working to determine the most successful delivery modes for each academic program Added a C term to the 2014 fall course schedule that starts two weeks into the 15-week term to improve success of students who show up late to register for classes Average number of students/sections in new delivery models
Interim Measures of Progress	Number of classes offered in C-term
Measures of Success	Success of students in alternative format delivery models compared to traditional formats 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, P, S grade) for courses offered via alternative delivery models

Goal	Restructure instructional delivery to support educational excellence and student success
High Impact Strategy	Identify course outcomes on which students do poorly and implement new approaches to pedagogy devised to enhance student success. (BSC Strategy)
Summary of Activities	Have provided and will continue to provide ongoing training and faculty development opportunities to introduce the alignment of learning outcomes and assessment, using funding provided for Center for Teaching Excellence Plan to recruit two faculty champions for LEAP (Liberal Education and American’s Promise) initiative who will lead faculty in best practices, requiring funding for course release Percent completion of courses with identified and revised outcomes
Interim Measures of Progress	Percent of faculty documenting use of at least one best practice in each class taught per semester on annual evaluation
Measures of Success	Success rate of students in revised face-to-face classes Success rate of students in revised online classes Success rate of students in classes in which faculty employed at least one best practice

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 low. It is clear that we must do more, and this fall, we completed an organizational restructure that provides expanded and focused leadership and support for completion and retention that will enable us to better organize and assess existing strategies and develop new approaches as needed. We also plan to pilot two new approaches: a new loan default plan and block scheduling.

IV. OBSERVATIONS

Perhaps our greatest success this year was our QuickStart pilot. Every student was retained; students averaged a 60% increase in COMPASS algebra scores, with one individual increase of 135%. The program had a 100% success rate for students mastering the competencies in the Foundations for

Success workshop and receiving institutional credit for FYE 0100.

Overall, our greatest success since the beginning of CCG has been our Learning Support remediation pilots. We started early (fall 2012) and have seen success rates as high as 92% for students passing remedial math paired with college algebra.

Our least effective strategies were our pilots in Learning Support that were emporium-style math classes. We discontinued these classes even before the USG submitted its draft of recommendations that also discontinued them.

Additionally, adjustments were initially made as a result of the college's trying to implement too many strategies at once, so we changed our focus to a limited number of high-impact strategies.



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 2013 population totaled approximately 7,260 (6458 undergraduate, 430 dual enrolled, and 368 graduate). Of the undergraduate population, a majority fall into the underserved populations as defined in the University System of Georgia (USG) *Goals, Strategies, and Metrics Guide*. See Attachment 1 for the complete demographics.

- 46% are part-time students
- 39% are adult learners (age 25 or older at time of matriculation)
- 6% are military or former military
- At least 40% are first-generation
- Over 65% are an underserved minority
- 74% are female
- 61% of Pell-eligible undergraduates are Pell recipients

The relative percentage of these populations has remained steady since fall 2009 with the exception of percentage of Pell recipients, which has increased from 53% to 61%.

Since Clayton State has such a large population of adult and part-time learners, the institution’s completion priorities are designed to support completion for these groups. The focus on adult degree completion also aligns with Clayton State’s USG Adult Learner Friendly Degree Program (ALFDP) designation, which promote degree completion for adults with some college credit population.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Clayton State’s goals and strategies focus on flexible learning (online, blended, evening), credit options, and student advising to support adult learners.

TABLE 1: CLAYTON STATE COMPLETION GOALS AND STRATEGIES

Completion Goal	Strategies
Goal 1: Increase the number of undergraduate degrees awarded by USG institution.	1. Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.
Goal 2: Provide intrusive advising to keep students on track to graduate.	2. Develop a more centralized advising system that uses consistent guidelines and tools (Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.
Goal 3: 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.	3. Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, and portfolio review.
Goal 4: Restructure instructional delivery to support educational excellence and student success.	4. Expand completely online opportunities. 5. Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.

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

Increasing degrees awarded will be achieved by targeting increases in access and completion for adult and military learners. The other three goals and associated high impact strategies will also support this goal.

Goal	<i>Increase the number of undergraduate degrees awarded by USG institution.</i>																																			
High-impact strategy	Target increases in access and completion for students traditionally underserved in post-secondary education, specifically military and adult learners.																																			
Summary of Activities	Clayton State has met or is in the process of meeting the Adult Learner Friendly Degree Program (ALFDP) institution designation criteria including an adult degree completion website, 100% online courses/programs, a reentry concierge/online advisor, and acceptance of prior learning. The Enrollment Management division also hosted a Degree Completion open house for those students with some college credit. The university is also a military friendly campus. Veteran Resource Center Coordinator led development of a military admissions guide, academic coaching program, early registration, and policy on awarding credit for military training.																																			
Interim Measures of Progress	The interim measure of progress will be increases in the number of entering adult learners and military. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 15%;">Population</th> <th style="width: 15%;">Fall 2012</th> <th style="width: 15%;">Fall 2013</th> <th style="width: 15%;">Change</th> </tr> </thead> <tbody> <tr> <td>Adult Learner (25+ at matriculation)</td> <td></td> <td>601</td> <td>622</td> <td>3.5%</td> </tr> <tr> <td>Military</td> <td></td> <td>83</td> <td>98</td> <td>18.1%</td> </tr> </tbody> </table>		Population	Fall 2012	Fall 2013	Change	Adult Learner (25+ at matriculation)		601	622	3.5%	Military		83	98	18.1%																				
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Measures of Success	The measure of success will be a 5% increases in degrees awarded to adult learners and military each year. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 15%;">Degree</th> <th style="width: 15%;">2011-2012</th> <th style="width: 15%;">2012-2013</th> <th style="width: 15%;">Change</th> </tr> </thead> <tbody> <tr> <td colspan="5">Adult Learner</td> </tr> <tr> <td>Associate</td> <td></td> <td>35</td> <td>31</td> <td>-11.4%</td> </tr> <tr> <td>Bachelor</td> <td></td> <td>728</td> <td>701</td> <td>-3.7%</td> </tr> <tr> <td colspan="5">Military</td> </tr> <tr> <td>Associate</td> <td></td> <td>1</td> <td>3</td> <td>200%</td> </tr> <tr> <td>Bachelor</td> <td></td> <td>52</td> <td>64</td> <td>23.1%</td> </tr> </tbody> </table>		Degree	2011-2012	2012-2013	Change	Adult Learner					Associate		35	31	-11.4%	Bachelor		728	701	-3.7%	Military					Associate		1	3	200%	Bachelor		52	64	23.1%
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Key Leads	Dr. Jill Lane, Dean of Assessment and Instructional Development Justin Mays, Director of Distance Learning Programs Tina Lake, Veterans Resource Center Coordinator Dr. LaJuan Simpson-Wilkey, Chair, Department of Interdisciplinary Studies Becky Gmeiner, Registrar																																			

Goal 2: Provide intrusive advising to keep students on track to graduate.

The current advising structure at Clayton State includes a First Year Advising and Retention Center (FYARC) for freshmen and professional and faculty advisors in the four colleges. The FYARC advisors follow a holistic advising model that includes student assessments, multiple advising meetings, and other targeted first year programs.

Professional advisors and faculty may use some of the same intrusive advising techniques as FYARC. However, because advising is decentralized among the colleges and students may see multiple advisors, the processes, expectations, and data for advising are harder to track. More

importantly, the transition between advisors hinders the student’s advising relationship and may also result in the student receiving inconsistent guidance.

Over the next year, Clayton State will move to a more centralized advising system that uses consistent guidelines and tools (EAB Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track. The university is currently conducting a search for a new director of advising.

Goal	<i>Provide intrusive advising to keep students on track.</i>
High-impact strategy	Develop a more centralized advising system that uses consistent guidelines and tools (EAB Student Success Collaborative, DegreeWorks) to track student progress to degree and provide targeted advising interventions for students who are off track.

Summary of Activities	Since opening in Fall 2011, the First-Year Advising and Retention Center (FYARC) continues to advise first-year students using a holistic advising model. Key components include multiple advising visits and use of assessment tools including MAP-Works, a student retention management system, and MajorFOCUS, a career assessment. The Division of Enrollment Management implemented DegreeWorks over the past year and provided training on the system. This fall, all advisors will use the Student Success Collaborative (SSC) to track students at risk. An advising taskforce will also examine the advising structure.
Interim Measures of Progress	Hiring a director of advising All professional advisors use DegreeWorks and SSC on a regular basis
Measures of Success	TBD - Measures of success will be determined upon advisor restructure
Key Leads	Dr. Mark Daddona, Associate VP for Enrollment Mgmt & Academic Success Dr. Susan Hornbuckle DeLandra Hunter, First Year Advising & Retention Center Director

Goal 3: 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.

Clayton State awards dual enrollment credit and credit for prior learning. The dual enrollment program serves students from Fayette, Henry, Clayton, and Coweta counties. Credit awarded increased nearly 46% between fall 2012 and fall 2013 while the number of students increased from 270 to 430. During the next year, Clayton State will increase credit awarded via prior learning assessment to support adult learners. The PLA policy, passed in January 2014, provides additional guidance on the awarding of PLA credit. Clayton State has awarded PLA credit for several years via College Level Examination Program (CLEP), Advanced Placement (AP), Foreign Language Achievement Testing Service (FLATS), and International Baccalaureate. The new policy adds guidelines on awarding credit via challenge exams and portfolio review. The main challenges with awarding credit via prior learning include translating military training into college credit and some existing policies. To address the military credit, the Veteran’s Advisory Team will propose a policy for awarding block credit for military training. The Deans, Departments, and Registrar will be examining any other potential roadblocks, such as policies, to awarding credit via alternate assessment.

Goal	<i>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>			
High-impact strategy	Award credit to students via dual enrollment, CLEP scores, Advanced Placement scores/exams, International Baccalaureate scores/exams, DSST scores, ACE credit recommendations, FLATS, and portfolio review.			
Summary of Activities	Clayton State’s dual enrollment program serves students from Henry, Clayton, Fayette, and Coweta Counties. Dual enrollment has shown increases each year for the past five years, with the largest increase over the past year from 270 to 430. The percentage of dual enrollment students who enroll is around 20% (shown in attachment 1). Clayton State’s goal is to grow that number. The PLA policy, passed in January 2014, provides detailed guidance on the awarding of PLA credit. The Veteran’s Advisory Council is currently working on a policy for awarding block credit for military training.			
Interim Measures of Progress	Dual enrolled students: 430 (Increase from 270 in fall 2012) PLA policy passed in 2014			
Measures of Success	Increase dual enrollment (DE) credits successfully completed annually and the ratio of credits successfully completed			
	Measure	Fall 2012	Fall 2013	Change
	DE credits completed	2143	3127	+46%
	DE completed credit ratio	94.5%	96.1%	+1.6%
	PLA Credits awarded	867	1151	+33%
Key Leads	Academic Departments Tina Lake, Veterans Resource Center Coordinator Becky Gmeiner, Registrar			

Goal 4: Restructure instructional delivery to support educational excellence and student success.

Clayton State continues to increase the number of courses offered online or via alternate delivery format, while ensuring the quality of these courses and providing support for online students. Last fall, Clayton State offered seven fully online degree programs with a total enrollment of 206 students. The average age was 38.

Goal	<i>Restructure instructional delivery</i>																												
High-impact strategy	Expand completely online opportunities.																												
Summary of Activities	Clayton State offers fully online programs and courses. An online student success advisor was hired in fall 2013 to support online students. The success advisor contacted students who withdrew from eCore courses, were referred by faculty as being at risk, and who needed assistance navigating Clayton State systems. Clayton State implemented SmarterMeasure for spring 2015 online courses as an orientation and readiness screening tool to help students be successful in their online courses. By fall 2015, data from SmarterMeasure will be shared with advisors to guide advisement of online students. Once enough data is gathered, we plan to develop a profile of a successful online student at Clayton State. We're also currently exploring an early alert/academic alert tool, Intelligent Agents in D2L, which could improve DFW rates.																												
Interim Measures of Progress	<p>Increase number of Clayton State fully online courses</p> <table border="1"> <thead> <tr> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>78</td> <td>20.0%</td> </tr> </tbody> </table> <p>Increase enrollment in 100% online degree programs</p> <table border="1"> <thead> <tr> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>206</td> <td>148%</td> </tr> </tbody> </table>	Fall 2012	Fall 2013	Change	65	78	20.0%	Fall 2012	Fall 2013	Change	83	206	148%																
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Measures of Success	<p>Increases in credits successfully completed and ratio of credits successfully completed for fully online courses</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td colspan="4">Clayton State 100% online courses</td> </tr> <tr> <td>Credits Completed</td> <td>3605</td> <td>4058</td> <td>12.6%</td> </tr> <tr> <td>Completed credit ratio</td> <td>80.5%</td> <td>81.1%</td> <td>0.6%</td> </tr> <tr> <td colspan="4">eCore credits</td> </tr> <tr> <td>Credits completed</td> <td>1066</td> <td>1106</td> <td>3.8%</td> </tr> <tr> <td>Completed credit ratio</td> <td>56.6%</td> <td>64.8%</td> <td>8.2%</td> </tr> </tbody> </table> <p>Increases in degrees awarded to students in 100% online programs 2012-2013 (Base)</p> <p>13</p>	Measure	Fall 2012	Fall 2013	Change	Clayton State 100% online courses				Credits Completed	3605	4058	12.6%	Completed credit ratio	80.5%	81.1%	0.6%	eCore credits				Credits completed	1066	1106	3.8%	Completed credit ratio	56.6%	64.8%	8.2%
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Key Leads	Dr. Jill Lane, Dean of Assessment and Instructional Development Justin Mays, Director of Distance Learning Programs																												

Goal	<i>Restructure instructional delivery</i>																
High-impact strategy	Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.																
Summary of Activities	Clayton State offered 77 hybrid courses and four emporium-model courses in fall 2013.																
Interim Measures of Progress	<p>Number of Clayton State courses offered via alternative delivery format</p> <table border="1"> <thead> <tr> <th>Type</th> <th>Fall 2012</th> <th>Fall 2013</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Hybrid</td> <td>73</td> <td>77</td> <td>5.5%</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Emporium</td> <td></td> <td>4</td> <td></td> </tr> </tbody> </table>	Type	Fall 2012	Fall 2013	Change	Hybrid	73	77	5.5%	Other				Emporium		4	
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Other 312
Emporium

Increase in ratio of credits successfully completed for courses offered via alternative delivery format

Type	Fall 2012	Fall 2013	Change
Hybrid	85.4%	84.8%	-0.6%
Other			
Emporium		65.5%	

Key Leads

Dr. Jill Lane, Dean of Assessment and Instructional Development
Dr. Robert Vaughan, Associate Vice President for Academic Affairs
Sherry Southard

Observations

Clayton State continues to refine its original completion activities to focus on “game changing strategies” that will have the biggest impact on the diverse population, especially adult learners. The activities moving forward will also align with the designation of an institution that offers ALFDPs.

The strategies and activities that have shown success are the opening of the Veteran’s Resource Center to support military (military enrollment increased over fall 2012), dual enrollment (enrollment and dual enrollment credit continues to grow), holistic advising of first-time freshmen (fall 2013 had the highest retention rate in 5 years with 72.15%), the offering

of 100% online programs in which enrollment has grown by double between fall 2012 and fall 2013, and the addition of an online success advisor in fall 2013 (eCore success rates increased significantly over fall 2012). In the coming year, Clayton State will focus efforts on centralizing advising and implementing more intrusive advising practices, expanding PLA credit awarding options, and increasing online course opportunities for students

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/Clayton State University.pdf>



College of Coastal Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

As of Fall Semester 2014, the College of Coastal Georgia enrolled 3,008 students with an FTE of 2559. In terms of self-declared race/ethnicity, 5.4% identified as Hispanic/Latino, 0.4% American Indian or Alaska Native, 1.7% Asian, 16.8% Black or African American, 0.1% Native Hawaiian or Other Pacific Islander, 68.0% White, 3.8% two or more races, and 3.9% undeclared. And, with an average age of 24.4, the College's student body is composed of 65.5% female and 61.8% full-time students with 92.5% indicating Georgia residency. First-generation students account for 38.3% of the student body, while adult learners and military students/veterans account for 30.4% and 4.1%, respectively. Pell recipients make up 51.7% of students, while dual enrolled/ACCEL total 141, or 4.7%.

"... It is the mission of the College to:

- foster academic excellence and individual development in a supportive environment that expands access to higher education and career preparation and enriches student lives;
- investigate, capture and disseminate 21st century knowledge and skills, blending student centered classroom education and innovative service learning to provide students with a solid foundation to support lifelong learning and leadership and appreciation for social responsibility, global awareness, diversity, and engaged entrepreneurship;
- provide accessible and affordable higher education to a wide spectrum of learners, from recent high school graduates to returning adults; and
- engage actively with the community and region through many avenues, including professional development programs, economic development partnerships, service learning, public service activities, early college programs, applied scholarship, and cultural enrichment experiences."

The College's mission statement - representing the core principles of an access institution, while incorporating goals to become a destination institution with strong scholarship, community linkages, and exemplary student development - aligns well with the current student profile and influences the institution's focus on college completion; however, recent enrollment trends during a time of intense transition - from a two-year to a four-year state college - have impacted enrollment stability, particularly between 2010 and 2013. During this time period, student enrollment dropped 13% (451) and FTE dropped by 11% (309). Beginning freshmen experienced a drop of 22% (158), while dual enrolled/ACCEL enrollment increased 100% from 38 to 76 students.

Four concomitant circumstances had a significant impact on student enrollment trends over the last three years. These include (1) institutionalizing an SAT requirement for the first time in an effort to allow the College a way to compare college readiness more effectively amongst student applicants in a standardized way; (2) shifting from admitting students with three academic deficiencies in their application to only those with at most two deficiencies (*consequently, moved from 834 learning support students in fall 2010 to 215 in fall 2013 across both campuses*), a 74.2% drop; (3) reducing enrolled students' attempts at remediation (*i.e., failing a remediation class in English [writing], math or reading*) from three attempts to two which influenced a number of students' ability to continue in a degree program; and (4) meeting Title IV funding regulations related to Satisfactory Academic Progress (SAP) which impacted approximately 40% of the overall student body, making them unable to continue their studies.

In light of the impact of these student enrollment trends, the institution adjusted itself through a series of initiatives that have stabilized student enrollment. The largest changes have come from an increase in new freshmen this fall coupled with an increase in first-time, full-time freshman retention.

Fall 2014 freshman entry is up 9% over the previous fall semester and freshman retention is up 9.5%. The largest change in any specific student population has been with students under the age of 23; a 34.5% increase between fall 2012 and fall 2014. *A detailed list of activities that have been implemented or being undertaken to positively impact student enrollment are provided in the Appendix.*

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

GOAL 1: Increase the number of undergraduate degrees awarded to adult learners and military students.

STRATEGY: *Provide a single point of contact for these student populations.*

CONTEXT:

The College is dedicated to helping adult learners and military/veteran students succeed. In an effort to advance this institutional philosophy, the College is committed to creating a dynamic learner-centered culture. For adult learners and military students that includes flexibility, accelerated

schedules, compressed classes, acceleration to degree, and affordability. Unfortunately, there were a growing number of adult learners and military/veteran students who had a tendency to *self-advise*, and believed they had limited choices. They were frustrated by the lack of a single place that could answer all of their questions, from admission and financial aid to initial academic advising. To remedy this issue, the College has centralized the admissions process to include a specific point of contact (admission counselor) for all incoming military students, veterans and their dependents who processes all paperwork and counsels them on degree plan options and the best enrollment plan moving forward.

GOAL 2: Shorten time to degree by awarding credit for prior learning that is verified by appropriate assessment.

STRATEGIES: *Create a new Bachelor of Science in Interdisciplinary Studies degree and establish a Prior Learning Assessment process with avenues to evaluate prior experience and coursework for college credit.*

CONTEXT:

After the surge in new baccalaureate degree program enrollment (due primarily to pent-up student market demand) between fall 2009 and fall 2011, the College experienced a steady decline in its adult learner population. To address this enrollment issue and more effectively reach those adult learners who have stopped-out, but have earned significant credit towards a degree, and those who are military students/veterans interested in returning to college in a customized program that incorporates opportunities like ACE and Prior Learning Assessment to reduce time toward a degree, the College is seeking approval for a Bachelor of Science in Interdisciplinary Studies to begin in fall 2015. The newly-proposed degree program is consistent with Complete College Georgia and with the Go Back, Move Ahead initiative. The uniqueness of this program is the plan to offer concentration options in communication, business, science, health care, education, social science and culture.

GOAL 3: Provide intrusive advising to keep students on track to graduate.

STRATEGIES: *Develop a comprehensive student employment program and provide early academic intervention.*

CONTEXT:

The Office of Career Services and Student Employment created a comprehensive student employment program to augment intrusive advising, that encompasses both on-campus and off-campus employment options, and potentially increases retention rates and career development opportunities for students. This strategy addresses Goal 4 (provide intrusive advising to keep students on track to graduate) of the Complete College Georgia initiative. This program created a network of faculty and staff to monitor the student employee, providing encouragement and feedback.

The College has established criteria to identify students

who may need interventions during the semester. An assertive new approach to academic advising keeps close watch on the progress of individual students. Early academic alerts, mid-terms, and faculty recommendations help with a multi-faceted response. A new academic intervention has been added to the early identification arsenal, helping students stay on track and avoid academic probation – a six-week academic improvement workshop.

GOAL 4: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

STRATEGY: *Engage in targeted student remediation.*

CONTEXT:

The College is committed to dramatically increasing the success rates in Learning Support (LS) Math and collegiate gateway courses, without compromising the integrity of the content, by transforming the way that remediation is accomplished. To improve the success rates in college-level area A Math courses, CCGA developed and adopted a co-requisite approach to remediation where students with moderate deficiencies can successfully complete the collegiate gateway math courses by receiving just-in-time support. The College has developed and implemented year-long mathematics pathways for students with significant gaps in preparation, enabling them to complete the LS foundation course and the collegiate course within one academic year. Each foundation course is carefully aligned to serve the Quantitative Reasoning pathway or the College Algebra pathway.

In response to the Complete College America grant the College was awarded, English initiated a collegiate/co-requisite model in 2011. Based on English Compass placement scores, students who normally are placed in a remedial English course are placed in the collegiate English Composition 1101 class along with a co-requisite course. Designated sections of English 1101 reserve 5 of 25 seats for these students.

GOAL 5: Shorten time to degree completion through programs that allow students to earn college credit while still in high school.

STRATEGY: *Engage in early student outreach programs.*

CONTEXT:

The College has invested time and effort in supporting Goal 6 (shorten time to degree completion through programs that allow students to earn college credit while still in high school) by developing targeted early student outreach programs for high school students through faculty mentorships and tutoring programs, working collaboratively with Brantley, Camden, Glynn, McIntosh, and Wayne County School Districts. As part of this early intervention initiative, the College participates in the dual enrollment (ACCEL) program with high school students. The program enables high-achieving students to earn college credit prior to high school graduation while fulfilling the requirements for their high school diploma.

3. SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal 1	Increase access and provide proactive services for the traditionally underserved student.
High-Impact Strategy (1) Summary of Activities	<p><u>Objective 1.1: Support for Adult Learners and Military Students/Veterans</u> Provide adult learners and military students/veterans with tools and resources needed to succeed.</p> <ul style="list-style-type: none"> • Formed partnership with the Federal Law Enforcement Training Center (FLETC) that will allow students at the law enforcement training center to receive college credit for some of the extensive training they undergo. The established MOU enables personnel in basic training at the Center to earn up to a total of 15 credit hours through the College in four different courses – Introduction to Criminal Justice, Introduction to Law Enforcement, Introduction to Criminal Law, and Introduction to Criminal Investigation – as well as courses in Global Issues and Physical Education that can be applied towards degree programs from the College or transferred to another college or university. • Created a student-friendly learning environment for adult learners and military students/veterans, including a designated office on campus to serve their student needs, a military students’/veterans’ lounge and an informative web page. • Actively identifying students with a military background, as well as administrators, faculty, staff and alumni who share this experience, as part of a plan to educate faculty and staff on military students’/veterans’ needs and what resources are available for supporting current/former members of the military. • Developing a Prior Learning Assessment (PLA) process to enable students to identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials for assessment towards being awarded possible academic credit.
Interim Measures of Progress Measures of Success	<ul style="list-style-type: none"> • Programs are being established. • Eligible students are being actively identified. • Quantitative: Number of military students’/veterans’ utilizing campus support services; student retention and graduation rates. • Qualitative: Student satisfaction surveys. • Qualitative: Evaluation by attendees.

Goal 2	Shorten time to degree by awarding credit for prior learning that is verified by appropriate assessment.
High-Impact Strategy (1) Summary of Activities	<p><u>Objective 2.1: Establish a Prior Learning Assessment process with avenues to evaluate prior experience and coursework for college credit;</u> <u>Objective 2.2: Create a new Bachelor of Science in Interdisciplinary Studies degree</u></p> <ul style="list-style-type: none"> • Establish a Prior Learning Assessment (PLA) process with avenues to evaluate prior experience and coursework for college credit. • Working to establish a PLA policy and process with avenues to evaluate prior experience and coursework for college credit; it should improve access and retention for military students and adult learners. • Formed partnership with the Federal Law Enforcement Training Center (FLETC) that will allow students at the law enforcement training center to receive college credit for some of the extensive training they undergo. The established MOU enables personnel in basic training at the Center to earn up to a total of 15 credit hours through the College in four different courses – Introduction to Criminal Justice, Introduction to Law Enforcement, Introduction to Criminal Law, and Introduction to Criminal Investigation – as well as courses in Global Issues and Physical Education that can be applied towards degree programs from the College or transferred to another college or university. • Researched and reviewed PLA best practices. • Centralized the admissions process to include a specific point of contact (admission counselor) for all incoming military students, veterans and their dependents who processes all paperwork and counsels them on degree plan options and the best enrollment plan moving forward.
Interim Measures of Progress Measures of Success	<ul style="list-style-type: none"> • PLA policy and process being finalized for implementation. • MOU established to recognize some non-College training for college credit. • Quantitative: Number of adult learners utilizing campus support services; student retention and

Interim Measures of Progress	<ul style="list-style-type: none"> • Coordinated communication to students who are not registered to encourage them to enroll for an upcoming semester’s classes. • Developed a Complete College Georgia web page. • Maintain an in-house retention database that includes a number of variables to determine trends and patterns to improve our processes and procedures. • Student retention rate (Fall 2013-to-Spring 2014) was 88.8% – 4% higher than the previous cycle. • 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 review the hours staff are available during the semester.
Measures of Success	<ul style="list-style-type: none"> • Quantitative: Fall-to-Spring and Fall-to-Fall student retention rates; graduation rates. • Qualitative: Student satisfaction surveys.
High-Impact Strategy (3)	Implemented a comprehensive student employment program.
Summary of Activities	<ul style="list-style-type: none"> • Deployed an intentional student employment model to augment intrusive advising that encompasses both on- campus and off- campus employment options and increases student retention and progression rates. • Developed a network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) to monitor the student employee, providing encouragement and feedback. • Created additional student employee positions by realigning the number of hours needed for current positions. • Examined student employer staffing needs and current staffing levels. • Created an “on boarding/orientation” workshop with student workers. • Provided ongoing education workshops like Excel Basics and hosting on- campus job fair during Fall Semester 2014 Welcome Week. • Held inaugural “on boarding/orientation” workshop for student workers in early June 2014 with 33 students in attendance. • Offered all supervisors two workshops detailing the comprehensive student employment program. • A student performance evaluation was developed and distributed to all supervisors; this evaluation mimics what students will encounter in many employment environments; evaluation results are being compiled. • Hosted the “2014 Fall Job and Internship Fair” with 271 students in attendance; an 84% increase over the previous year. And, the 48 registered off-campus employers signified a 50% increase over the previous year. • Worked with Academic Affairs and Enrollment Management to create the FASTrack program, a 12 week accelerated semester program that allows students to work part-time during the semester and then work full-time from Thanksgiving Break until classes resume in January 2015; consists of a cohort of 12 students. • Provided ongoing education workshops like Excel Basics and hosting on-campus job fair during Fall Semester 2014 Welcome Week.
Interim Measures of Progress	<ul style="list-style-type: none"> • Held inaugural “on boarding/orientation” workshop for student workers in early June 2014 with 33 students in attendance. • Offered all supervisors two workshops detailing the comprehensive student employment program. • A student performance evaluation was developed and distributed to all supervisors; this evaluation mimics what students will encounter in many employment environments; evaluation results are being compiled. • Hosted the “2014 Fall Job and Internship Fair” with 271 students in attendance; an 84% increase over the previous year. And, the 48 registered off-campus employers signified a 50% increase over the previous year. • Worked with Academic Affairs and Enrollment Management to create the FASTrack program, a 12 week accelerated semester program that allows students to work part-time during the semester and then work full-time from Thanksgiving Break until classes resume in January 2015; consists of a cohort of 12 students. • Provided ongoing education workshops like Excel Basics and hosting on-campus job fair during Fall Semester 2014 Welcome Week.
Measures of Success	<ul style="list-style-type: none"> • Quantitative: Track grade point averages and retention rates of student workers • Spring Semester 2014 on- campus workers’ overall GPA: 3.19; off- campus: 2.86; and all students: 2.78. • Fall 2013-to-Fall 2014 freshman retention was 67.86% for campus student workers compared to 53.13% of freshmen not working on campus.

Goal 4	Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High-Impact Strategy (1)	Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co- requisite Learning Support.
Summary of Activities	<ul style="list-style-type: none"> • Enrolled every student previously placed in MATH 0099 in the gateway Math course appropriate to his/her program 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, based on their English Compass placement scores, in the collegiate English Composition 1101 class along with a co- requisite course; they normally would have been placed in a remedial English course.

- Designated sections of English 1101; reserve 5 of 25 seats for these students.
- English 1101 course standards/requirements are the same as all sections of English 1101.
- Five students in the co- requisite course meet one hour a week with the same instructor who teaches the English 1101 class.
- Assigned a Supplemental Instructor to the English and co- requisite courses to provide extra support/tutoring.
- Offering a Foundations for English course, beginning in spring 2015, which incorporates Reading and English.
- Students placed in this course who subsequently pass will take the collegiate/co- requisite course the next semester, thus allowing students to complete the Learning Support foundation course and the collegiate courses within one academic year.
- After two semesters of implementation, the mathematics co- requisite approach generated a 70.6% success rate (grades of A, B, C or D in the gateway course) compared to an estimated 36.0% success rate (based on historical trend data) had these students been originally placed in MATH 0099.
- As of summer 2014, the success rate in the Learning Support Foundations course was 94% (16/17), and even though this is a small sample, the College is confident that by shortening the path from 3 semesters to 2 semesters, it will see success rates way beyond the historical 15% chance of completing 0097, MATH 0099 and MATH 1001/1111 in three semesters.
- For English, the pass rates for students in this model were significantly higher (75.0%) than the pass rates in English 0099 (65.0%) in 2012- 13. And, in summer 2013, the pass rates for students in the co- requisite/collegiate English courses exceeded (87.2%) the pass rates of regular English 1101 courses (50.0%).

Interim Measures of Progress

Measures of Success

- Number of students requiring remediation in fall 2013 in English (or combined English/reading), reading, and mathematics.
- Number of students receiving co-requisite remediation in fall 2013 in English (or combined English/reading), reading, and mathematics.
- Number of students starting in fall 2013 that were placed in remediation/ learning support.
- % and number of students starting in co-requisite remediation in fall 2013 that complete the college course within 1 semester; 2 semesters, 3 semesters, more than 3 semesters in English (or combined English/reading), reading, and mathematics.
- % and number of students starting in stand-alone (not co-requisite) remediation in fall 2013 that complete the entry-level college course within 2 semesters; 3 semesters, 4 semesters, more than 4 semesters in English (or combined English/reading), reading, and mathematics.

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

- % of students that start in co-requisite remediation that complete degrees on time.
- % of students that start in co-requisite remediation that complete degrees within 150% of time.
- % of students that start in stand-alone (not co-requisite) remediation that complete degrees on time.
- % of students that start in stand-alone (not co-requisite) remediation that complete degrees within 150% of time.

Goal 5

Shorten time to degree completion through programs that allow students to earn college credit while still in high school.

High-Impact Strategy (1)

Increase student outreach to local county school districts.

Summary of Activities

- Increased opportunities for high school student participation in dual enrollment.
- 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 dual enrollment from area high schools.
- Created and disseminated a survey to local county schools to identify high school teachers interested in teaching for an on- site ACCEL program initiative.
- 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.
- Offered the iSAT to both Camden County High School and McIntosh County Academy.
- Collaborated with Glynn County Schools to develop a Mathematics and Science Partnership (MSP) program (contingent on funding from the Georgia Department of Education) with a focus on increasing the mathematics and science content knowledge of K-5 teachers of high-poverty/low-achievement schools.
- Number of dual enrollment courses available.
- Number of schools participating in dual enrollment.
- Number of college credits awarded to dual enrollment students.
- Number of dual enrollment students that have graduated from high school.
- Number of dual enrollment students that have graduated from CCGA.
- Increase in number of dual enrollees from 99 in fall 2013 to 141 in fall 2014; or, 41.4%.
- A dual enrolled 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

Measures of Success

4. OBSERVATIONS

Successful Practices

The development of 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, has created a positive working relationship between CCGA and its secondary school partners. Included among these outreach efforts are offering the iSAT to both Camden County High School and McIntosh County Academy; collaborating with Glynn County schools to develop a Mathematics and Science Partnership (MSP) program (contingent on funding from the Georgia Department of Education) with a focus on increasing the mathematics and science content knowledge of K-5 teachers of high-poverty/low-achievement schools; and assigning faculty to conduct SAT/ACT prep sessions for Brunswick High School and McIntosh County Academy students.

In Fall Semester 2013, a comprehensive student employment program was created that encompasses both on- and off-campus employment options to increase retention rates and career development opportunities for all students. A network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) will monitor the student to provide encouragement and feedback. Additional student positions will be created by realigning the number of hours needed for current positions.

The College has also improved outreach to military students/veterans, including the acceptance of military credits for transfer, reduction of time students need to identify and clear their military status, and communication with the military community to offer courses more creatively.

Under President's Aloia's leadership, the College has taken strategic steps to increase study abroad/exchange opportunities and better internationalize the curriculum and

co-curricular activities. An International Education Committee, consisting of a cross-section of faculty and staff with a passion for international education, was founded and charged to develop an international education plan that encompasses student learning outcomes, faculty development, community engagement, and international partnerships in an effort to create a globalized higher education environment on both the Brunswick and Kingsland campuses.

CCGA continues to maintain a strong enrollment management approach, and involving that function and Institutional Effectiveness in all student retention planning and progression initiatives to help ensure planning is as fact-based as possible. Enrollment Management and Institutional Effectiveness have engaged actively in enrollment and retention management activities to find out how best to retain and graduate students. As a result of these collaborative activities, student enrollment data is shared and analyzed to determine success of retention efforts, including student characteristics, financial aid, and retention & graduation rates. Complementing this effort was the creation of the Committee on the Amalgamation of Programs and Services (CAPS) to provide support and motivation to students through the integration and coordination of programs and services.

Additionally, Enrollment Management has been instrumental in the design and implementation of a new model of student registration as well as reengineering new student orientation sessions; developing new strategies and materials for more effective communication with prospective student; hosting counselors from middle/high schools on campus; and offering open house programs for adult learners.

Lessons Learned

Appointing a "broad-based" Complete College Georgia

(CCG) Task Force has been incredibly helpful to ensure campus-wide involvement and provision of a clearer direction for responsible offices/units in implementing aspects of the campus plan. The initial charting of a CCG Steering Committee with only five members was too restrictive/limiting in campus representation and not powerful enough to ensure that the plan involved the entire campus. The new task force is providing a more deliberate means to involve key campus stakeholders; assigning responsibilities to appropriate institutional representatives; and communicating progress to the campus.

Reliance on a quarterly student success newsletter and periodic email updates relating to Complete College Georgia initiatives has not been successful in building strong campus awareness. With the arrival of President Aloia, there is now a much stronger relationship between key CCG function areas and the Marketing Department which is developing a multi-pronged communication strategy in reaching out to both internal constituencies as well as those in the immediate community. A robust web presence, including an e-dashboard to monitor CCG campus plan progress, is in development right now.

The early alert process did not work well when asking students to simply respond to email. A multi-pronged approach involving text messaging, phone calls, visiting classrooms, and placing holds on student accounts has resulted in more effective response. Additionally, not all faculty members readily provide mid-term grade reports, so it has become necessary to push or follow up with them as well.

Another lesson learned is that you need to include students in any change that might affect their educational success. For example, a student survey concluded that there was a need for a Veterans' Lounge on campus for military students/veterans, when the administration did not have a service plan to support this special population. Consequently, incorporating a student perspective is integral to achieve ultimate student success, especially given the increasing number of adult learners and first-generation students who come to CCGA with issues that make their college-readiness status problematic, and that requires us to revisit progression and retention strategies.

Adjustments to Completion Activities

In an effort to create greater functionality and improved success in relation to the initial Complete College Georgia campus plan initiatives developed and revised over the last three years, the following are a few examples involving adjustments to help improve the overall process.

- Created a three-phase course registration timeline involving traditional faculty advisement, rotating

advising sessions, and professional advisement to foster earlier registration.

- Created sessions within orientation to help students identify the challenges they will face academically, financially and socially.
- Created new visitation program to focus on needs of non-traditional students
- Identified stop-outs from the Camden Center (the previous two years) to encourage re-enrollment; hired a part-time, temporary position to focus on recruiting and retaining these students back to the Center.
- Provided faculty information sessions to promote discussion of disability services issues.
- Became eCore affiliate to increase core offerings; developed an operational plan of action; and created an online support system for faculty and students.
- Implemented DegreeWorks, a web-based degree auditing application, to effectively enable students and academic advisors to monitor progress toward degree completion.
- Hired new professional advisors to bolster intrusive academic advising on campus.
- Developed two remediation models for writing: 1) mainstream students near exempt scores placed into collegiate-level English and provide Supplemental Instruction support; and 2) modular model all writing courses using mastery approach and exit after successful module completion.
- Created a "Find a Tutor or Place to Study" program that offers several campus spots for students to study, as well as providing one-on-one or small group tutoring sessions with other students.
- Created a CCGA 1101 Advisory Committee (composed of course instructors and students) to provide guidance and suggestions relating to faculty evaluation of text, professional development and efficient use of budget to accomplish program goals.
- Developed both residential (Sciences and Leadership) and commuter student learning communities with the plan to add a residential Honors learning community.

As a four-year state college within the USG, the College of Coastal Georgia continues to work diligently to identify student needs, increase student satisfaction, improve the quality of instruction and services, increase student retention and graduation rates, and promote and support academic success for all students.

Appendix:

http://completecollegegeorgia.org/Plans2014/Appendices/Coastal_Georgia.pdf



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 2013, CSU enrolled 8,164 students, including an undergraduate student population of 7,021. Enrollment has remained flat over the past four years with a small .7% increase in undergraduate enrollment from Fall 2009 – Fall 2013. The institution’s population is comprised of 66% full-time students. CSU also follows national trends with the female population representing 59% of the student body. The student population is 53% white and 35% black. Since Fall 2008, the number of transfer students has risen by 15.2%. In Fall 2013, the institution increased the number of new transfer students by 47 (7.8%) from the previous year. Of the new transfer students in Fall 2013, 29 (62%) transferred from Columbus Technical College, with whom the university has robust articulation agreements. Of the total undergraduate student population, 2,243 (32%) 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). More moderate standards are applied 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 USG are located within the geographic service area above. 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 2013, 43.9% of the new student population was drawn from these counties.

The University takes pride 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 2007-2008 THROUGH 2012-2013 DEFINED

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Non-Learning Support	71.1%	67.9%	72.1%	70.4%	67.7%	67.7%
Learning Support	58.6%	46.3%	54.7%	59.5%	49.6%	51.9%
<i>Total</i>	<i>68.4%</i>	<i>63.3%</i>	<i>68.1%</i>	<i>68.2%</i>	<i>65.6%</i>	<i>66.2%</i>

TABLE 1.2: CSU BACHELOR’S DEGREE SIX-YEAR GRADUATION RATE TRENDS: 2002-2008 THROUGH 2007-2013

	2002-2008	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013
Non-Learning Support	30.7%	36.0%	34.9%	34.2%	39.5%	35.2%
Learning Support	20.0%	14.6%	19.0%	9.0%	11.4%	12.7%

Total	28.7%	32.6%	32.3%	30.3%	33.6%	30.5%
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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 AND STRATEGIES

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 carrying 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 were developed in advance by academic advisors with input from the students.

Challenges/Issues:

1. Dissemination of the data to all stakeholders.
2. Garnering faculty and advisor buy-in.
3. Educating students on the impact of taking 15 hours per term.

These challenges/issues can be tackled by creating educational videos for faculty and students, among other activities mentioned in the next section. Meeting this 15-to -Finish goal could significantly increase CSU’s degree completion rates through the development of sound 15-hour schedules that prepare students for success.

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

While students have previously been given guidance by academic advisors through individual advising sessions each term, they were rarely provided with documentation that mapped their degree from beginning to end. Department chairs are currently developing program maps for each major. These will be shared with students during advising sessions in an effort to help them stay on track toward degree completion and to increase their understanding of the program requirements.

Challenges/Issues:

1. Timely completion of program maps by department chairs.
2. . Insertion of maps into the catalog – this has already been addressed with IT to develop a format that will be easily imported into the online catalog.
3. Educating faculty and students on how these maps can be used to facilitate student progress.

These challenges/issues can be overcome by good communication with the Chairs Assembly and with the Faculty Senate as well as stringent attention to time restraints. The accomplishment of this goal will reinforce to students the

need to complete 15 credit hours per term to complete their degree in a timely manner.

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 is developing an advising information system that will include early alert and predictive analytic functionality. After viewing demos of similar software and consulting with our Information Technology department, we decided to build our own system to meet our specific needs. The system will complement DegreeWorks and will include student information such as demographic data, contact information, academic history, standardized test scores, and a predictive analytics function that will assist students in choosing appropriate majors. The product will be tested in the Academic Center for Excellence in Fall 2014.

Challenges/Issues:

1. Effectively and efficiently communicating with Banner, D2L, and DegreeWorks to load, update, and maintain the program.
2. Training staff and obtaining faculty buy-in.
3. Regularly maintaining and evaluating the product to ensure it is working properly and it is meeting our needs.

These challenges/issues can be met by having frequent communication among stakeholders and by thoroughly testing the predictive analytics program before campus-wide launch.

The creation of this product will create targeted, timely interventions for underclassmen. This will allow advisors to create action plans and/or refer students to appropriate resources on a daily basis.

7.2 Combine remediation in English and reading.

In accordance with recommendations made by the USG Committee on Transforming Remediation, CSU is revamping the remediation model for students requiring support in English and reading. CSU is developing a co-requisite course that will support students who need remediation while allowing them to take the general education courses required of all students.

Beginning Fall 2015, there will be only two areas of remediation: English and math. Entering freshmen who score significantly below the institution’s admission requirements in English and reading will be placed in an Integrated Reading and Writing course, ENGL 0989, Foundations for English Composition. Following the successful completion of this course, students will enroll in ENGL 1101 with a co-requisite, one-credit remedial course ENGL 0999 Support for English Composition. The goal is 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 require only writing remediation, or whose placement scores are not significantly below admissions requirements will be placed in the gateway course, ENGL 1101 with the co-requisite ENGL 0999. The goal for these students is successful completion of the gateway course in one semester by providing additional support.

Challenges/Issues:

1. Determining the English Placement Index (EPI) levels that will place students in either the foundations course or the gateway course with the co-requisite remedial course.
2. Providing important training for advisors so that students are appropriately enrolled.
3. Proving training and assistance for instructors of the new courses, especially the Foundations course.
4. Providing adequate technological support for these courses.

Resolving these challenges/issues will involve having numerous committee meetings, offering training sessions (for advisors, enrollment services staff, and instructors), and working with UITS. Meeting this goal could 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.

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. We will focus on successful outcomes designed to address recruitment efforts, RPG concerns, and instructional best practices. All endeavors work together for students with interest in STEM majors to have the support that they need to succeed in their chosen program of study.

Challenges/Issues:

1. Attract more students to the program by inaugurating high school awareness programs and visitation.
2. Offer more scholarships and other incentives such as job shadowing, tutoring, and internships.
3. Incentivize high impact practices and provide professional development.

Meeting this goal would increase the number of students who want to major in STEM fields and complete such an endeavor as well as 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.

Summary of Goals, High-Impact Strategies and Activities

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	Preregister most entering freshmen with a schedule of 15 or more credits Develop program maps for majors (see Strategy 3.1 below)
Summary of the Activities	Use orientation survey to determine preference of course times and courses for incoming freshmen Create videos (such as with SPEED TECH) to educate students/faculty about the importance of 15-to-Finish (GPA higher, loan debt less, fewer life emergencies)
Interim Measures of Progress	Creation of videos by early spring 2015 Increased number of students at all levels enrolled in 15 or more hours
Measures of Success/Outcome Metrics	Increased number of students enrolled in 15 hours or more—increase of 10% from Fall 2013 to Fall 2015.
<i>Strategy 3.1 Provide “program maps” that plot the path to a degree and reduce choice through “choice architecture.”</i>	
Goals	Develop bachelor and associate program maps for all undergraduate degrees Develop interest-area maps for students still searching for a major
High-impact strategy	Our high-impact strategy involves developing a campus campaign around the existence and use of these maps to improve progress toward graduation
Summary of the Activities	Have department chairs develop maps for all undergraduate degrees by Nov. 3, 2014 Verify accuracy of all maps by mid-December 2014 Upload maps into online academic catalog by January 31, 2015
Interim Measures of Progress	Meeting of deadlines Emailing students and faculty about information availability in catalog Counseling of advisors on how to appropriately use maps when advising
Measures of Success/Outcome Metrics	Increased number of students enrolled in 15 hours or more—increase of 10% from Fall 2013 to Fall 2015

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**
1. Provide intrusive advising to keep students on track to graduate
 2. Increase use of D2L to report in-progress grades
 3. Implement software that supplements the Academic Advising Record with diagnostic analytics and graphical displays of degree progress
 4. Challenge the extant culture that limits assessment practices to summative

evaluations of student performance

**High-impact strategy
Summary of the Activities**

- Identify students who may need special interventions in the semester
1. Educate faculty to use the Early Alert System. 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
 2. Email faculty the link to the online referral form (https://ace.columbusstate.edu/early_alert.php). Faculty members complete the referral at a secured site and students are contacted by the Academic Center for Excellence. Unfortunately, there is a less than 10% referral rate by faculty members who teach in core curriculum courses
 3. Meet with identified at-risk students and refer them to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development
 4. Develop campus signage to increase foot traffic to Tutorial Services
 5. Offer more workshops for faculty to learn how to use D2L to report in-progress grades and to understand why such communication is important
 6. Require midterm grade submissions for all core classes
 7. Offer faculty development workshops on best assessment practices that explores 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)

Interim Measures of Progress

1. Increase faculty referral rate of EAS by 20% in 2014-2015
2. Increase number of faculty using D2L as their gradebook by offering SPEED TECH sessions
3. Increase use of assessment instrument (EvaluationKIT) for formative assessment

Measures of Success/Outcome Metrics

Success is measured by student pass rate and retention.
 Outcome Metric: 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.
 For freshmen, the percentage of earned to enrolled credits were:
 Fall 2013: 82%
 Fall 2012: 74%
 Fall 2011: 73%
 Fall 2010: 66%
 Fall 2009: 70%

Strategy 7.2 Combine remediation in English and reading.

**Goal
High-impact strategies**

Reduce time for completion of gateway course

Summary of the Activities

1. Combine English and Reading into one Foundations course for students with significant English and/or reading deficiencies at the college level
2. Provide a co-curricular course for students with minimal writing deficiencies
1. Develop the four-credit hour ENGL 0989 pre-requisite course content and the one-credit hour ENGL 0999 co-requisite course content
2. Create appropriate English Placement Index (EPI) to determine students placement at the Foundations level or the co-curricular level
3. Provide training for enrollment services and advisors so that students are appropriately enrolled
4. Provide training and assistance for instructors of the new courses
5. Provide adequate technological support for these courses

Interim Measures of Progress

1. Receive approval of these courses by the University Curriculum Committee
2. Meet deadlines for 2015-2016 catalog
3. Schedule new courses for fall 2015
4. Complete progression of activities on schedule and place students in appropriate courses

Measures of Success/Outcome Metrics

5. 60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt
6. 60% of students assigned to the IRW foundations course will successfully complete ENGL 1101 within one year of enrollment

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 focuses on successful outcomes designed to address recruitment efforts, RPG concerns, and instructional best practices. All endeavors work together for students with interest in STEM majors to have the support that they need to succeed in their chosen program of study. To that end, CSU engages in a wide range of activities designed to accentuate recruitment, to positively impact RPG for students graduating with degrees in STEM fields, including STEM education (UTeach), and to enhance teaching.

Summary of the Activities

Recruitment Efforts

1. Offer STEM Honors Camp to encourage high school students' interest in STEM fields at CSU, and to encourage CSU students to consider teaching in STEM fields
2. Participate 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
3. Project FOCUS replication via the first two courses in the UTeach Columbus program

RPG Efforts

4. Provide free tutoring to students in gateway STEM courses
5. Train and provide Peer Instruction Leaders for targeted STEM intro level courses.
6. Add peer leader support for developmental math courses (and continue its 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 that area should help with retention of students in STEM paths
7. Submit 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

Instructional Best Practices

8. Provide faculty mini-grants (1 funded in FY 2014) to encourage STEM faculty engagement in the scholarship of teaching and learning, and to promote the implementation of established best practices

Interim Measures of Progress

Number of students currently enrolled in STEM programs.
 Bachelors: Fall 2013 - 1,144
 Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher).
 Bachelors: Fall 2013 - 1,019

Measures of Success/Outcome Metrics

Outcome Metrics
 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).
 FY 14: 113
 FY 13: 92
 FY 12: 83
 FY 11: 98
 FY 10: 86

OBSERVATIONS

Successful Strategies from last year:

Transformation of the Adult Re-Entry program into the Square One program. The program has been taken to soldiers at Fort Benning and local businesses have expressed interest in having this program delivered on their site. It is also delivered on the main CSU campus. The materials used in the program were reviewed and replaced in order to provide the best possible resources for the students and the instructors.

This program has been revived from a stagnant state and is flourishing.

Targeting students in courses which traditionally have high rates of non-productive grades. The most effective strategy has been communicating with those students through classroom visits about the need to access tutorial and other support services that will assist them in the courses.

Least Effective Strategies from last year:

Increasing dashboard usage by licensed users. Users have had difficulty extracting meaningful data to support their initiatives. This is due in part to the expense of the licenses. Since not all individuals had access, some faculty and staff who might have availed themselves of this opportunity did not have the access to do so.

Adjustments to Completion Strategies compared to years past:

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 or attention. 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. This year we are focusing on five main areas:

- Creating a Culture of 15-to-Finish (Strategy 2.1)
- Developing Program Maps (Strategy 3.1)
- Using Predictive Analytics for Identifying At-Risk Students (Strategy 4.2)
- Revamping Remediation (Strategy 7.2)
- Targeting STEM Recruitment, Retention, and Completion (Strategy 1.2)

Focusing our resources and energies on these five areas will increase the likelihood of success and permanent value to the institution.



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 one of the most academically respected, student-oriented, and community-centered institutions of its kind.

As a regional access institution, DSC currently serves a relatively stable student population of approximately 5,000. Of these, approximately 25% are adult learners, 40% are part-time, 70% are first generation college students, and over 80% receive need-based aid such as the PELL Grant. Further, over 20% of students are of Hispanic heritage and 5% are African American. Half of our students are pursuing a bachelor's degree, 40% are seeking an associate's degree, and the remainder are in certificate 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, reliance 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 CCG 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 an effort to increase the effectiveness of academic advising, we determined a need for predictive analytics to help advisors better guide 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 was funding to purchase and implement the necessary software. Thus we requested and were approved for funds to join the Education Advisory Board's (EAB) Student Success Collaborative, which included purchase and implementation of their predictive analytics software, in our FY15 budget. During FY15, EAB staff worked closely with faculty and staff at Dalton State to build, install and implement the predictive analytics advising program. We are in the pilot stage this summer, and we are making revisions as needed to increase program effectiveness. We will do the initial campus wide kickoff of the program at our

opening fall faculty meeting, including training by EAB staff for faculty and professional advisors. The pilot looks promising, and we are optimistic that this program will enable us to provide more effective advising to get students on the right track and/or help them make better decisions should they get off track or otherwise need to make a change.

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 inequity 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 school. In addition, USG academic standards for participation in dual enrollment exceeded those of the TCSG. The funding issue has since been corrected and high school standards have increased; consequently, our dual enrollment numbers have also 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, having high school classes visit campus, certifying high school teachers to teach some dual enrollment classes at their own schools, and having our faculty teach classes at the high schools. 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.

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 three, is focused on an alternative model for our learning support English classes. The QEP plan includes the following: Small class sizes (18 students), sections paired 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 one year. However, we have begun to implement the practice 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 corequisite model. The new courses were approved through our Academic Programs Committee and implemented for the first time in fall 2013. Although revisions are needed, initial results were promising, and we will improve and continue the model in the future.

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. Each semester we serve over 200 students through the eCore program. Given our success with eCore, 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 BS 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. We are now working on possible additional eMajor programs in modern languages, criminal justice and technology management; the latter two for which DSC is taking the lead in developing. In addition, we are encouraging faculty to develop more completely online courses. We have been hampered in that regard because of loss of funding for our Instructional Technology Specialist position in an earlier round of budget cuts. Interest among faculty appears to be increasing, though, with new hires who are more comfortable in an online environment and with increased promotion, training and support for online instruction from our Center for Academic Excellence and library staff.

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

Alternative delivery models of instructional delivery have been shown to increase student engagement and student success. 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 AASCU’s Red Balloon Project, focused on redesigning undergraduate education. In 2011, Dalton State launched a faculty-led course redesign initiative that included voluntary participation of 65 faculty members across campus. Through small group discussions, shared readings, workshops, speakers, webinars, activity workbooks, and similar activities, participants became well-versed in student-centered learning principles and practices. They all completed action plans and began implementing alternative instructional methods in their classes, and we have, in fact, seen a decrease in D/F/Ws, as well as an increase in GPA, retention and completion. However, we have had faculty turnover, and we have learned more about what does/doesn’t work well with our students. We have a new Director for our Center for Academic Excellence as of July 1st, and she plans to focus this year on high impact practices as defined by AACU through their LEAP initiative, which we anticipate becoming a part of as the USG moves in that direction as a system. Plans for the 2014-15 academic year include addressing issues related to particular instructional methods (e.g., hybrid instruction, flipped classrooms, emporium model, use of various technologies, etc.) as well as larger programmatic approaches such as first year experience, international education and service learning.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL
Strategy – NEW
Summary of

Intrusive Advising
Use predictive analytics to help identify students who are off track
Requested and received funding from USG to join the Education Advisory Board’s Student

Activities	Success Collaborative in FY15; during past year have worked with EAB to build and implement software; in pilot stage summer 2014; full implementation to begin in fall 2014 with kickoff at fall faculty meeting and EAB staff to train faculty and professional advising staff
Interim Measures of Progress	Pilot data show risk levels of students in terms of likelihood of successfully completing their programs; software indicates degree of strength of student in different academic areas; software suggests likelihood of successful completion of courses; software recommends majors that are a good fit based on student data, along with information about major – Advisors using program in pilot stage are finding it helpful in guiding students to make better decisions and plans
Measures of Success	Decrease in D/F/Ws; decrease in course repeats; decrease in major changes; increase in retention; increase in program completion
Timetable	Intention is to use this program on an ongoing basis once fully implemented in fall 2014
Partnerships	Education Advisory Board
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	Shorten Time to Degree
Strategy -- ONGOING	Participate in dual enrollment programs for high school students
Summary of Activities	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
Interim Measures of Progress	Increase in number of dual enrolled students – 77 in fall 2011; 76 in fall 2012; 131 in fall 2013
Measures of Success	Number of students dually enrolled; number of credits awarded to dually enrolled students
Timetable	This is an ongoing strategy
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

GOAL	Increase likelihood of degree completion by transforming remediation
Strategy - NEW as of 2013-14	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 corequisite model for all three math courses in Area A of the Core Curriculum; courses approved by DSC Academic Programs Committee; corequisite 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
Interim Measures of Progress	Increase in number of students passing learning support math on the first try (41% in fall 2012 to 52% in fall 2013)
Measures of Success	Increase in number of students passing learning support math on the first try; decrease in number of repeats for Area A math courses
Timetable	Ongoing
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; plan to reconfigure math lab to more like an emporium model will require additional computers
People Involved	Dean of Science, Technology and Mathematics; Chair of Dept. of Mathematics; selected DSC math faculty; selected high school math teachers

GOAL	Restructure Instructional Delivery to Support Educational Excellence and Student Success
Strategy --	Expand completely online opportunities

ONGOING

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 Org. Leadership program in Health Care Administration; contract with the Educational Technology Center to provide technical support for faculty; paid for faculty to participate in various webinars, online courses and workshops re: online instruction; Center for Academic Excellence and Library providing ongoing workshops and presentations re: 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, 2 of which we are taking the lead on

Interim Measures of Progress

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 1 completely online bachelor's degree program as of 2013

Measures of Success Timetable Partnerships

Increase in number of completely online courses and programs ongoing

USG system office staff; Adult Learning Consortium staff; Valdosta State University eMajor staff; University of West Georgia eCore staff

Resources

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; Director for Center for Academic Excellence; Library Director and staff; eCore staff; eMajor staff; selected faculty

GOAL

Restructure Instructional Delivery to Support Educational Excellence and Student Success

Strategy-- ONGOING

Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium model instruction

Summary of Activities

During 2011-12 we had a campus wide course redesign initiative involving 65 faculty who volunteered to participate in a year-long program to learn about and begin to implement more student-centered learning practices in the classroom; faculty have since implemented a variety of instructional innovations, including hybrid instruction, flipped classrooms, use of i-clickers, use of iPads, small group projects, etc. to increase student engagement and learning; the Center for Academic Excellence, the Library and the Educational Technology 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 re: alternative instructional methods; we have a new Director for the Center for Academic Excellence as of 7/14, who is planning to focus professional development efforts this year on high impact instructional practices; we are redesigning the math lab to include an emporium type section for individualized assistance

Interim Measures of Progress

The number of hybrid classes decreased from 50 in 2011 to 41 in 2013; the >30% D/F/W rate decreased from 28% in 2011 to 22% in 2012 to 15% in 2013; average GPA of 1st time FT Freshmen has increased from 2.65 in 2011 to 2.27 in 2012 to 2.89 in 2013; retention of 1st time Freshmen increased from 59% in 2011 to 67% in 2012 to 68% in 2013; bachelor's degree completion in 6 years went from 16% in 2011 to 15% in 2012 to 20% in 2013

Measures of Success

Increase in the number of hybrid classes; increase in the number of faculty implementing alternative/innovative instructional methods; 13% decrease in the D/F/W rates; decrease in the number of course withdrawals; increase in average GPAs; increase in retention; increase in completion of degree and certificate programs

Timetable

Ongoing

Partnerships

Educational Technology Center; Library; Center for Academic Excellence; Office of Distance Education

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

An additional strategy that we are pursuing is targeted to 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 current pilot to offer “concierge” type services to adult students to assist them in successfully navigating the initial admissions/financial aid/registration process. We have submitted a grant proposal to the Adult Learning Consortium for funding for FY16 to enable us to fund at least a part-time position to continue the “concierge” service. If approved, we will make an effort to identify funds that can be reallocated internally to expand the position to full-time, as we believe more personalized service will benefit adult students and help them get their educational aspirations back on track.

OBSERVATIONS

Overall, we are making progress in most areas we have targeted. We are in the process of developing and implementing the advising software used by the Student Success Collaborative through the Education Advisory Board, which will be a tremendous help in identifying those students who need intervention early in the semester. We are offering an array of options for students to get alternative credit, and we are now offering one entirely online degree program in collaboration with Valdosta State University. 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 4-year programs. We are increasing our efforts to recruit and retain adult learners, and 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 once started, 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 a single counselor for 5,000 students. We are optimistic about the improvements we are seeing, and we especially look forward to implementing the predictive analytics software this fall, as we believe improvements in advising will make a marked difference in getting students off to a good start and keeping them on track.



Darton State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Darton State College (Darton) is a four-year access institution located in the southwest region of the state of Georgia. Our institution remains actively committed to meeting the needs of the southwest region and maintaining excellence in instructional delivery. This report documents our specific efforts towards increasing the completion rates of our students as prescribed in the Complete College Georgia mandate.

Darton State College’s Mission is as follows:

Darton, 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. Darton is committed to providing exemplary teaching to students in our community, region, and state. As a multi-campus, residential institution, the College pursues traditional and unique mechanisms to deliver education to its richly diverse student body. In service to the community, Darton State College will offer cultural enrichment experiences, continuing education, and economic development programs.

The following information documents the characteristics of our student body.

Total Student Enrollment		6,195		
DESCRIPTION		% OF POP.	DESCRIPTION	% OF POP.
	Gender		Full-time vs. Part-time	
Male		31%	Full-time	48%
Female		69%	Part-time	52%
	Race/Ethnicity		First time, full time	15%
White		49%	Age	
Black or African American		44%	Under 25 (majority are 18-21)	51%
Hispanic/Latino		2.60%	Financial Aid	
Asian		0.70%	Pell grant awardees	56%
Amer. Indian/Alaskan Native		0.30%	Student loan awardees	54%
Native Hawaiian/Pacific Islander		0.10%	Grants/scholarships	65%
Two or more races		0.50%	Online Courses	
			Enrolled in some or all	58%

The majority of our students attend part time.

Darton’s total enrollment in Fall 2013 was 6,195. Of that, 2,953 (48%) were full time and 3,242 (52%) were part time. While this difference seems minimal, it is up from the previous year’s number (51% part-time), which suggests our part-time student population is growing at an incremental, yet steady rate.

The majority of our students are under the age of 25.

Darton has historically maintained a majority enrollment of non-traditional aged students. In recent years, however, the percentage of students under the age of 25 makes up the majority of our fall enrollment. In Fall 2014, 42.34% of our students were over the age of 25, and 57.66% were under the age of 25.

The majority of our students take courses online.

To increase access to a college education, Darton offers 39 fully online degrees, 10 partially online degrees, 13 fully online certificate programs, and over 96 individual distance-

learning courses over the Internet. In Fall 2013, over half of our students participated in some form of distance education. Of this percentage, the majority took courses fully online. These numbers suggest an ever-increasing need for additional online programs and degree offerings to serve this growing population of distance education students.

Darton State College’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 reverse transfer and 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 on 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 our distance education programs and programs such as dual enrollment for high school students. Further, Darton State College 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 AND STRATEGIES

The Complete College Georgia goals we identified for Darton State College include the following:

- **Goal 1:** Increase in the number of undergraduate degrees awarded.
- **Goal 2:** Increase in the number of degrees that are earned “on time” (associate degrees in two years, bachelor’s degrees in four years).
- **Goal 5:** Award degrees to students who have already met the requirements for associate degrees via courses taken at one or more institutions.
- **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 that remediation is accomplished.
- **Goal 8:** Restructure instructional delivery to support educational excellence and student success.

Darton State College has identified and has begun to implement five high-impact strategies that are associated with one or more CCG goals. Our 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, Darton State College 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. We have also changed the advisor role, so that the advisor does just that - advises students. In the past, our process was focused on registration rather than advisement. Lastly, Darton State College 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.”

Our second high-impact strategy was the development and promotion of our dual/joint enrollment programs. This strategy aligns with our CCG goal of shortening the time to degree completion. Darton State College plans to accomplish this by forming public and private partnerships with the purpose of class location expansion. We have already absorbed institutional fees and have begun to offer ACT testing onsite to increase college entrance and decrease waiting periods for test results.

Next, Darton State College has been selected to participate in the pilot program for reverse transfer. This program is designed to enhance the reverse transfer process at USG schools while removing barriers at the University System of Georgia (USG) and institutional levels. To date, Darton State College has participated in kick-off workshops for the program, has begun internal and external dialogue on implementation, and has provided the names of transfer students to our immediate partners: Albany State University, Georgia Southwestern State University, and Valdosta State University. The overarching CCG goal for this strategy is to award degrees to students who may have already met requirements for associate degrees via courses taken at one or more USG institutions.

Darton State College has also committed to transforming remediation. In Spring Semester 2014, Darton State College faculty and administrators attended several meetings and symposia regarding transforming remediation. In these meetings, Darton State personnel were presented with recommendations from USG Taskforces. Of these recommendations, Darton State has implemented or will implement the following within the next year.

1. The alignment of gateway mathematics course sequences (College Algebra and Quantitative Reasoning) with academic programs of study,
2. Creation of co-requisite courses, which allow a majority of students to be placed in gateway courses with just-in-time remediation to shorten time in learning support,
3. Creation of a combined reading/writing course,
4. The termination of the COMPASS as an exit examination,
5. Expansion of hours for the Writing Center, and
6. Support for advisors in transitioning to the new models.

With this outlined course of action, Darton State College will achieve the CCG goal of increasing the likelihood of degree completion by transforming the way remediation is accomplished.

Lastly, Darton State College has continued to develop its online program in several ways. First, Darton State College restructured its online learning division to serve its students more effectively by placing an online support specialist (OSS) in each division. The OSSs assist distance learners with admissions, advising, registration, course navigation, and proctored testing. Additionally, OSSs facilitate student connections with on-campus departments, clubs, instructors, and other individuals. Darton also contracts with select full-time faculty who, as content experts, create Master Shells (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 Master Shells) for specific disciplines, mentor new and adjunct faculty, and review courses periodically throughout the semester. This online lead designer/faculty program ensures that Master Shells cover all required learning objectives, meet Darton State College’s standards for academic rigor, and assist student success by providing a well-organized course structure. Lastly, Darton State College has worked to identify and track online-only students for retention, progression, and graduation to identify strategies to increase student success.

These activities will aid Darton State College in achieving the goal of restructuring instructional delivery to support educational excellence and student success.

While Darton State College has not experienced challenges for all of our high impact strategies, we have identified several that may impede progress towards ultimate CCG goals. Thus, the challenges we have experienced include the lack of participation among underrepresented populations in the dual/joint enrollment programs, the development of more

rigorous measures for transforming advising for continuing students, and the overall timeliness of changes that need to occur coupled with the shifting of institutional culture to support those changes. Although we have these challenges and expect others as we move toward our stated goals, Darton State College stands firm in the viability of each program and will continue to address those challenges through the elimination or inclusion of additional strategy activities.

Summary of Goals, High-Impact Strategies, and Activities

The following section highlights the five high-impact strategies Darton State College has chosen to meet our completion goals.

Goal 1

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

High Impact Strategy Summary of Activities

Transformed Advising

Implemented New Student Orientation:

- 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.
- Removed “Late Registration” day:
- The last day for students to register for the upcoming semester is now two days prior to the start of class.
- Changed “Pre-registration” to “Early Advising”:
- Previously, advisors would have one week per semester to meet with their advisees and advise and register them. The advisors now only advise, while the students register themselves after being advised.
- Redefined Advisor role:
- Changed advisor role from one that advised and registered a student for class to one of advising only. This allows the advisor to spend more time advising and makes advising more intentional and in depth.
- We began our first “transformed advising” session in January 2014. It was a one-day intensive advising session conducted with students two days prior to the start of classes. In April 2014, we extended the new advising session to three weeks of advising for the following Summer and Fall semesters. July 2014 was our third advising session under our new system and lasted two weeks for the following Fall semester.
- Our next scheduled advising will be in November 2014, lasting three weeks, and will prepare students for the upcoming spring.

Interim Measures of Progress

Our faculty has had very positive reactions to the new advising role; the consensus is that they feel they have a more active voice in the advising process.

Our retention rate for students has risen approximately 1% since the implementation of our new advising system.

Overall Measures of Success

Our retention rates have been steadily rising in the last five years. We expect to see even greater increase in the next two years as a result of this new, student-focused advising system. We will also measure and expect to see a decrease in course withdrawals in the year following full implementation (Fall 2014/Spring 2015) compared to the years prior to implementation.

***Retention Rates:**

- 2014: 47%
- 2013: 46%
- 2012: 44%

(*One year retention rates based on fall enrollment of all students)

Goal #6

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

High Impact Strategy Summary of Activities

Dual/Joint Enrollment

- Forming public and private partnerships and expanding location offerings for classes.
- Absorbing institutional fees to provide increased access.

- Providing courses through face-to-face, online, and blended formats to accommodate high school schedules.
- Offering institutional ACT to increase to entrance testing and decrease waiting period for test results.
- Designating and advisor dedicated to advising solely dual enrollment students.

Interim Measures of Progress

Number of Dual Enrollment Students

Term	2011-05	2011-08	2012-02	2012-05	2012-08	2013-02	2013-05	2013-08	2014-02
N	3	159	167	7	41	113	2	75	254

Overall Measures of Success

Course success rates (number of total institutional GPA credits attempted compared to number of total institutional GPA credits passed and earned).

Year	N	DE GPA credits (enrolled)	DE GPA credits (passed)	DE GPA credits (earned)
Fall 2012	41	870	870	945
Fall 2013	75	2882	2844	2964
Fall 2014	183	6127	*	*

Goal #7

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

High Impact Strategy Summary of Activities

Transformed Remediation

1. The alignment of gateway mathematics course sequences (College Algebra and Quantitative Reasoning) with academic programs of study,
2. Creation of co-requisite courses, which allow a majority of students to be placed in gateway courses with just-in-time remediation to shorten time in learning support.
3. Creation of a combined reading/writing course.
4. The termination of the COMPASS as an exit examination.
5. Expansion of hours for the Writing Center.
6. Support of advisors in transitioning to the new models.

In Spring 2014, Darton participated in several meetings and symposia to gather methods and ideas on how to transform remediation. Based on recommendations, Darton implemented several strategies, summarized above.

We implemented the co-requisite courses for ENGL1101/ENGL 0999 (Fall 2014) and MATH 1001/MATH 0997 (Spring 2015).

ENGL 0989 was created (Summer 2014) to combine reading and English and cut down on the number of courses that may be required, and MATH 0987 (Fall 14) and MATH 0989 (Fall 15) were created to provide a year-long pathway (two semesters) instead of the three attempt/three semester model we currently use for math remediation.

We also plan on lowering the threshold for placement out of foundations courses. Our hope is that this will increase the number of students placed directly into the co-requisite course with the gateway course, allowing students to take credit-bearing courses in their first semester.

We have held several presentations on the changes to learning support with good attendance (over 100 faculty and staff members). We have also created video tutorials, handouts, and PowerPoints and have distributed them to all campus constituencies.

Interim Measures of Progress

So far, we have seen a significant increase in the number of students enrolling in MATH 1001 (For example, fall enrollment increased 50% from 2013 to 2014).

We believe this is due in part to our realignment of Math courses with academic programs of study.

Number of students enrolled for MATH 1001

- Fall 2013: 31
- Spring 2014: 138
- Summer 2014: 106
- Fall 2014: 276

Overall Measures of Success

- Semester to semester comparison of enrollment in alternative math courses.
- Semester to semester comparison of overall pass rates in math courses.
- Pass rate of students after elimination of COMPASS exit examination (Data available following Fall 2014).
- Semester to semester comparison of learning support attempts required before exit.
- Semester to semester comparison of success in gateway courses for students who placed into learning support.
- Number of students placed into foundations courses as opposed to co-requisite courses.

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

High Impact Strategy Summary of Activities Online Learning
 Darton State restructured its online learning division to serve its students more effectively by placing an online support specialist (OSS) in each division. The OSSs assist distance learners with admissions, advising, registration, course navigation, and proctored testing. Additionally, OSSs facilitate student connections with on-campus departments, clubs, instructors, and other individuals.
 Darton contracts with select full-time faculty who, as content experts, create Master Shells for specific disciplines, mentor new and adjunct faculty, and review courses periodically throughout the semester. This online lead designer/faculty program ensures that Master Shells cover all required learning objectives, meet Darton’s standards for academic rigor, and assist student success by providing a well-organized course structure.
 Identify and track online-only students for retention, progression, and graduation to identify strategies to increase student success.

Interim Measures of Progress 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.

Overall Measures of Success Darton plans to use the retention rates of online-only students who established a connection with the OSSs compared to those who do not as an overall measure of program success.
 We will analyze tracking reports for online-only students and use a comparison of student course evaluation survey questions 3 and 11, which deal specifically with course structure and academic rigor.
 We will run retention, persistence, and graduation rates for online-only students and conduct year-to-year comparisons using DWF reports.

Goal #5 Award degrees to student who may have already met requirements for associate degrees via courses taken at one or more institutions

High Impact Strategy Summary of Activities Reverse Transfers
 Inclusion in the South Georgia Pilot for Reverse Transfers Program.
 Vice President of Academic Affairs and the Dean from Darton's Cordele site participated in a one-day kick-off workshop for the program in Macon, GA, on July 15, 2014, and the institution has begun internal and external dialogue on best approaches for program initiation.
 Identification of students who transferred from Darton to three area institutions: Georgia Southwestern State University, Albany State University, and Valdosta State University.

Interim Measures of Progress Darton was selected for inclusion in the South Georgia Pilot for Reverse Transfers Program. Vice President of Academic Affairs and the Dean from Darton's Cordele site participated in a one-day kick-off workshop for the program in Macon, GA, on July 15, 2014, and the institution has begun internal and external dialogue on best approaches for program initiation.

Darton has identified students who have transferred to area institutions

- Albany State University: 141
- Valdosta State University: 81
- Georgia Southwestern University: 110

Darton has contacted Albany State University, Georgia Southwestern State University, and Valdosta State University to construct a plan for contacting those students who have transferred from Darton. So far, we have active participation from two of the three institutions, and we have received contact information from five students. We expect to award a minimum of five reverse degrees this academic year.

Overall Measures of Success Of these students identified as potential reverse transfers (332 total), we are aiming to award reverse transfer degrees to five of the total number of students identified.

***Graduation Rates:**

- 2014: 20%
- 2013: 13%
- 2012: 11%

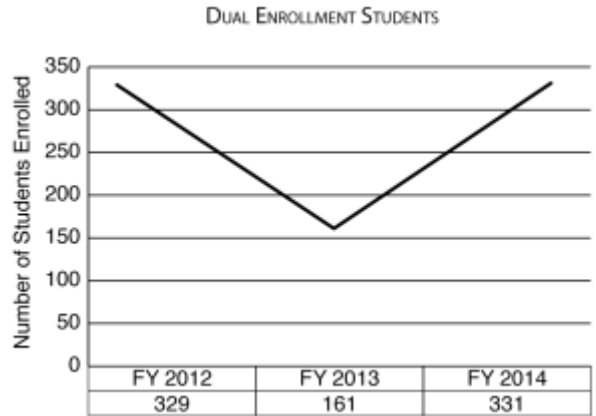
(*Graduation rates are based on first-time, full-time, degree-seeking freshmen, and Fall 2014 counts are unofficial)

OBSERVATIONS

Faculty members have had very positive reactions to the new advising role. They have said that they feel like they are actually advising now and that they are making a difference for the students. We have also conducted an informal survey of previous Darton students on attitudes on the new advising system. They were very pleased to hear of the changes we have made. The over all process of registration is moving more efficiently, and to date, we have seen a drop in the number of students withdrawing from courses compared to the most recent academic semesters under the old advising system.

After observing the dual enrollment system at Darton State College, we see the need for establishing memoranda of understanding. Darton believes that the development of these memoranda would establish clear relationships between institutions and agencies while also aligning institutional policies, goals, and expectations. Although we are seeing an increase in dual enrollment numbers, we believe the slight decrease experienced in 2013 was due to significant policy shifts in state merit aid (HOPE Program) requirements for course rigor (See below).

FIGURE 1. NUMBER OF DUAL ENROLMENT STUDENTS



One challenge we have observed in transforming remediation is the development of a scoring system that aligns with our student profile for our Math courses. We have autonomy in choosing a co-requisite placement score that is appropriate for our learning support students. We are now in the process of calculating what will work best based on historical data.

Overall, Darton’s graduation rates have increased nine percentage points from 2012 to 2014 (see Appendix, Table 2). We also have seen steady increases in our retention rates as compared to our peer institutions (see Appendix, Table 1). We anticipate even greater increases moving forward with the high-impact strategies identified.

Appendix:

http://completecollegegeorgia.org/Plans2014/Appendices/Darton_State_College.pdf



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. EGSC also offers targeted bachelor degrees. Two of its 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.

EGSC is currently listed by the U.S. Department of Education's College Affordability and Transparency Center (CATC) as among the 50 colleges in the country having the "Lowest Tuition" and the "Lowest Net Prices" (<http://www.collegecost.ed.gov/catc/#>). According to the recently released U.S. DOE report based on 2011-2012 data, the national tuition average is listed as \$7,407 with EGSC's listed as \$2,862. The lowest (bottom 10%) net price was calculated using 2011-2012 in-state cost of attendance minus grant and scholarship aid. While the national average net price was \$11,582, EGSC's net price is \$5,974.

The College extends its access mission from its home campus in Swainsboro and from its branch campuses in Statesboro and Augusta. EGSC has been offering classes at EGSC Statesboro since Fall Semester 1997. Working in collaboration with Georgia Southern University, the College offers courses both on the Georgia Southern campus and at its EGSC Statesboro Academic Facility. After being granted permission to offer associate degrees to its students in Statesboro beginning in Fall Semester 2013, 26 Statesboro students earned their EGSC associate degrees in the Fall 2013 and Spring 2014 semesters.

In Fall Semester 2013, the College opened EGSC - Augusta on the Summerville Campus of Georgia Regents University (GRU) with 94 students. Enrollment at EGSC - Augusta is expected to exceed 300 for Fall Semester 2014. Course offerings are being expanded at EGSC-Augusta in Fall Semester 2014. The memorandum of understanding between EGSC and GRU envisions the eventual granting of associate degrees by EGSC to its Augusta students.

Each semester, one-third or more of EGSC's new freshmen are first-generation college students. In addition, 85% or more of them are supported by financial aid. Both the number and percent of students who are 25 or older has been declining over the last five years. This change results from the age composition of students on the College's home campus in Swainsboro. In Fall Semester 2009, 21.7% of the College's entering cohort and 27.6% of its enrolled students on the Swainsboro campus was age 25 or older. In Fall Semester 2013, 6.5% of the College's entering cohort and 18.7% of its enrolled students on the Swainsboro campus was age 25 or older.

Since Fall Semester 2011, EGSC has experienced enrollment declines following two years of double-digit enrollment increases. Underlying overall enrollment changes are changes in the compositions of the four most important student demographic cohorts at EGSC - Swainsboro and EGSC - Statesboro. These cohorts are listed below.

- African-American Females
- African-American Males
- White (Non-Hispanic) Females
- White (Non-Hispanic) Males

The enrollment of African-American students at both locations increased substantially from Fall Semester 2009 to

Fall Semester 2011, and then decreased through Fall Semester 2013. The increase was more pronounced at EGSC - Swainsboro, while the subsequent decrease was more pronounced at EGSC - Statesboro. The number of African-American students at EGSC - Statesboro went from 757 in Fall 2009 to 1,071 in Fall 2011, a 41.4% increase. In Fall 2013, 788 these students were enrolled at EGSC - Statesboro, a decline from Fall 2011 of 26.4%. The number of African-American students at EGSC - Swainsboro went from 294 in Fall 2009 to 547 in Fall 2011, an 86.1% increase. At EGSC - Swainsboro, the number of these students in Fall 2013 were 449, a decline of 17.9%. One reason for the more moderate enrollment decline of African-American students at EGSC - Swainsboro is the popularity of on-campus housing among these students since housing became available in Fall Semester 2011.

The enrollment fluctuations of non-Hispanic white students were less dramatic during this period. The enrollment of white students at EGSC - Statesboro actually decreased from 836 in Fall 2009 to 816 in Fall 2011, a decline of 2.3%. From Fall 2011 to 2013, white enrollment decreased to 725, a decline of 11.1%. At Swainsboro - EGSC, white student enrollment increased from 703 in Fall 2009 to 771 in Fall 2011, up 9.7%. In Fall 2013, there were 713 white students on the Swainsboro campus, a decline of 7.5%.

East Georgia State College's access mission guides it toward completion goals and strategies that make higher education a priority among youth who are least likely to complete a college degree. The College's learning support program, its student engagement efforts, and its teaching strategies are all being reformed to focus its students on pathways to on-time degree completion.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

East Georgia State College 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.
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.
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 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. EGSC Strategy 5.4 Implementation: EGSC began auditing students with 60 or more credit hours in Fall Semester 2013.
Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.	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.
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. EGSC Strategy 8.2 Implementation: Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

East Georgia State College's progress on its top five CCG goals/high-impact strategies is presented below.

Goal 1	Increase in the number of undergraduate degrees awarded by USG institutions.
High-Impact Strategy 1.1 Implementation	Provide a range of academic support services to remove obstacles and provide clear pathways to college completion.
1.1 Summary of Activities	<ol style="list-style-type: none"> Increase student usage of tutoring and academic advising services in the Academic Center for Excellence (ACE). Extend operational hours in the evening for ACE. 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.
1.1 Interim Measures of Progress	<ol style="list-style-type: none"> In Swainsboro, most of the students coming to the ACE were looking for math assistance, but came to the ACE for 44 different courses. In Statesboro, most were in math and 38 different courses (some from GSU classes). In Augusta, most were in math and 16 different courses. In Swainsboro the most common course was MATH 1111. In Statesboro and Augusta it was ENGL 1101. A study of the Spring 2014 usage shows the accompanying success of students who utilize the ACE for tutoring. <p>Hour Utilization in Fall 2013:</p> <ul style="list-style-type: none"> Swainsboro - 6,519 (41% of all students use ACE) Statesboro - 5,548 (52% of all students use ACE) Augusta - 734 (65% of all students use ACE) <p>Students/Hrs/Success Rates in Spring 2014:</p> <ul style="list-style-type: none"> Swainsboro - 510/5810/85.2% Statesboro - 569/4385/81.0%

- Augusta - 89/1505/84.4%
2. Hours in ACE have been expanded in Swainsboro to Monday-Thursday 8-6, Friday 8-5; in Statesboro to Monday-Thursday 8-8, Friday 8-5; in Augusta to Monday-Thursday 8-4.
 3. In Fall 2013, 60% of LS students were counseled about their early warning grades. 39% of the Swainsboro students showed improvement in their final grades, but only 25% passed all of their classes. In Spring 2014, 181 LS students in Swainsboro were counseled about early-warning grades. 53% showed improvement in their grades and 46% passed all of their classes.
 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, an overall percentage decline of students receiving poor academic standings (exclusions, probations, and warnings), an increase in the overall course success rate, a general increase in the success rate in gateway courses (MATH 1111, ENGL 1101, and HIST 2111/2112), and an increase in student success in learning support classes. The following table shows the academic success data for the fall and spring semesters for the last two years.

ACADEMIC SUCCESS DATA							
<u>Term</u>	<u>Dean's List %</u>	<u>Unsatisfactory Academic Standings %</u>	<u>Overall Course Success Rates</u>	<u>MATH 1111 Success Rates</u>	<u>ENGL 1101 Success Rates</u>	<u>HIST 2111/2112 Success Rates</u>	<u>Learning Support Success Rates</u>
Fall 2012	8.3%	38.1%	63.7%	53.9%	56.6%	58.5%	47.6%
Spring 2013	7.5%	37.8%	62.9%	44.9%	48.5%	53.4%	43.2%
Fall 2013	9.8%	33.9%	68.3%	54.8%	67.2%	53.2%	49.8%
Spring 2014	9.1%	34.0%	65.4%	45.2%	55.9%	58.5%	53.3%

Measures of Success

An increase in the overall 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, students receiving academic bad standings, overall course success rates, and success rates in gateway courses and learning support classes is vital to assess activity success. With 85% of our students on some form of financial aid, students not making satisfactory academic progress is a retention and success factor to be measured and analyzed.

Goal 2

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

High-Impact Strategy 2.1 Implementation 2.1 Summary of Activities

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 College received a 2014-2015 USG Innovation Grant to assist in funding this program.

2.1 Interim Measures of Progress

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.

An analysis of the data for the graduates of East Georgia State College for the previous five years (Fall 2009 - Summer 2013) shows approximately 10% of our graduates finish a degree in two years from entry and 30% finish a degree within three years of entry.

The number of graduates for each academic year (fall-to-summer) has increased from 143 graduates in AY 09-10 (fall 2009-to-summer 2010) to 173 graduates in AY 12-13 (fall 2012-summer 2013). During the same time period the number of students graduating in two years has declined from 15 (10.5%) in AY 09-10 to 14 (8.1%) in AY 12-13 and the number of students graduating in three years has declined from 54 (37.8%) to 43 (24.9%) in the same period.

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 5.4 Implementation

EGSC began auditing students with 60 or more credit hours in Fall Semester 2013.

5.4 Summary of

East Georgia State College annually does degree audits and contacts students who can complete their

Activities associate degree within one term. In addition, students who plan to transfer are informed about reverse transfer.

East Georgia State College has made preliminary contact with Georgia Southern University and Georgia Regents University to develop a formal agreement to simplify the reverse transfer process. East Georgia State begins tracking students for reverse transfer when they get close to transfer to the university. The Advising Center works with the Transfer Coordinator to develop a graduation plan which focuses on reverse transfer. Both Georgia Southern and Georgia Regents do special transfer information sessions for EGSC students prior to transfer during their last term a EGSC students. Students will be asked to commit to do reverse transfer and will be tracked by East Georgia 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. MOUs are currently being developed to formalize the process.

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)

Eleven former EGSC students have been successfully reverse transferred back to receive their associate degrees from East Georgia State College since Fall Semester 2012.

On July 15, 2014 EGSC was chosen to partner with Georgia Southern University and Georgia Regents University in a USG pilot program in reverse transfer. East Georgia and Georgia Regents were chosen for the East Region pilot.

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.

High-Impact Strategy 7.3 Implementation Provide academic support programs that prepare students to successfully complete college courses across the core curriculum.

7.3 Summary of Activities

1. Promote the use of 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. Implement 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 East Georgia State College 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; learning support reading; 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.

7.3 Interim Measures of Progress

1. As shown in a previous section, the use of all ACE services has increased this year compared to previous years.
2. In Fall 2013 83% of IAP students were able to increase COMPASS score to be successful.
3. 15 students were in Jump Start in Summer 2013 and 20 students were in Jump Start in Summer 2014. Exit rates from LS classes in 2013 ranged from 50% to 67% and there was a jump in the percent of students who met admission requirements from 47% to 93%.

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 is a measure of the success of the academic support services.

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

High-Impact Strategy 8.2 Implementation Math and Science faculty have prepared video lectures that allow them to effectively flip their classrooms.

n
8.2 Summary of Activities

For the past five years various EGSC faculty have been experimenting with new ways to restructure delivery. One key idea has been to provide instructional material for the student that is available anywhere and anytime. To this end, tablet PCs with video production software was made available to most instructors in the Math & Science Division. The end result is that 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.

A number of faculty in Math & Science have worked to flip their classrooms. One additional asset that has already proved beneficial at EGCS is to provide short 1-4 minute instructional video on how to work or approach a homework problem or discussion topic. 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.
- Students viewed (reluctantly at first) these videos before class and all class sections were devoted to working calculus problems that involved critical thinking in problems setup and a discussion and further elaboration on calculus concepts. In his Calculus I class, it was noted in fall 2012 that students struggled with certain concepts in Calculus such as "The Chain Rule", "Relative Rates", and "The Fundamental Theorem of Calculus." In spring 2012, the instructor created additional videos summarizing many of these concepts and also held two special "extra review and working sessions" to further strengthen students' understanding. In fall 2013 the instructor began flipping the classroom by creating a YouTube Channel entitled "Calculus In a Nutshell."

In spring 2014, our lead Chemistry instructor flipped his classroom for his Introductory Chemistry class CHEM I. The instructor began producing videos of nearly all his CHEM I lectures, each about 25-30 minutes in length. The students were asked to view the videos BEFORE a given class. At the beginning of nearly each class, the students were given a short (~10 minute) quiz based on the video(s) they watched. Because the students had viewed the lectures already, the instructor used the class time to answer questions, doing demonstrations relevant to the topics, and emphasizing particular points that the students seem to be missing based on the quizzes.

The "flipped classroom" method of instruction continues to expand to other math/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.

8.2 Interim Measures of Progress

One Biology instructor transitioned to fully "flipped" courses in Microbiology) and Introductory Biology. A summary of the very positive outcomes include:

- • Increased overall student success rates (proportion of students getting a C or better)
- • Increased student productivity (% completed assignments)
- • Increased concept comprehension (exam scores)
- • Increased critical thinking skills (essays and case studies)
- • Increased student engagement (think-pair-share exercises)
- • Adoption of successful study skills (preparatory quiz scores)

The instructor also believes that the shift in focus to critical thinking, and flipping the classroom, facilitated an increase in student evaluation scores in several key areas: organization, assistance, critical thinking and student learning.

In the table below we show the success rates in Calculus I and the class GPA for these students as the class went from traditional lecture to various phases of being totally flipped. No lectures were delivered in class in AY2013 for the students. 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.

Calculus I	AY 2012		AY 2013	
	Fall Un-Flipped	Spring Un-Flipped Special Topic Videos	Fall – YouTube Flipped	Spring YouTube Flipped With DVDs
Success Rate	63.3%	80.0%	83.3%	86.2%
Class GPA	2.26	2.82	2.80	3.07

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 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, even with its limited start, appears to be having an impact on the number of students who graduate on time. The financial support to expand the program from the USG Innovation Grant is greatly appreciated. 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 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. The restructuring shows in the increase in the overall and gateway course success rates.

We have studied our online classes and have adopted Quality Matters to assure the quality of our online courses. We have developed a D2L Faculty Manual, a Basic Instructor Training Manual, and tutorial handouts to assist faculty with D2L.

East Georgia State College is participating 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 are participating, with eight courses in the pilot. S3 provides a predictive algorithm which alerts the professor to students who are “at risk” or “trending downward” during each week of the course.

Least Effective Strategies:

We have implemented the co-requisite strategy for learning support, but have had limited response from students likely because our cut scores have limited the co-requisite option to few learning support students. While this may appear to be ineffective, we plan to make adjustments to increase the

number of students who can take advantage of that option. In Fall 2014 we will begin to use adjusted cut scores to allow approximately 50% of students to be placed in the co-requisite college algebra and companion co-requisite course.

Adjustments Made to Completion Activities:

We continue to expand our promotion of the ACE as we saw its potential to assist students to succeed. Although we have some 40-50% 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 have increased our focus on graduation, not only for on-time graduation but also to reverse transfer and to graduation within three years.

We have seen a decline in the percentage of students who have an unsatisfactory academic standing (a decline from 43% to 33% in a 3-year period) as we increase the various student success activities. It is still not at the level we want and we have adjusted 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.

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 and adopted Quality Matters, a nationally recognized peer-review system of online courses.

East Georgia State College is participating in a pilot of the Desire2Learn 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.



Fort Valley State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional Mission

The mission of Fort Valley State University 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 110 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, agribusiness, 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 2594. The student retention percentage is slightly higher than it has been over the last two years but has averaged only 58% for the last three years, after having reached a peak of 77.8% in 2003. Much of the 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 resulted in a decline in the four-year graduation rates by cohort, which was only 10.9% in 2009. The six-year graduation rate by cohort, likewise, has suffered a decline and is only 27.9% for the 2007 cohort. Clearly, FVSU serves a unique population. The majority of FVSU students are African-American (95%) and as of 2013, 80% of FVSU students received Pell Grant Funds. Approximately only 2% 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. 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 plotted for the future of FVSU.

TABLE 1: ENROLLMENT, RETENTION AND GRADUATION RATE BY COHORT

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Male Enrollment												1529	1530	1574	1442	1286
Male Enrollment												2024	2198	2322	2126	1894
Total Enrollment			2561	2485	2446	2537	2558	2174	2176	2568	3106	3553	3728	3896	3568	3180
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	72.7	
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				
Six-Year Graduation Rate by Cohort	30.1	25.6	36	32.3	35.1	33	34.3	33.6	29.4	27.9						

TABLE 2: ENROLLMENT BY ETHNICITY

	2005	2006	2007	2008	2009	2010	2011	2012	2013
African-American	1859	2017	2351	2850	3304	3510	3650	3100	3045
International	34	35	33	26	23	21	12	15	17
Caucasian	64	54	50	51	43	51	57	84	88
Hispanic	4	5	6	15	13	11	11	5	10
Asian	3	2	4	8	6	6	7	2	12
Native-Am.	2	3	1	1	0	0	0	2	2
Multiracial	8	4	9	18	23	17	11	42	6
Not Listed	0	0	0	0	7	16	7	0	0
Total	1974	2120	2454	2969	3419	3632	3755	3250	3180

TABLE 3: PELL RECIPIENT AND ADULT LEARNERS BY INCOMING FRESHMEN COHORT

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrolled Cohort	457	319	515	720	1071	1030	869	1063	669	538
Pell Recipients	283	190	335	503	742	761	709	893	563	435
Pell Recipients (%)	61.9	59.6	65.0	69.9	69.3	73.9	81.6	84.0	84.2	80.9
Adult Learners	17	10	26	26	22	44	49	48	19	10
Adult Learners (%)	3.72	3.13	5.05	3.61	2.05	4.27	5.64	4.52	2.84	1.86

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal: Increase the number of undergraduate degrees awarded by Fort Valley State University “on time”.

Challenges: Only 10% of FVSU students graduate in four years. This low graduation rate in four years means higher debt accumulation for students and increases in attrition. Many FVSU students graduate with an excessive amount of earned credit hours. FVSU does not have a learning analytic system that allows for immediate recognition of this phenomenon by all internal stakeholders; however, the Institutional Research Office (only three employees) provides pertinent data and reports. Additionally, the culture of being receptive of data and making decisions must be enhanced. Dr. Ivelaw L. Griffith, President at FVSU, has increased receptivity to data driven decision-making processes.

Strategy

Steps Taken

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| <ul style="list-style-type: none"> a. Examine data in FVSU’s Banner System for students who are within 20 to 30 credit hours from completion and notify department chairs, advisors and students of courses needed for completion and actions to be completed for graduation. b. Assess all major programs of study to shorten those which greatly exceed 21 credit hours. c. Encourage all undergraduate students to enroll in fifteen hours each semester. d. Develop reverse articulation agreements with Georgia colleges. | <ul style="list-style-type: none"> a. Data were provided to all Deans during Deans’ Council meetings. All Deans met with their school leaders in program areas and began to develop plans to include reviewing balance sheets and transcripts for students who have more than 100 credit hours to determine a likely graduation date. Degree Works will be used as a tool to ensure success of this strategy in the future. Frequently, students’ coursework may have gotten off-track for a specific major, but can still be packaged for a degree in Liberal Studies, thus enabling the students to graduate in four years. b. Conversations have begun within the colleges about re-examining the majors, many of which exceed the required seven courses. Shorter majors would encourage graduation within four years. c. Unless restricted by being on Academic Probation, all students are being encouraged by their advisors to enroll in at least 15 credits each semester. That is the number of credits needed to graduate within four years. d. FVSU has developed MOUs with local colleges, like Central Georgia Technical College and Georgia Military College that will allow students to complete their associates or bachelor’s degrees at FVSU. Likewise, students who begin matriculation at FVSU can complete associates degrees at these other schools. |
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Goal: Provide intrusive advising to keep students on track to graduate.

Challenges: Three 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.

<i>Strategy</i>	<i>Steps Taken</i>
<p>a. Reengineer the advising process at FVSU to include professional advisors and faculty advisors.</p> <p>b. Provide advisement tailored to specific student types and specific mediation points such as initial advisement, advisement when students are identified as at-risk, pre-registration advisement, and pre-graduation advisement.</p> <ul style="list-style-type: none"> • Hire Professional Advisors to strengthen the advising process at FVSU. • Train faculty advisors. <p>c. Provide Supplemental Instruction (SI) and expand peer tutoring for traditionally difficult courses with high D, F, W rates.</p>	<p>a. New advisors have been hired along with a new Director of Advisement. Advisement for freshmen and sophomores will be done in the Academic Advising Center. Faculty Advisors will advise juniors and seniors. Both groups of advisors will monitor all students that are assigned to them. In addition, a limited number of faculty will be assigned to work within the Center for Retention Services to assist with advising of freshmen and sophomores, especially during peak periods.</p> <p>b. An advisement manual was prepared; advisors are being trained with materials from NACADA (National Academic Advisement Association) and have attended the national conference in October 2014. Initial advisement will be summer for new students. Meet/Greet sessions at the beginning of the Fall Semester have been established and a Grand Opening Ceremony for the New Advisement Center took place. 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.</p> <p>c. Supplemental Instruction has been implemented in the Pre-College Academy launched in fall 2014. Advisors and Lab Coordinators will receive D/F lists from ENGL 1101, 1102, MATH 1101, 1111, HIST 1111/1112, and Learning Support courses and assign tutors to the students that failed the courses. These sessions will be mandated.</p>

Goal: Increase the number of undergraduate degrees awarded by Fort Valley State University.

Challenges: In previous years FVSU admitted high numbers of unqualified students, which impacted the retention rates and the overall culture at FVSU. Thus, FVSU's student body is still populated by students who are at-risk and, consequently, in danger of not completing their bachelor's degrees.

<i>Strategy</i>	<i>Steps Taken</i>
<p>a. Expand and enhance the relationship with local high school and middle school counselors and principals.</p> <p>b. Initiate the "Adopt-a-High-School" program.</p> <p>c. Begin to offer Associates Degrees.</p> <p>d. Launch the Pre-College Academy</p> <p>e. Launch University College</p>	<p>a. The Office of Recruitment and Admissions developed a robust Recruitment Plan in October of 2013 that included enhanced, regular outreach and communication with local public and private high schools. The VP for Student Success and Enrollment Management and the Director of Recruitment and Admissions made personal visits to the superintendents of service area school systems and the VP for Student Success/Enrollment Management and the Dean of Students made a presentation to the Middle Georgia RESA Board of Control. These activities are designed to increase the prominence of FVSU in the local community and to, therefore, increase enrollment.</p> <p>b. All faculty and Staff of FVSU have been asked to make contact with at least one high school, make personal contact with one or more individuals there, provide recruiting materials, and, whenever possible, make personal presentations to the students about FVSU. This effort is designed to increase FVSU's enrollment numbers and to provide more students the opportunity to obtain a college degree.</p> <p>c. Because the new funding model will allow some credit to institutions for the awarding of associates degrees, FVSU will, once again, be awarding associates degrees to its students. This will allow those students who persist for at least two years to receive a degree for the time spent on campus.</p> <p>d. FVSU's first Pre-College Academy began October 22, 2014 and is planned to end November 21, 2014. Twenty-eight students, who had previously been rejected for enrollment at FVSU, are being given an opportunity to raise their skill levels in reading, writing, and mathematics and to prove themselves college-ready for admission in spring 2015. These are students who would not have had an opportunity to gain a college degree without this program.</p> <p>e. University College, planned for spring 2015, is a program designed specifically for the students who would ordinarily be rejected for admission to FVSU, but who would be allowed</p>

- entry as a Limited Admit. These students will be identified for the program based on their having a high school GPA of no less than 2.7. The program will surround these students with an array of support services (Supplemental Instruction, gateway courses with co-requisite Learning Support, tutoring, mentoring, intrusive advising, etc.) that will assist in their successful matriculation. These students will be limited to no more that 40% of the entering class.
- f. FVSU Outreach Programs along with Tutors and FVSU student leaders will conduct enrichment programs with local K-12 schools to increase academic and social preparation in the area.
- f. Upward Bound: Upward Bound provides instruction in required core curriculum in mathematics through pre-calculus, laboratory science, foreign language, composition and literature and other electives. Currently Upward Bound serves (70) students in grades 9-12 from Peach County and Macon County. The program’s goals are to increase the rate at which participants complete high school and enroll in and graduate from college. Educational Talent Search Field Representatives are providing ongoing academic activities, career development activities, personal development activities via workshops and group counseling, and campus visits for middle school and high school participants in the area to increase academic and social preparation in the nine county target areas for the ultimate goal of postsecondary placement.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Activity 1	Use Data Analytics
General Description	Make full use of the D2L course management system to identify at-risk students early in the term. After faculty identifies these students, Center for Retention Services staff will contact students, answer questions, and make appropriate referrals designed to help the students persist to second year.
Internal Partners	Faculty, Staff, Administrators and Students
Measure of Success	Data Analytics purchased and Implemented.
Status	Ongoing
Progress	Identified at-risk and underprepared students will be assigned to a Retention Specialist. 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. Currently, this activity is in progress as Noel Levitz Retention Management System is being used to identify at-risk students.

Activity 2	Complete Integration of Supplemental Instruction
General Description	Provide Supplemental Instruction (SI) and expand peer tutoring for traditionally difficult courses with high D, F, W rates.
Internal Partners	Faculty, Staff, Administrators and Students
Measure of Success	Certified Supplemental Instructors in place and a Certified Supplemental Supervisor Identified with at least 20 Courses using this approach.
Status	Ongoing
Progress	A Supplemental Instruction (SI) Supervisor has been identified and received certification. More classes are being added to the Supplemental Instruction List. Additionally, Advisors and the SI Supervisor will receive D/F grades lists from barrier level courses to determine “high need” courses.

Activity 3	Institutionalize the Center for Retention Services
General Description	Develop an aggressive campaign by the Center for Retention Services for providing needed intrusive services to all incoming freshmen students to include increased participation in retention sessions and participation in tutoring and supplemental instruction.
Internal Partners	Faculty, Staff, Administrators and Students
Measure of Success	FVSU will increase retention, progression, and Graduation rates as stated in the CCG Plan.
Status	Ongoing
Progress	The processes have been established and implemented for providing incoming students with intrusive retention services. Students are assigned to Retention Specialist upon enrollment and are monitored and tracked accordingly. Furthermore, Retention Specialists meet with students regularly to address concerns and help develop appropriate academic behaviors. Lastly, a mentoring program is being developed that will connect incoming students with a faculty, staff, peer, and/or alumni mentor to help navigate the

transition into the college environment.

Activity 4

Intrusive Advising

General
Description

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 will develop proactive and intrusive intervention strategies.

Internal Partners

Faculty, Staff, Administrators, Alumni, and Students

Measure of
Success

Students graduating on time and registering for 15 or more credit hours per semester based on their degree program.

Status

Ongoing

Progress

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.

Students on probation work closely with Retention Specialists (RS) to 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.

Activity 5

Expand Adult Learning Opportunities

General
Description

1. Expand 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.
2. Create a virtual one-stop-shop for military students, including online students, to include admissions, registration, advisement, graduation applications, and financial aid counseling.
3. Through Advance2Go, a project funded by the Adult Learning Consortium, FVSU will provide 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. Initially, Advance2Go will include marketing and identification of adults who may benefit from the program as they begin or reenter college.
4. Launch the FVSU "Recruitback" program.

Internal Partners

Faculty, Staff, Administrators, Alumni, and Students. FVSU is a member of the Adult Learning Consortium and of Solders2Scholars.

Measure of
Success

An increase in enrollment of Adult learners at FVSU.

Status

Ongoing

Progress

One faculty member is 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.

Postcards will be sent to all students who attended Fort Valley State University but who stopped out without receiving a degree, from 1990 to the present. The communication will invite these adult students to return to FVSU under the terms of the new Academic Renewal policy.

Activity 6

Intrusive Financial Aid Advising

General
Description

Identify and implement initiatives to address financial needs of students from these populations in a timely fashion.

Proposed efforts will include seeking outside funds, changing policies on campus, and providing financial literacy education.

Internal Partners

Faculty, Staff, Administrators, Alumni, and Students

Measure of
Success

Decrease in student complaints in regards to Financial Aid.

Status

Ongoing

Progress

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.

Activity 7

Launch Pre-College Academy

General Description

Students formerly rejected for admission to FVSU, but who meet our minimum criteria, are 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 become candidates for admission to the University College as FVSU students the following semester.

Internal Partners

Faculty, Staff, Administrators, Alumni, and Students

Measure of Success

Course embedded assessments will be used to measure success within the program.

Status

New

Progress

The first class began October 22, 2014 and is scheduled to conclude November 21, 2014. Complete Program Evaluation is due December 2104. Already, seventeen of the students in the Pre-College Academy would qualify for admission into University College. Future recruiting for restrict enrollment in the Pre-College Academy to those with high school GPAs of between 2.2 and 2.7.

Activity 8

Institute University College.

General Description

This program, scheduled to launch spring 2015, is designed to provide the maximum learning support to those students who enter the university not yet college-ready. Minimum criteria for admission into University College are high school GPA greater than 2.7 or successful completion of the Pre-College program.

Internal Partners

Faculty, Staff, Administrators, Alumni, and Students

Measure of Success

Successful retention of freshmen and progression to the sophomore year

Status

New

Progress

Recruiting is now underway for admission.

OBSERVATIONS

What strategies and activities have been most successful? What have been least effective? Has your institution made adjustments to completion activities over the past three years? If so, please explain why.

Fort Valley State University has had success in the shift of culture as it relates to being cognizant of retention, progression, and graduation efforts. This effort has been assisted by an infusion of direction and intentional efforts of the new President, Dr. Ivelaw L. Griffith. Dr. Griffith has organized strategic taskforces to deal with issues to include enrollment management, collaboration/partnership development, honors and undergraduate research programs, globalization strategies, 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. This collaboration was made possible by relationship/capacity building by Dr. Ivelaw L. Griffith, President. By way of this relationship, seven campus leaders were funded to

participate in the AVID Summer Institute by an external source.

- The Pre-College Academy appears to be quite promising. Based upon the response received, we could have enrolled even more students in the initial class. Though the decision was made to keep this class small, future enrollments should serve as a strong pipeline to enrollment.
- Administrators examined data at FVSU for students who are minimal hours from graduation but do not seem to be completing the final steps. By doing this, FVSU was able to notify Department Chairs, advisors, and students of courses needed for completion and actions to be completed for graduation. This intentional step has allowed for many visionary conversations about why this phenomenon occurs, but now will end with some solutions to this occurrence, especially if degree programs can be shortened.
- 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.

FVSU reengineered its version of the Complete College Georgia Plan approximately one 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 as Georgia's designated public liberal arts university in which excellence, engagement and innovation are essential components of an educational experience. To this extent, 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 eight years. First-time-freshmen enrollment (see Graph 1: First Time Freshmen, Appendix A) was initially capped between 2007 and 2010 to support our mission but has experienced modest increases since 2011. Overall undergraduate enrollment also experienced moderate increases from 2006 to 2010 but saw a small decline in fall 2012. The previously experienced upward enrollment trend was reestablished in fall 2013 (see Graph 2: Overall Enrollment, Appendix A). Further enrollment growth at Georgia College is planned for graduate programs while maintaining undergraduate enrollment at its current levels.

The academic profile of the incoming classes has improved in quality as evidenced in the average SAT score which increased from 1125 in fall 2006 to 1162 in fall 2013 (see Graph 3: First Time Freshmen Average SAT, Appendix A) and average high school GPA which increased from 3.29 in fall 2006 to 3.47 in fall 2013 (see Graph 4: First Time Freshmen Average HS GPA, Appendix A). Given the increased quality of the incoming freshmen class coupled with strategies that will be mentioned in this report (intrusive advising and the Math Emporium), there is a reasonable expectation that Georgia College's on-time completion rate will likewise improve.

Georgia College's four-year graduation rate (see Graph 5: Four, Five & Six Year Graduation Rate, Appendix A) 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 Freshmen by Ethnicity (see Appendix A) and reviewers will note the trend line for minority students, particularly African-American and Hispanic. While Georgia College has continued to struggle with attracting students from diverse populations, much attention has gone into increasing student diversity. Evidence of this work includes: a recently authored campus diversity action plan; increased recruitment efforts by the Office of Admissions; and the successes of the Georgia College Early College program highlighted later in this report and other initiatives (Call me Mister and Articulation Agreements with two-year institutions) presented in previous CCG reports. Collectively, all efforts to date have the goal of increasing diversity across campus and subsequently retention and graduation rates of these student groups.

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.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

CCG Goal 1

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

CCG Strategy: Target increases in access and completion for students traditionally underserved in post-secondary education.

Strategies (CCG – Complete College Georgia; GC – Georgia College)

GC Strategy: Increase high school completion in GC's Early College program by 5% annually and earning of college credit by the time of high school graduation by 5% over the next three years.

Discussion

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. Readers should be cognizant of the fact that the Georgia College Early College (GCEC) program is only one strategy among many to help achieve CCG completion goals with specific reference to traditionally underserved populations. The GCEC example is highlighted in this report

because of its apparent success and because it could be replicated by other institutions hoping to make improvements. Once again, however, the program should be considered along with other strategies (Call me Mister, Articulation Agreements, Dual Degree Programs) and the collective value that programs have had in increasing access and success of traditionally underserved populations. With respect to incoming African-American freshmen students enrolled at GC, recent data suggests improvements have been realized: fall 2012, 48; fall 2013, 44; & fall 2014, 65, as a result of the strategies enlisted.

Challenges for GCEC students attaining the goal are identified below with steps to remedy the situation:

1. MENTORSHIPS: 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 teachers are asked to monitor students. However, because of the day-to-day demands of teachers, there is often inadequate time for them to provide adequate mentoring.

Step: GCEC principal will work with Georgia College academic and support programs to develop mentorship programs with GC students. These efforts will mirror the existing relationships with the GC Multicultural Center and the Male Connection Program.

2. COLLEGE RIGOR/CONTENT COLLABORATION: GCEC has two academic challenges: making sure students master the state's common core standards and making sure students are ready for college content. Although GCEC students master state standards, they are not always ready for the rigor of college courses. GCEC needs more scheduled collaborations with college instructors to ensure GCEC students are ready for college content.

Step: The GCEC principal will engage in ongoing and collaborative discussions with GC administration and faculty to determine ways that college instructors can best assist GCEC students with content knowledge.

3. FUNDING COLLEGE BOOKS: In Academic Year 2015-16, GCEC will not have the Access Challenge Grant to pay for students' college textbooks; and this will cause a hardship for parents. This may lead to students leaving the dual enrollment program. GCEC needs funds to offset the cost of dual enrollment students' college textbooks.

Step: Beginning Fall 2014, GCEC is asking parents for an annual \$100.00 donation. Of the \$100.00, half will be placed in GCEC's general account for student services (college textbooks, registrations fees, etc.) and half will be given to the GCEC Scholarship Foundation. GCEC will continue to fundraise and search for grants.

In addition, GC is involved in the Affordable Learning Georgia Initiative and will work with faculty to provide open textbook and other options for GCEC students to lower their costs and, thereby, make dual-credit courses more accessible.

CCG Goal 4

Provide intrusive advising to keep students on track to graduate.

Strategies (CCG – Complete College Georgia; GC – Georgia College)

GC Strategy

Use predictive analytics (EAB: Student Success Collaborative) to help identify students who are off track and to help students understand their likelihood of success in particular programs.

Discussion

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.

The SSC is now a major asset to intrusive advising at GC. The Collaborative allows academic advisors to monitor student retention risk levels, missed courses and missed course-timing markers. 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. Advisors can also prepare and push tailored messages to targeted groups of students, whether it's concern over midterm grades or email "congrats" to praise a successful semester. This powerful tool, especially in conjunction with our academic advisors' weekly contact with the vast majority of freshmen in their first year academic seminar, allows advisors to be proactive and in contact with students early when issues and pitfalls might be developing. Therefore, Georgia College hopes to build upon its healthy Y1:Y2 rates and move its retention needle even higher.

Full implementation of SSC occurred at the end of Spring semester 2014. All academic advisors and department chairs now have access to the platform and are using it. Challenges to the successful implementation of the SSC include the ongoing training needed for campus users as well as ensuring the platform works seamlessly with other tools used in academic advising. Training uses are being addressed through the development of a training manual for new users. The seamless integration of processes is being addressed by including the SSC into the single sign-on process now being utilized with DegreeWorks, our degree audit system and Banner self-service.

CCG 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.

Strategies (CCG – Complete College Georgia; GC – Georgia College)

GC Strategy

Participate in dual enrollment programs for high school students.

Award credit based on assessment of prior learning via CLEP scores.

Discussion

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 provides funding to assist with the cost of tuition, but some families struggle with the cost of mandatory fees.

Georgia College has been able to waive mandatory fees for first generation dual enrollment students who are part of our Early College Program. This allows these students to take college courses with no out-of-pocket cost with the exception of textbooks.

Though Georgia College actively promoted the use of CLEP credit to incoming students, the number of students taking advantage of this opportunity has declined. Georgia College went from 30 courses exempted through CLEP for fall 2013, to only two courses exempted through CLEP for fall 2014.

Challenges to the promotion of CLEP for advanced credit include the choice of most students to use Advanced Placement (AP) credit instead of CLEP and the lack of high school preparation in subject areas of CLEP outside general education. This challenge is being addressed by shifting focus to the promotion of AP credit versus CLEP.

COURSES EXEMPTED THROUGH CLEP

Fall 2012	Fall 2013	Fall 2014
42	30	2

CCG Goal 8

Restructure instructional delivery to support educational excellence and student success. CCG Strategy: Implement alternative delivery models such as emporium-model instruction.

Strategies (CCG – Complete College Georgia; GC – Georgia College)

GC Strategy: Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.

Discussion

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

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

The corresponding rates for the first three 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%

Challenges in achieving this goal included: identifying optimum class time; adjusting assessment strategies; determining the best mix of laboratory versus class space; and instructors adjusting how best to use instructional time.

Note: The steps for addressing these challenges are provided on page 10 in the Summary of Activities for the College Algebra Emporium.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

CCG Goal 1

GC Goals:

Increase in the number of undergraduate degrees awarded by USG institutions

GC Goal #1: Increase graduation rates – In particular, by FY15, Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data. By FY16, a 6-year graduation rate of 63% and by FY17 a 6-year graduation rate of 63.5%.

&

GC Goal #3. Increase enrollment of students from traditionally underserved populations – In particular, by FY 15, Georgia College seeks to increase enrollment of students from traditionally underserved populations by 3% over current benchmark data with similar percentage increases in FY16 & FY17 (see below):

	Fall 2015	Fall 2016	Fall 2017
Total Minority	206	212	219
Black	67	70	73
Hispanic	76	79	82

High Impact Strategies Summary of Activities

Increase high school completion in GC’s Early College program by 5% annually and earning of college credit by the time of high school graduation by 5% over the next two years. Data presented below demonstrates a dramatic increase in students graduating from GCEC between 2012 and 2014 and, subsequently, the number of students opting 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. GCEC students electing to enter GC have completed between five and 12 three-credit hour courses, which will put them on track to graduate in four years, some in likely less.

Strategies that have helped achieve this objective have included:

- Intrusive advising by the GCEC administration and staff
- Constant efforts by the GCEC administration to maintain communication between GCEC and GC (particularly the College of Education)
- Constant efforts by GCEC administration to connect with parents and caregivers.

Interim Measures of Success

GCEC graduated its first class in 2012. The high school graduation rate at GCEC increased by 72.7% from 2013 to 2014. On average, there was a slight decline in the number of college credits earned in dual enrollment from 2012 to 2013 but a sizeable increase from 2013 to 2014.

	Total GCEC Enrollment	Graduating High School (Attended GC)	% of Original Class of 55	Continuing @ IHE	Dual Enrollment 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
2013-2014	229	19 (5)	34.5%	19	15-37

Measures of Success

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

Provide intrusive advising to keep students on track to graduate

CCG Goal 4

GC Goal

GC Goal #2. Increase retention of first-year students – In particular, 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.

High Impact Strategies Summary of Activities

Increase retention rates by 0.5% for Y1:Y2 and 1% for Y2:Y3 annually for five years by implementing a centralized advising system utilizing professional advisors for first-year and second-year students.

The expansion of the Center for Student Success (CSS) into a centralized advising center to serve the vast majority of first-year and second-year students is a recent development. The GC CSS was previously composed of four advisors who served undeclared students at Georgia College. In 2011, two full-time advisor positions were added; and three part-time advising positions in the departments of Biology & Environmental Science, Psychological Science and Mass Communication were augmented to full-time and brought under the CSS umbrella. In January and February of 2012, the advisors from Nursing, Business and Kinesiology joined CSS as well. While it may be too soon to see an effect on retention data from this initiative, year-one retention increased from 83% (Fall 2010) to 85.93% (Fall 2011). In Fall 2012, there was a slight decline to 84.69% but still higher than Fall 2010 (83%). Data will be analyzed in subsequent years to better determine the impact of CSS.

The implementation of the Student Success Collaborative provides academic advisors with a predictive tool to identify students who may be performing in good academic standing but not at the same level as former students who were successful in their chosen major. This tool allows advisors to act intrusively earlier in honing student study skills or choose another academic path if necessary.

For FY’14, Georgia College made the decision to expand the scope of professional advising; and the Center for Student Success was allocated funding to hire seven (7) new “Upper Level” academic advisors. GC students now have a professional advisor for all four years, and GC faculty are free from the administrative aspects of academic advising. Faculty can now focus on mentoring their major students – shepherding them through their upper-level courses, conducting undergraduate research with students, and helping to develop the students’ plans for graduate school, professional school, or the career world. The addition of “upper level” advisors has now brought intrusive advising to juniors and seniors at GC, and advisors can focus on details that many faculty were often stretched too thin to monitor or that may have been administered with great variance from faculty member to faculty member, if at all. Examples of intrusive advising at the upper-level include:

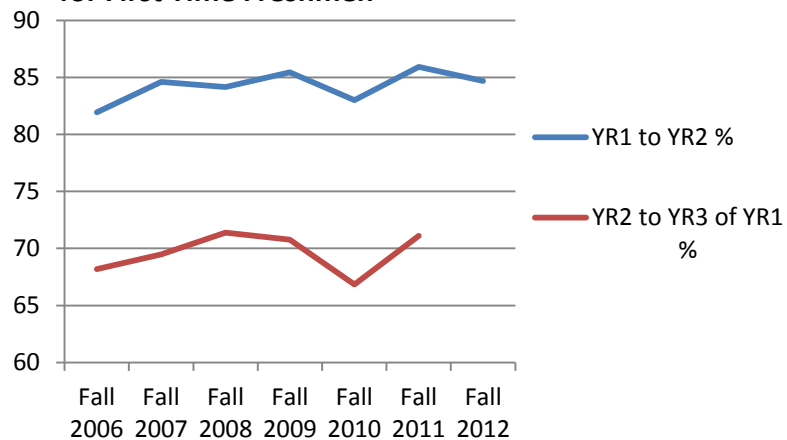
- Encouraging early academic advising appointments and any other needed visits with the academic advisors (who, unlike faculty, are available each work day from 8 a.m. to 5 p.m.)

- Monitoring academic standing and offering strategies and referrals to help the student regain stability and remain on track academically
- Checking for issues with major course pre-requisites to help eliminate “bottlenecks” and promote progression in the major
- Early monitoring and encouraging satisfactory completion of state legislative requirements
- Assisting the students with graduation applications and any revisions needed as the students begin their initial approach to graduation

Overall, GC hopes to make gains with Y2:Y3 retention by expanding professional academic advising into the junior and senior years and, therefore, continuing a higher level of attention and support to our students.

Interim Measures of Success

GC - Y1:Y2 and Y2:Y3 Retention Rates for First Time Freshmen



Measure of Success

Retention rates for Y1:Y2 and Y2:Y3 annually for five years

CCG 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.

GC Goal

GC Goal #1: Increase graduation rates – In particular, by FY15, Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data. By FY16, a 6-year graduation rate of 63% and by FY17, a 6-year graduation rate of 63.5%.

High Impact Strategies Summary of Activities

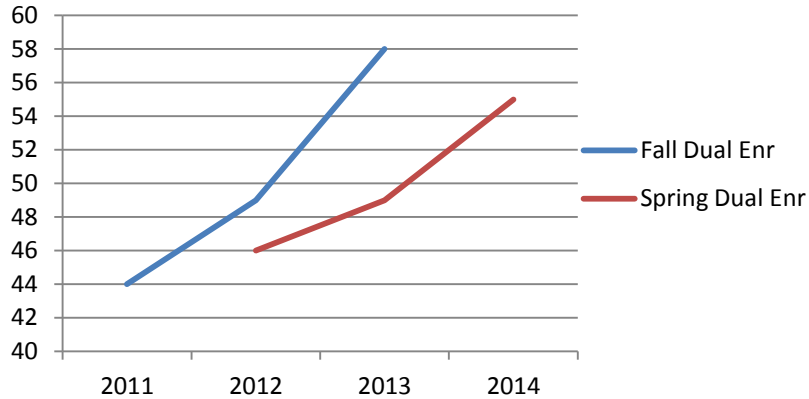
Increase the number of dual-enrolled students taking GC classes and earning college credit prior to high school graduation

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 but also improve their admission portfolio when considering application to Georgia College.

Similar to the GCEC example previously highlighted in this report, the strategy of increasing the number of dual-enrolled students should be considered in concert with other strategies (GCEC, Math Emporium, Call me Mister, Articulation Agreements) and the collective value these programs have in shortening time to degree completion. Individually, there is insufficient scope for discrete programs to have an institutional impact, but combining efforts and the impact, is much more pronounced.

Interim Measures of Success

GC - Dual/Joint Enrollment



Measures of Success Number of students in the dual-enrollment program.

CCG Goal #8: **Restructure instructional delivery to support educational excellence and student success**

GC Goal **GC Goal #1:** *Increase graduation rates – In particular, by FY15, Georgia College seeks to achieve a 6-year graduation rate of 62%, approximately 7 percentage points higher than current benchmark data. By FY16, a 6-year graduation rate of 63% and by FY17, a 6-year graduation rate of 63.5%.*

High Impact Strategies Summary of Activities Increase course completion rate by 5% in core mathematics courses using the Math Emporium redesign process.

The College Algebra Emporium was piloted in Fall 2011. Since then, the program has been assessed on an annual basis with modifications made 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 three years.

While modifications to the program have occurred across all three years, specific activities engaged in this year included:

- Increasing the number of minutes from 50 to 75 minutes thus giving instructors more time to engage in hands-on activities and to design more comprehensive tests
- Adjusting homework, quizzes and tests to place more emphasis on problems with which students generally struggle
- Moving from one large laboratory space to a small classroom configuration to provide an instructional setting in which students, instructors and undergraduate learning assistants could better interact
- Instructors using strategic gaps or pauses in instructional sets in order to give more time for discussions and interactions with students.

Future Strategies

Because of Georgia College’s strong commitment to student success, retention and graduation of students, an organizational leadership change is planned for Fall 2014 with the creation of an Associate Provost for Student Success

position. This will allow Georgia College to provide focused attention on student success by enhancing campus collaboration from both faculty and staff and ensuring the use of effective best practices in this area.

OBSERVATIONS

What strategies and activities have been most successful?

Math Emporium: As evidenced by data provided in this report, the Math Emporium model 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. To their credit, the Math Department has utilized sound assessment practices by creating a data driven

mechanism to provide them with evidence to make informed decisions. In turn, the Office of Academic Affairs has provided the necessary resources to build facilities, provide equipment and assign the necessary human resources.

Georgia College Early College Program: Data presented illustrated a dramatic increase in students graduating from GCEC between 2012 and 2014 and, subsequently, the number of students opting to enroll at Georgia College. While there was a slight dip in college credits earned from 2012 to 2013,

the number increased in 2014 to a range of 15-37 credits. GCEC students electing to enter GC completed between five and 12 three-credit hour courses, putting them on track to graduate in four years, some likely less.

What have been least effective?

Georgia College’s promotion of CLEP credit as a method for students to receive advance credit has not been effective. Because so many Georgia College students bring with them Advanced Placement (AP) scores that exempt them from courses, the majority of our general education courses are already being addressed. The remaining courses where CLEP may be available are not ones where students are receiving significant preparation in the high school curriculum. The cost of testing involved with CLEP is also a deterrent.

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

GCEC Program: Strategies that have helped achieve the GCEC successes over the past three years have included:

- Intrusive advising by the GCEC administration and staff
- Constant efforts by the GCEC administration to maintain communication between GCEC and GC (particularly the College of Education)

- Constant efforts by GCEC administration to connect with parents and caregivers.

Center for Student Success: Because of Georgia College’s success with professional advising for Year 1 and Year 2 students through the Center for Student Success, we have extended this program to include professional advising for all undergraduate students with faculty in the major serving as mentors. The Learning Center is a component of the Center for Student Success and offers not only personal tutoring but also supplemental instruction in STEM areas and broadly in other disciplines. While still in the beginning stages, the Student Success Collaborative provides Georgia College’s professional advisors with a tool to identify students who, while in good academic standing, may not be performing well in their intended majors.

Math Emporium Model: Modifications in the amount of time per session, size of space, assessment strategies and instructional strategies have been made across the three years of operation, which has resulted in increases in ABs and declines in DFWs and Ws.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/GCSU.pdf>



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 offers only baccalaureate degrees**. The GGC mission states that the College “provides access to targeted baccalaureate 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 2013 entering freshman cohort was 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 a third 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 2.8 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) show that 40-50% of the entering first-time students are from families in which neither parent has a college degree. A more detailed study of recent entering classes has consistently shown that 22% have no parent with any college experience, and an additional 22% have a parent with college experience, but no degree, which is consistent with the BCSSE data. 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 2013, the College’s race/ethnicity data show that its student population is 42.4% White, 29% Black/Non-Hispanic, 14% Hispanic, 9% Asian, and 4% multiracial. This pattern of racial/ethnic enrollment has been consistent for several years. As of Fall 2014, GGC has become an emerging Hispanic Serving Institution, with a student population that is 15% Hispanic.

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.

GGC students are primarily traditional-aged and full-

time. For each of the past three 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 2013 NSSE data show that 28% of GGC’s first-year students and 41% of prospective graduates work over 20 hours per week in comparison to national results of 12% and 33%, respectively. Similar results were found in the 2011 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

Block Schedules

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. For Fall 2014, the College has committed to enrolling all First-time, Full-time students with less than 12 hours of prior credit in block schedules. To date, 2600 students have been successfully placed into block schedules for Fall 2014.

This strategy addresses the overall goal 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 goal 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.

The decision to expand GGC's block schedule strategy to cover the majority of entering students created a substantial set of challenges for the institution. The most substantive of these included: the need to create the overall master schedule to support block schedules; the need to design and implement a communication plan that would inform entering students about the block schedules and about their options and choices; and the need to allocate sufficient human resources to schedule all students. A task force was formed to plan and oversee the block registration process, and included decanal and administrative representation from key functional areas. Through this task force, 21 unique types of full-time blocks were identified to meet the needs of incoming full-time GGC students. These block types varied by factors such as learning support requirements (English/Math/Reading) and types of majors (STEM vs. non-STEM, etc.), and each block was comprised of 12-13 credit hours. In addition, three new administrative positions were allocated to support this effort: an academic advisor position was created within each of the Schools of Liberal Arts and Science and Technology, the two schools most responsible for courses in the blocks. These individuals play a key role in building the blocks and serving as resources to students who had questions or may require adjustments to their blocks once assigned (for example, students wishing to take more than 12 credit hours). A third position was created within the Registrar's office to manage the block registration process and communications with students, and to also serve as a resource

to students who had questions or concerns about the block registration process.

While the College has met these immediate challenges, there are a number of remaining needs that must be addressed for this strategy to continue. In particular, the program maps for all majors and meta-majors must be completed and made more widely available; block scheduling policies and procedures for students entering with prior credit need to be developed; and the necessary policies & processes to support this strategy on a long-term basis must be developed.

Advising Programs

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. 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.

Concurrent Remediation

GGC has also invested heavily in supporting Goal 7 (Transform remediation) by developing and deploying a strong program of concurrent remediation. GGC offers 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 is 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.

Active Pedagogy with Authentic Experiences

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 GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High-Impact Strategy -- Block Schedules

Goals addressed: Goal 3 – Decrease excess credits; Goal 8—Restructure instructional delivery

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 no college-level credit in course blocks designed to support the student's anticipated major. In essence, 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.

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. As of August 1st, 2163 students were enrolled in course blocks, filling 86% of the available seats. Since all first-time students will be enrolled in blocks, future analysis to determine progress for this initiative will focus on efficiencies in scheduling and communication with students. Specific metrics will be identified and targets established during Academic Year 2014-15.

Measures of Success

As noted earlier, the block schedules are predicted to yield improvements in academic success and retention for enrolled students. For Fall 2012 students, a comparison of those in blocks to those not in blocks showed that the students in blocks had a mean GPA 0.3 points higher and retention rate 7% higher. A similar comparison for Fall 2013 replicates this finding, with students in blocks having a mean GPA 0.26 points higher, a fall-to-spring retention rate 4.5% higher and a fall-to-fall retention rate 8.6% higher. Table 1 shows the specific figures for Fall 2013 students. These results provide strong support for the College's decision to implement block scheduling on a campus-wide basis and have led to the decision to apply the same model to incoming students for Spring semester. Further, based on these data, the feasibility of second-semester blocks is under investigation. Since all first-time students will be enrolled in blocks, future analysis to determine success for this initiative will compare performance and retention to the non-block student data for the Fall 2013 cohort and to the College's overall targets for retention and academic success.

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 earned	First semester retention rate (N)	Spring Cumulative GPA	Spring credit hours earned	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)

High Impact Strategy: Advising Center

Goal addressed: Goal 4 -- Provide intrusive advising

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. 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. In addition, during Spring 2014, the Office initiated a pilot implementation of the Grizzly Renewal Opportunity Workshop (GROW) program. This program is designed to support students who have been placed on academic suspension. The program engages participants in activities designed to help them improve their academic success skills, get back on track, and improve their academic standing.

If they choose to participate, students must agree to the conditions stated in the Grow Program Contract. Students who do not 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.

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 served 1,071 students through its general programs and 50 students in the GROW pilot program during its first year of operation. 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. Learning Support students in Fall 2012 had a mean GPA at the end of their first semester of 1.75 and a fall-to-spring retention rate of 74%. In contrast, Advising Center advisees in Fall 2013 had a mean GPA of 2.19 at the end of their first semester and a fall-to-spring retention rate of 92%. Although progress has been made in retaining these high-risk students at higher rates, the fall-to-fall retention of Advising Center students lags behind that of the full first-year student cohort with retention rates of 59% and 68% respectively, and the Advising Center students have a lower average first-year GPA than the overall first-year cohort (2.08 and 2.51, respectively). The long-term goal for this initiative 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. As this initiative moves from a pilot program to full implementation, specific long-term metrics and targets will be established.

High Impact Strategy: Concurrent Remediation

Goals addressed: Goal 7 -- Transforming remediation;

Goal 8 – Restructure instructional delivery

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 remedial support and instruction with the appropriate college-level class. Further, GGC is developing a program pairing remedial support in reading with ENGL 1101, thus making concurrent remediation available to an expanded population of students.

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. In Academic Year 2012-13, the College offered 12 sections of Segue English and 8 of

ACCESS Math. This was increased to 19 sections of Segue English and 12 of ACCESS Math in the 2013-14 Academic Year serving 113 students in English and 138 in mathematics. For Fall 2014, over 200 students are enrolled in ACCESS Math classes and 144 in Segue English. GGC will continue to increase the scope of this initiative in compliance with new

policies of the University System of Georgia. Table 2 projects likely targets for Academic Year 2015-16 under two possible scenarios, incremental progress toward maximal enrollment in concurrent remediation (51%) and immediate maximal enrollment (67%). GGC projects achieving maximal enrollment within three years if not immediately.

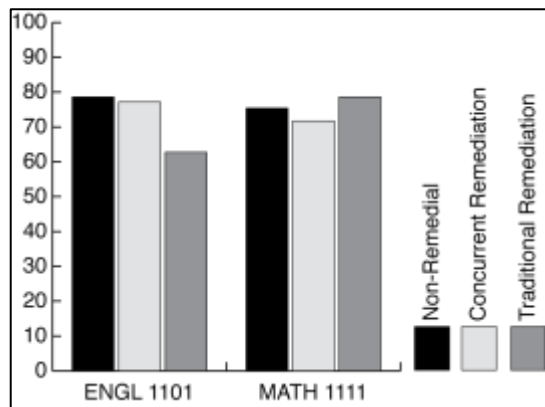
TABLE 2: REMEDIATION

Concurrent Remediation Course	FA 2014 # sections	FA 2014 enrollment	New Concurrent Remediation Course	Projected # sections FA15 at 51% in concurrent course	Projected enrollment FA15 at 51% in concurrent course	Projected # sections FA15 at 67% in concurrent course	Projected enrollment FA15 at 67% in concurrent course
ENGL 0099	9	144	ENGL 0999	19	304	25	400
(Segue English)			Total concurrent ENGL	19	304	25	400
MATH 0111	11	189	MATH 0997	23	460	31	620
(Access Algebra)			MATH 0999	23	460	31	620
			Total concurrent MATH	46	920	62	1240

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. 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. For the 2013-14 Academic Year, the data continue to show that students in the Segue and ACCESS classes perform well. Figure 1 shows that students in the concurrent remediation classes successfully complete 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. 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.

FIGURE 1: PERCENTAGE OF STUDENTS PASSING GATEWAY COURSE BY REMEDIATION STATUS



High Impact Strategy: Active Pedagogy with Authentic Experiences

Goal addressed: Goal 8 -- Restructure instructional delivery

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.

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 is continuing to invest in this strategy. 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. GGC's new Nursing program, which began offering classes in Fall 2014 will place students into clinical settings with appropriate responsibilities and tasks in a design similar to that of the Teacher Education programs. As with Teacher Education, the Nursing curriculum will support connections between classroom instruction and professional application as a way to enhance the learning experience and education of our students.

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 212 faculty teaching over 250 class sections and, in the most recent academic year, directly impacted 3232 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

Field Experience I	178
Field Experience II	174
Field Experience III	109
Student Teaching	105

Grand Total	566
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TABLE 3B GGC TEACHER EDUCATION STUDENTS BY SCHOOL LEVEL

Elementary School	64
Middle School	13
High School	13
Grand Total	90

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. At Tables 4 and 5 below show, 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 indicates that GGC students report educational experiences that are challenging and engaging. As Table 3 shows, 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. GGC's long term goals for retention and progression are shown in Table 4. The College's overall goal for NSSE indicators is to maintain its strong results.

TABLE 4: NSSE ENGAGEMENT INDICATORS FOR GGC SENIORS

	GGC	Carnegie Class	NSSE 2013 & 2014	Top 50%	Top 10%
Academic Challenge					
Higher-Order Learning	43.1	41.7	41.2	43.3	✓ 45.3
Reflective and Integrative Learning	39.6	39.2	38.9	41.1	43.1
Learning Strategies	44.0	40.9	40.3	42.5	✓ 44.9 ✓
Quantitative Reasoning	32.1	29.4	29.9	31.3	✓ 33.0 ✓
Learning with Peers					
Collaborative Learning	34.5	32.2	32.4	35.4	✓ 37.7
Discussions with Diverse Others	45.8	40.0	41.8	43.9	✓ 45.8 ✓
Experiences with Faculty					
Student-Faculty Interaction	25.3	25.8	23.7	29.5	34.4
Effective Teaching Practices	43.9	41.7	40.9	43.0	✓ 45.1 ✓
Campus Environment					

Quality of Interactions	43.6	43.6	42.5	45.3	47.4
Supportive Environment	37.5	33.9	33.3	36.1	✓ 39.0

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. The 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.

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 4 below. The College met its targets for most metrics in Academic Year 2013-14. Notably, first-year retention has begun to improve, indicating that the joint efforts in orientation, advising, and transformed 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 5. While the proportional graduation rate has declined slightly, the number of students graduating in each cohort has continued to climb.

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 increases 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 4 shows projected exit rates for each course level.

The common theme across the four 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 four 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 5: COLLEGE-WIDE METRICS FOR GEORGIA GWINNETT COLLEGE

Metric	AY 13 Actual	AY 14 Target*	AY14 Actual	AY15 Target	AY16 Target	AY17 Target	AY18 Target	
One year retention (at GGC)	61.7%	73%	63.16%	64%	65%	66%	67%	
Degrees conferred	281 (Sp 13)	290 (Sp14)	304 (Sp 14)	375 (Sp15)	400 (Sp16)	425 (Sp17)	450 (Sp18)	
Six-year graduation rate (within institution)	27% (2007 cohort)		22% (2008 cohort)	29% (2009 cohort)	30% (2010 cohort)	31% (2011 cohort)	32% (2012 cohort)	
% First Generation students enrolled (neither parent earned postsecondary credential)	48%	44%	44%	44%	44%	44%	44%	
% Pell Grant eligible students enrolled	52%	50%	52%	50%	50%	50%	50%	
First semester exit rate: Learning Support English	77%	77%	78%	79%	Foundations	78%	79%	80%
					Co-requisite	81%	82%	83%

First semester exit rate: Learning Support Math	52%	44%	59%	60%	Foundations	61%	62%	63%
					Co-requisite	71%	72%	73%
First semester exit rate: Learning Support Reading	81%	75%	79%	80%	Course to be phased out due to USG policy changes			
First attempt completion rate: College Algebra	66.5%	67%	70%	70%	71	72	72	
First attempt completion rate: Intro to Computing	81.2%	77%	82%	82%	82	83	83	

TABLE 6: OFFICIAL GRADUATION RATES FOR GGC STUDENTS (IPEDS FTFTF COHORTS)

		4 Year				5 Year				6 Year			
		Institution		System		Institution		System		Institution		System	
Cohort Year	# FTFR Cohort	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Fall 2007	335	18	5.4%	27	8.1%	59	17.6%	84	25.1%	80	27.12%		
Fall 2008	465	23	4.9%	37	8.0%	65	18.01%	77	25.93%	80	22.16%		
Fall 2009	708	28	3.9%			83	11.72%						

Efforts that are focused on wide-scale communication have shown less impact and less penetration into the mind-set and practice of the institution. While DegreeWorks has been implemented and has moved into common use on campus, we are aware that this tool could be more beneficial with more extensive and enhanced training opportunities. In addition, while the potential value of a technology-supported early alert system is clear, efforts to identify and deploy such a tool across campus have not yet been successful.

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 Highlands College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Highlands College (GHC) is a state college of the University System of Georgia (USG) with an access mission and limited baccalaureate degrees. Currently, the college only offers the BSN, but has been approved by the USG to begin offering the BS in Dental Hygiene in the Summer of 2015. 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. Fall 2013, GHC enrolled 5492 students. Fall-to-fall enrollment remained essentially flat until fall 2014 when enrollment declined by 2.3% or 5365 students.

The demographic make up of the GHC student body as of Fall 2013 is as follows:

Gender:		Residency:	
Male	37%	Georgia Residents	98%
Female	63%		
Race		Full or Part-time Status:	
White	71%	Full time	50%
African American	17%	Part time	50%
Latino	7%	Age	
Asian	2%	Average Student Age	24.1 years
Multi-racial	2%	Adult Learners (25+)	27%
Unknown	1%	Adult Learners (25+)	30%
Veterans		Financial Aid	
Number	142	Percent receiving some aid	69%
Percent of student body	2.6%	Pell-awardees	29%
		HOPE Scholarship awardees	21%

Over the past three years, the average income of the households of GHC students has dropped by 10% each year, sending more of them closer to the poverty level.

These demographic factors greatly influenced GHC’s decision to focus completion efforts on traditionally underserved populations, such as adults, veterans, lower-income students, and lower-prepared students. As a primarily-access institution, 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 it be 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 main goals for Complete College Georgia:

- Increase the number of undergraduate degrees awarded by USG institutions (mandatory).
- Provide intrusive advising to keep students on track to graduate.
- Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
- Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
- Restructure instructional delivery to support

educational excellence and student success.

Due to GHC’s access mission, the role of learning support courses in our completion agenda cannot be underestimated. 53% of GHC’s incoming freshmen required some form of remediation in Fall 2013. That is a typical percentage for the institution, so finding ways to track and guide students through the remedial pathway is key to assisting the students in achieving success. That accounts for the fact that two of GHC’s chosen Complete College Georgia goals relate specifically to remediation. In terms of the goals related to transforming remediation and restructuring instructional delivery, GHC has been working towards the completed adoption of new remedial strategies for three years, ever since the concepts were introduced large-scale within the USG. GHC has a pattern of early adoption, evidenced by the college’s adoption last year of the emporium model and the co-requisite model. Even though colleges are not required to adopt the current recommendations to change learning support regulations until Fall 2015, GHC has chosen to bring the mathematics recommendations to full scale this Fall 2014. The English recommendations are in the pilot stage now, scheduled to be at full scale in Spring 2015.

GHC’s key priorities are directly tied to the student body make-up and the access mission of the college, in that the

focus is on goals that relate to adult learners and underprepared students.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Based on institutional mission and resources, Georgia Highlands College (GHC) has identified the following five Complete College Georgia goals:

1. Increase the number of undergraduate degrees awarded by USG institutions.
2. Provide intrusive advising to keep students on track to graduate.
3. Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.
4. Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
5. Restructure instructional delivery to support educational excellence and student success.

Goal 1 - Increase the number of undergraduate degrees awarded by USG institutions.)

This is a mandatory goal for all institutions. From this general goal, all of the others flow in more detail. Each of the remaining four goals for GHC feed this overall goal with specific strategies.

Goal 2 - Provide intrusive and appreciative advising to keep students on track to graduate

Keeping students on track to graduate is clearly a key to student success. At GHC, there are several issues to address in terms of academic advising. After first-time student orientation, students are not required to meet with an advisor before registering for classes. This is, of course, more convenient for the student, but it does make it incumbent upon the student to stay on track, which is a task that is beyond some of our students, based on the hours that they accumulate. Often, it is not simply an issue of students not knowing how to formulate an appropriate pathway; frequently it is a change in program of study that slows the student down. At GHC, we have a very healthy and popular Nursing program. Due to this program alone, the college averages approximately 700 pre-Nursing students each year. Only 150 or so will make it to the Nursing program, leaving the others to find a different academic pathway, often with accumulated Nursing credits that are not applicable to other programs of study. Situations such as this highlight the need for intrusive advising and thus the need for programs such as Early Bird advising created at GHC. This program offers students the opportunity to create (with an advisor) an academic plan that spans at least a year, taking into consideration contingency plans, rather than simply choosing courses for the next semester.

Another area of concern is individual course success. A student needs to have all of the information possible about his or her level of performance in a course during the semester so that the student can make a good choice about their possibility of success. To this end, the college has created an Early Warning Program to alert students. Faculty members report

student progress at two checkpoints during the semester (in addition to typical classroom evaluation and assessment). If a student is not performing at a level of acceptable success, the student is alerted to this fact and directed to an advisor. Advisors are also alerted and reach out to these students so that they can counsel them. The desire here is to recognize performance gaps and make adjustments before it is too late for the student to be successful.

As faculty and advisors work with students as part of the Early Warning Program, the need for campus or community services is sometimes noted, particularly for some target populations for our CCG effort: adult, veteran, and low-income students with responsibilities outside the classroom. To meet these needs, GHC has developed outreach programming and a database of campus/community partnerships that can provide stop-gap measures to support students who are at-risk for stopping-out of college due to sudden disruptions in their personal lives. Such services meet the basic needs of students struggling with issues related to childcare, financial literacy, hunger, emergency shelter/housing, energy assistance, counseling and medical issues.

Goal 3 - Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

Students at GHC frequently bring credits with them from other institutions (such as one of our technical college partners) or change programs of study, as indicated above in Goal 2. Thus, they often accumulate credits without seeing the larger picture of how the credits can lead to a degree. The college has created a program whereby students who have accumulated 90% or more of the appropriate credits toward a degree but have not petitioned for graduation are identified by the Registrar's Office. If the students actually have enough appropriate credits toward a degree (commonly a General Studies degree), those students automatically have the degree conferred upon them. If they are close to a degree, they are counseled as to how best to accomplish finishing their degree. To further ease the conferral process, GHC has eliminated a graduation fee.

Goal 4 - Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

GHC has been at the forefront of transforming remediation over the past three years of the Complete College Georgia initiative. Approximately 50% of entering first-time freshmen at the college require some form of remediation, so facilitating successful exit from remedial courses is among the highest priorities of the college. GHC has had a productive track record of successfully exiting students from learning support courses, ranking high among the institutions in our sector. In fact, for the 2010 first-time, full-time freshman cohort, GHC ranked first in our sector for successfully exiting students upon their first attempt in learning support Reading and English. Overall, students at GHC successfully exited learning support Reading at 67% and English at 74%. It was thus an easy choice for the college to be in the group of early adopters of remedial transformation. The college piloted the flipped

classroom concept two years ago, and is currently bringing the co-requisite model to scale. In fact, the mathematics co-requisite model will be at scale this Fall, a full academic year earlier than is required.

Goal 5) (Restructure instructional delivery to support educational excellence and student success.) – Along with the college’s engagement in new instructional models such as flipped classrooms and the emporium-model, GHC has been moving forward with online and hybrid classes. The college has had a healthy eLearning program for over a decade now,

and with that experience has come growth and maturity of the program. Out of the 5,500 students enrolled at GHC, approximately 1,000 of them at any given time are enrolled in at least one eLearning course. Over sixty courses are offered in an eLearning format (online or hybrid). Our eLearning Division has also worked on quality measures, instructional resources, and student success strategies. The college is currently working towards re-joining eCore to expand opportunities for students.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

This section of the update will focus on the four goals that Georgia Highlands College (GHC) has specifically chosen, with the understanding that the overall, mandatory goal (Increase the number of undergraduate degrees awarded by USG institutions.) acts as an umbrella for the four following goals:

<p>Goal</p> <p>High-Impact Strategy</p> <p>Summary of Activities</p>	<p>Provide appreciative and intrusive advising to keep students on track to graduate.</p> <p>Early Bird Advising; Early Warning Program plus Outreach Programming</p> <p>Early Bird Advising is designed to help students think about their academic careers in the long-term, not just take a semester-to-semester approach. Formerly, students did not take the opportunity to see an advisor for long-term career/academic advice. We do not assign advisors at GHC. While advising is still a voluntary process, we have created Early Bird Advising and incentivized it. A student who makes an appointment with either a professional or faculty advisor during the three-week Early Bird period each semester and maps out a two-semester course of study is now allowed to register early for the next semester. This incentive has proven extremely effective in persuading students to participate in Early Bird Advising.</p> <p>The Early Warning Program at GHC creates two markers during the semester at which faculty members report on the progress of each student. At week two of the semester, faculty report non-attendance. If a student has never attended class, they are administratively withdrawn, which protects the financial aid and academic standing of those students who have not appropriately dropped the course during the drop-add period. At week six of the semester, faculty report satisfactory or unsatisfactory progress. If a student is marked with unsatisfactory progress, he or she, along with the Advising Office, receives notification by email with instructions on how to reach out to the Advising Office. Students who do not reach out are contacted personally by the Advising Office. The hope is that students will be certain of their status in the courses and can get help if need be before it is too late to either withdraw from a course or to make improvements in their course performance.</p> <p>GHC is actively working to address difficulties revealed by results of the Early Warning Program that are not strictly academic in nature with outreach programming to align support from both campus and community sources. This effort has a special focus on adult learners.</p> <p>Early Bird Advising -- GHC is looking for increased participation from students in the Early Bird Advising program as one key outcome. Longer-term, GHC’s goal is a 5% increase in retention rates for students that participate in EBA and overall 2% increase in graduation rates. To accomplish that, the college will need increased use of our SCORECard degree audit program by faculty and professional advisors as another outcome.</p> <p>Early Warning Program – GHC analyzes the course success vs failure rates of the students who were notified of unsatisfactory performance.</p> <p>Outreach Programming –GHC is putting into place a new model for tracking students identified for this programming and will be setting targets for increased retention, progression, and graduation of these students during 2014-15.</p>
<p>Interim Measures of Progress</p>	<p>Early Bird Advising – With the incentive program, student participation in Early Bird Advising rose from 364 in Spring 2013 to 1805 in Fall 2013. These numbers far exceeded our goal of a 20% increase in the number of students meeting individually with a faculty member to discuss their educational goals and complete long term course planning. The intent of these personalized advising sessions is to reduce student registration errors and ensure that more students stay on track to meet their educational goals and degree attainment. In order to accomplish our retention and graduation goals for students participating in EBA, faculty will need to become more proficient in the use of DegreeWorks, referred to as SCORECard on campus. Since all faculty advisors have to use SCORECard to authorize a student for early registration after going through their Early Bird session, there has been significant numerical rise in the number of faculty users (from 41 users in the 2012-2013</p>
<p>Measures of Success</p>	

school year to 108 users in the 2013-2014 school year). Our next step of assessment is to analyze the impact of these advising sessions on retention and graduation rates.

Early Warning Program – The success rates of students in those courses for which they were notified of unsatisfactory performance has proven somewhat difficult to characterize. Since we started the program, we have tracked the percentage of students who received a warning, and then went on to withdraw and the success rates of those who remained in the course. The percentage of students who withdrew has gradually gone down (currently at 21%), but for the students who remained in the course, their failure rate is rising (currently at 24%). Our most recent look at the data, comparing DFW rates to ABC rates, suggests that the number of students who go on to pass their courses after an unsatisfactory report has risen gradually over the life of the program. Additional analysis is in progress.

Outreach Program – For the 2013-2014 academic year, GHC engaged 103 campus/community partnerships and over 700 students through outreach programs and supportive services. To assess the impact on retention, GHC has developed a new case management and concierge model for the 2014-2015 academic year, to identify, serve and track at-risk students, particularly adult learners, who are identified by faculty/staff for intrusive measures.

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

High-Impact Strategy Summary of Activities

Automatic conferral of degrees

The Registrar’s Office has instituted a program whereby a student information system (Banner) report is run once a semester that will indicate the students who have 90% or more of the appropriate credits toward an associate’s degree, but have not yet petitioned for graduation. These credits can have been attained at GHC or transferred in from another institution. If a student has 100% of the appropriate credits, the college confers the degree automatically. This process is being facilitated by the fact that GHC has stopped charging a graduation fee, and thus eliminated that barrier to graduation. If a student is close to the appropriate credits, they are paired with an advisor who will outline for the student the most efficient way to gain the needed credits. The students included in the report are those who are currently attending the college or who have been in attendance at some point in the past two academic years.

Interim Measures of Progress Measures of Success

GHC is tracking the number of degrees awarded through this program.

The college was hoping for a 5% increase (5% based on awards given through this new program) in the number of degrees awarded from 2011-2012 to 2012 to 2013. We increased from 500 to 600 degrees awarded, but only 44 of those were due to the new program. However, that is still an 8.8% increase over the previous year. Degrees awarded via this effort may decrease over time as we identify and award to students who are complete or near complete. The farther from complete a student is, the longer completion requires. For this reason, our target is 10 additional degrees awarded for 2013-14 and 6 more in 2014-15.

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

High-Impact Strategy Summary of Activities

Acceleration of remediation – co-requisite model

Over the past two years, GHC has been experimenting with new remedial models, based on feedback coming from the Complete College Georgia initiative. GHC has always been proud of the rates at which students successfully exit learning support courses, but faculty at the college are fully aware that testing into learning support puts a student behind on credit-level courses and presents a barrier (especially in mathematics) that some students cannot overcome. With this in mind, the college wholeheartedly began to work with the new models in learning support. First, two years ago, the college piloted the flipped model for the classroom. This tactic gleaned much good information, revealing that the flipped model worked well in Reading and English, but was not well received by the students in remedial Mathematics, because they felt that they needed more direct instruction on content, and thus the students in the pilot Mathematics courses struggled. Accordingly, GHC suspended the Mathematics pilot of the flipped classroom. However, the co-requisite model has been very successful in the pilot stages, both in Mathematics and Reading/English. This model allows a student to take credit-level courses while still receiving the extra attention (or scaffolding) that they need through a remedial required co-requisite course. Taking this pilot success into account, GHC is taking the co-requisite model fully to scale in Mathematics this Fall 2014. Next Fall 2015, the new combined Reading/English remedial courses based on the co-requisite model will be taken to scale.

Allowing all learning support students to jump to the credit-level work while still providing tutoring and special attention via the co-requisite course will accelerate their path to completion of these remedial requirements.

Interim Measures of Progress

GHC has been comparing the student success rates of the traditional remedial courses with that of the newly re-designed remedial courses. Additionally, the college tracks success rates in the subsequent follow-on credit-level course for each remedial area (Mathematics and English).

Measures of Success

In general, success rates in the newly re-designed remedial courses are greater than those in the traditional format. For example, success rates in traditional remedial English and Reading sections hover at 60%; however, the success rate in the re-designed English sections is 71% overall and the rate is even higher in the newly re-designed Reading, at 90% overall. The same is true for Mathematics, with one caveat. Success rates in traditional remedial Mathematics sections are historically lower than English or Reading, hovering at 56%. With the re-designed courses, the success rate for Mathematics has gone from 69% to 41% to 80% over the past two academic years. The drop to 41% was a direct result of implementation of a flipped classroom pilot. As mentioned above, students had difficulty with the subject matter in the flipped environment. When we discontinued that pilot, success rates rose dramatically.

Success rates in follow-on credit-level courses are healthy, but could be improved. For students taking remedial English, 71% of them successfully complete ENGL1101 within two semesters. For students taking remedial Mathematics, 67% of them successfully complete MATH1111 or MATH1001 within two semesters. Our initial target as we continue to pursue the new learning support methods in USG is to increase the pass rates of learning support students in the credit-level gateway classes in math and English to the average pass rate for non-LS students.

Restructure instructional delivery to support educational excellence and student success.

High-Impact Strategy Summary of Activities

Classroom innovation – new models and online courses

In addition to the classroom innovation in remedial courses, GHC has been expanding and improving upon its distance course offerings. The college currently offers approximately sixty courses (making up 190 individual sections) via a distance format, and almost 1000 students each semester participate in some form of distance learning, whether that be strictly online, hybrid, or via our Collaborate system. Despite the fact that GHC has had a healthy online presence for over a decade, the college is always looking to improve what we offer to the students. To that end, we created an eLearning Division to ensure academic quality in our distance courses. This division has spent the last two years working on various quality measures, including a Policy and Procedure Manual, the implementation of Quality Matters (a benchmarking system for academic rigor), the creation of a Master Course program, the improvement of online tutoring (using the Brainfuse program), and the detailed tracking of all data related to distance education (such as comparative DWF rates). While these measures improve our product and ensure quality, GHC also wants to provide the widest variety of options for our students. Hence, the college is poised to rejoin eCore, the distance education system sponsored by the University System. We anticipate that this new model will not only provide additional course offerings for GHC students, but also new teaching opportunities for our faculty.

Interim Measures of Progress

GHC has been comparing student success rates in traditional courses versus eLearning courses for some time now. We will also be monitoring participation in eCore courses to see whether we can find evidence that the additional sections and especially the different course durations available via eCore help students to progress more quickly than would otherwise be possible. Our adult and veteran students, in particular, may benefit from more 8-week offerings.

Additionally we are tracking the numbers of our online courses in comparison with traditional courses to balance the growth of our program with any possible detrimental effects upon our traditional course offerings.

Measures of Success

When GHC began intentionally tracking success rates in eLearning courses, there was a 20% DWF rate in those courses, as compared with a 10% DWF in face to face courses. Although this mirrored trends nationwide, GHC set as a goal to bring the eLearning DFW rates down to 10%, to be equal to the face to face course success rate. During the 2013-2014 academic year, the college achieved that rate so that currently our success rates are similar across the board. With student success rates in a satisfactory range (one target accomplished) and ongoing monitoring of success rates in place, we will be developing additional metrics for retention, graduation, and progression of students in course loads of greater than 50% during 2014-15.

The number of online courses offered at GHC has steadily increased since we began tracking them in Fall 2009. Students sign up for them quickly and the courses fill regularly. For that reason, our

work to even the success rates in the online sections has been critical. There does seem to be a relationship between increasing numbers of students taking online courses and the number of students enrolled in traditional courses. Further analysis will be undertaken when the college re-joins eCore to determine the best steps.

OBSERVATIONS

Georgia Highlands College has not deviated from its original Complete College Georgia plan, and has been building upon the strategies initially laid out two years ago. We have tried to give each strategy enough time to produce results rather than abandoning it before it had time to really flourish. Typically, that would mean approximately three years. The exception to this was the flipped classroom model in remedial mathematics. Once we determined that the students were being adversely affected by the methodology (student success rates for the pilot sections dropped), we stopped offering this format and went back to a more traditional model for mathematics. Particularly in learning support course modification, close tracking and being

adaptable has been key.

We have been quite proud of our degrees conferred success as well as the work we have done to bring remedial mathematics course redesign to scale. In a more general sense, the Complete College Georgia initiative has brought a renewed focus on graduation to the college. As a primarily access institution, the college's focus has been largely on transfer, but over the past two years we have come to see the associate's degree credential as more important in the lives of students. We are pushing the student body to graduate, regardless of their transfer status, with the understanding that the additional credential is important in the job market as well as recognition of work accomplished thus far



Georgia Institute of Technology

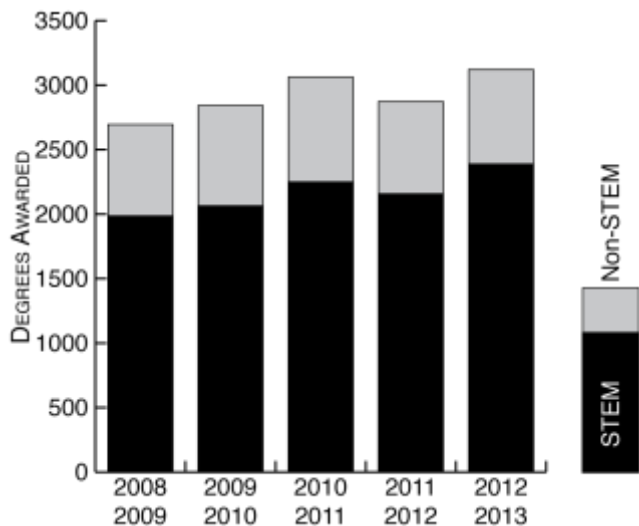
INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

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. Considered 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 programs are consistently ranked among the top five in the United States. 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 highly selective public institution, Georgia Tech saw an average SAT score of 1420 for its fall 2013 freshmen. The undergraduate enrollment in fall 2013 was comprised of 14,558 students, 80.4% of whom were enrolled in STEM majors. Georgia Tech’s largest school is engineering, which had a fall 2013 enrollment of 9,278. (See Appendix A for undergraduate enrollment by college.) The typical Georgia Tech undergraduate is of traditional age (≤ 24), enters as a freshman, lives on campus, and is seeking a first undergraduate degree. In addition to its undergraduate enrollment, the institute had a fall 2013 enrollment of 3,518 students seeking a master’s degree and 3,378 students seeking a Ph.D.

In 2012-13, we achieved a historic first-to-second-year retention rate of 96% and a historic high six-year graduation rate of 82%. An increase in overall enrollment and in STEM majors, as well as the number of bachelor’s degrees conferred over a five-year period, points to Georgia Tech’s ability to help address the workforce and policy needs of the future. Of the 14,594 undergraduate degrees earned by the 2009-2013 cohorts, 10,846 (74%) of the degrees were in STEM fields. Georgia Tech is a major producer of STEM degrees in the United States.

FIVE YEAR HISTORY OF STEM AND NON-STEM DEGREES AWARDED



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 2013, 826 (5.7%) of our 14,558 undergraduates were in less than “good” academic standing with 379 on academic probation and 447 on academic warning

(see the [Georgia Tech Academic Catalog](#) for rules on academic standing). Underserved populations at Georgia Tech in fall 2013 also included underrepresented minorities (14%), veterans (less than 1%), students with disabilities (3%), adult learners (3%), first generation students (an estimated 5-7%), and Pell recipients (18%). This update includes strategies and activities for addressing the needs of these populations and plans for measuring successful interventions.

Georgia Tech students have high levels of participation in optional programs known to impact success. These programs include our first-year seminar, innovative living-learning communities, a robust co-op/internship program, wide-ranging undergraduate research opportunities, and extensive study abroad options. We have also expanded flipped and blended classrooms across several disciplines and have involved larger numbers of students in problem-based and interactive classroom approaches. Georgia Tech has observed that engaged students are more likely to have successful academic outcomes and higher graduation rates. Our completion goals and strategies include interventions that address 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 AND STRATEGIES

Georgia Tech is engaged in the following *Complete College Georgia* goals:

- 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.
- Goal 8: Restructure instructional delivery to support educational excellence and student success.
- Other Goal: Promote high-impact educational practices throughout the undergraduate experience.

Strategies related to these goals include:

- I. Target increases in access and completion for

students traditionally underserved in postsecondary education. (Goal 1)

- II. Increase degree completion in STEM fields. (Goal 1)
- III. Provide advising and programming to promote student success and ensure that interventions are provided for students who are off track academically. (Goal 4)
- IV. Implement alternative delivery models including online courses, supplemental instruction, and flipped classrooms. (Goal 8)
- V. Provide high-impact curricular and co-curricular opportunities to enhance academic development. (Related goal: Other)

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Strategy I: Target increases in access and completion for students traditionally underserved in postsecondary education. (Goal 1)

Activities related to Strategy 1 include:

- The identification of students with the profiles of veterans, first generation college students, underrepresented minorities, low-income students (Pell recipients), adult learners, and students with disabilities
- A Veteran's Resource Center
- Disability services for students (ADAPTS)
- A special section of GT 1000 (freshman seminar class) for first generation students
- A committee that focuses on the needs of first generation students and disconnected youth
- The Georgia Tech Promise scholarship to improve financial access for low-income students
- A summer bridge program plus a range of year-round program options for matriculated students offered by the Office for Minority Education: Educational Services (OMED) to assist underrepresented minorities
- Automatic acceptance and tuition assistance for valedictorians and salutatorians from Atlanta Public Schools (beginning with the summer/fall 2015 cohort)

The Director of Veterans Resources engages in direct outreach to veterans and helps to educate the campus community about veterans' issues.

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 (see Appendix B for five-year totals). ADAPTS advocates for students with disabilities, helps to arrange appropriate accommodations, provides individual coaching sessions for students, and offers resources for faculty.

A committee focusing on the unique needs of first-generation, foster, and homeless students has provided direct outreach through financial and practical assistance. This committee meets regularly to explore additional methods of support for these populations. To date, the following steps have been taken:

First-Generation Activities and Services

- GT 1000 (first-year seminar class) designated for first generation students
- Data on first generation status collected in

BANNER beginning with fall 2013 cohort

- FirstGen Student Organization
- GradFund implemented to cover commencement expenses for first generation students
- Coca-Cola scholarship awarded to cover study aboard, conference, and other travel expenses for first generation students
- FirstGen Faculty/Staff Committee meets regularly to discuss additional initiatives

Foster and Homeless Youth Activities and Services

- Campus liaison created
- Tech Promise scholarship available to help cover cost of education
- Emergency Fund established (administered by Dean of Students)
- Suit Collection (faculty/staff have donated suits for students to check out and use for interviews and career fairs)
- Inter-session housing provided (so that homeless students have a place to stay between semesters)

Our first generation students will be closely observed in the coming years for academic progress and retention and graduation rates.

The *G. Wayne Clough Georgia Tech Promise Program* is available to dependent Georgia residents pursuing their first undergraduate degree who meet the eligibility requirement of having a family income of less than \$33,300. Awards from this program are combined with other financial aid, including Pell and federal work-study opportunities, to improve the access of low-income students to a Georgia Tech education. For 2013-14, nearly 200 students qualified for a *Promise* scholarship of over \$11,000 each.

Beginning with the summer/fall 2015 cohort, Georgia Tech will offer automatic acceptance and four-year tuition assistance to all valedictorians and salutatorians from Atlanta Public Schools.

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 fall 2013 GPA's of summer 2013 Challenge participants averaged 3.20 compared to a 2.95 average GPA for underrepresented minority incoming freshmen who did not participate. Beginning next year, we will track the graduation rates of students who have participated in Challenge and compare these rates to those of non-participants.

The *Team Coach Program* offers the support of junior and senior OMED ambassadors to minority freshmen in order to assist them both academically and socially throughout their first year. In turn, the ambassadors benefit from leadership training and experience. The *Transitions* program offers networking opportunities for transfer students.

The *African-American Male Initiative (AAMI)* helps to address a negative performance trend in the African-American male population. In fall 2013, AAMI students achieved a 3.25 average GPA compared to a 3.04 average GPA for African-American males who did not participate and a 3.05 average GPA for all males. In the coming year, we will

track the graduation rates for students who have participated in AAMI to better understand the success rate of these participants.

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. See Appendix C for GPA outcomes for OMED's Challenge and AAMI participants.

Retention rates of underserved populations represent interim measures of success. The ultimate assessment of success is measured by the graduation rates of students with the above risk attributes. We are currently developing methods for appropriate tracking of our veterans, adult learners, first-generation students, and students with disabilities. Retention and graduation rates for these demographics will be available in the near future.

In the past year, we studied the retention and graduation rates for our Pell recipients and underrepresented minorities. The first-to-second-year retention rate for the 2012 cohort was 94% for Pell recipients compared to 96% for non-Pell students. For the 2007 cohort, graduation rates were lower for Pell recipients versus non-recipients (four-year, 34% vs. 43%; five-year, 71% vs. 77%; and six-year, 81% vs. 82%). While our Pell students are taking longer to graduate, the six-year graduation rate difference for Pell vs. non-Pell students for the 2007 cohort was not statistically significant.

We observed that graduation rates for our two largest underrepresented populations were lower than rates for the overall student population, while retention rates were mixed. For example, our six-year graduation rate for the 2007 cohort was 75% for African-American students and 73% for Hispanic/Latino students compared with an overall six-year rate of 82%. Our first-to-second-year retention rate for the 2012 cohort was 92% for African-American students and 97% for Hispanic/Latino students (96% overall).

For groups other than underrepresented minorities and Pell recipients, our objective is to accurately track these populations and to study their retention and graduation rates. We will continue current interventions that are appropriate for each of these populations and seek out opportunities for improvement.

Our first-to-second-year retention has steadily improved from 85% for the 1993 cohort to a historic 96% for the 2012 cohort. The six-year graduation rate also reached a historic high of 82% for the 2007 cohort (having improved from a 69% rate for the 1993 cohort). However, continued targeted interventions are needed for students who possess risk factors. A Retention-Progression-Graduation (RPG) report that we plan to create and implement beginning fall 2015 will allow the identification of students with multiple risk factors.

Appendix D contains enrollment and number of degrees awarded according to select populations. Appendix E includes retention and graduation rates for the institute as a whole. Readers are encouraged to review our *Annual First-Time Freshman Retention Study* for 2013, available at <http://www.irp.gatech.edu/publications/annual-first-time-freshmen-retention-study>. This report provides more detailed retention and graduation rates by gender, ethnicity, Pell status, freshman seminar enrollment, Greek participation, residency, SAT scores, and other factors.

Strategy II - Increase degree completion in STEM fields. (Goal 1)

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.

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. The Technology, Engineering, and Computing (TEC) Camp, a week-long event held each summer, exposes middle school girls to engineering and computing topics. The annual Engineering Career Conference gives high school women a day on campus to hear from 11 engineering majors in order to get a better idea of what each major involves and the types of employment one can aspire to with each major. 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. One such leadership position is the Women in Engineering Student Ambassador Program. Through this program, undergraduate women speak to individual math and science classes in elementary, middle, and high schools to build interest and exposure to engineering fields for K-12 students. During these school visits, ambassadors also incorporate engineering hands-on activities that are designed to engage students and to peak their interest in math, science, computing, and engineering.

The sustained 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 2,593 (19% of total undergraduate enrollment) to 3,475 (24% of total undergraduate 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 87.8% in 2012-13 (for the 2007 cohort), compared to an 80.3% graduation rate for men in engineering. See Appendix F for a five-year history of STEM enrollment by gender. Appendix G shows a five-year history of graduation rates in the College of Engineering by gender.

Another significant opportunity for STEM growth involves recruiting more underrepresented minorities and students with disabilities. Along with the University of Georgia and Georgia Perimeter College, Georgia Tech is the recipient of BreakThru, a five-year NSF award that fosters the entry and retention of students with disabilities into STEM.

The Georgia Tech College of Engineering oversees an array of outreach activities that are specifically designed to attract K-12 minority students. 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. Appendix H provides a list of the institute's STEM outreach efforts.

Through Georgia Tech's co-op program, 1,910 individual semester-long work terms were completed by undergraduates in academic year 2012-13. Of this total, 1,812 of the positions were in engineering or computing, and 80% were in the state of Georgia. Additionally, in 2012-13, 926 semester-long internships were completed, which included 767 positions in engineering or computing. The co-op/internship program

provides in-depth access to STEM opportunities for our students and strengthens their motivation to stay on course to graduation.

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 Grady 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/initiatives>.

The interim measure of success for this strategy involves the number of students enrolled in STEM majors at Georgia Tech. The final measure of success can be seen in the increase in the number of STEM degrees conferred during the past five years. In fall 2013, 11,701 undergraduates were enrolled in STEM majors. This figure represents a 17% increase in STEM enrollment over the past five years. Also in the past five years, a total of 10,846 undergraduate STEM degrees were earned. The number of STEM degrees earned in 2012-2013 was 3,122, which represents a 16.9% increase in the number of STEM degrees conferred since 2008-2009. See Appendix I for complete outcome metrics.

Strategy III - Provide advising and programming to promote student success and ensure that interventions are provided for students who are off track academically. (Goal 4)

Georgia Tech identifies students who are off-track in a given semester with Midterm Progress Reports (MPRs). Submitted after 40 percent of the term has been completed, MPR's allow faculty of 1000- and 2000-level courses to assess student performance with a grade of S or U. The grades are intended to alert students to problems with their performance while there is still time to recover; these grades do not affect GPAs or become a permanent part of the transcript. An automated report identifies all students, by major, who have received one or more U's. A grade of S indicates satisfactory work, usually understood to be performance at a C level or higher. A grade of 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, even if his or her grades are strong (e.g., to alert a student who may have good homework grades but poor class attendance). Academic Advising guidelines stipulate that freshmen with three or more midterm U's must meet with an advisor or staff member in the Center for Academic Success (CAS), but in practice most major advisors require meetings with students with two or more midterm U's. In future semesters, we will require at the institute level that all freshmen with two or midterm U's meet with an advisor or a CAS staff member. In fall 2013, 56 freshmen with three or more U's were reported by faculty at mid-term. The majority of these students received advisement within four weeks, and ultimately 52 students

(93%) participated in advisement.

To further improve resources and tools available to academic advisors, Georgia Tech has purchased GradesFirst, an advisor workflow and analytics software package, to help identify at-risk students, manage messaging to students, track meetings, and measure the effectiveness of advising and other academic interventions. GradesFirst will be implemented in spring 2015.

Georgia Tech's Center for Academic Success (CAS) provides a range of resources for students who need additional support. 1-to-1 Tutoring supplies free, appointment-based peer tutoring sessions for students in more than 70 courses, especially 1000- and 2000-level STEM courses. "Reboot" offers weekly academic recovery workshops and coaching sessions to students who are not meeting their own academic expectations. GT 2100 is a new credit-bearing, one-hour "Seminar on Academic Success" that is mandatory for students returning from academic dismissal and which offers opportunities for reflection, skill development, and one-on-one academic coaching. The course was established specifically in relation to Tech's CCG goals to provide increasing support for students who are not achieving academically as anticipated. "Success Summit" is a half-day series of workshops and panels for students on academic probation. Academic Coaching allows students to work with professionals in CAS to establish goals, find motivation, and troubleshoot behaviors that prevent student success. During the 2013-14 academic year, CAS delivered 443 Academic Coaching sessions. In spring 2014, we saw an increase of 57% in the total number of coaching usage from spring 2013 and a record 107 students using the service.

GT 2100, "Seminar on Academic Success," is a key intervention for students returning on contract from academic dismissal. In spring 2014, 27 students registered for the inaugural GT 2100 section. Of the original cohort, 19 (70.4%) have graduated or are on-track to meet degree requirements, and 8 (29.6%) have been dismissed for failure to meet the terms of their contracts. We will continue to monitor the persistence and graduation rates of these students and of subsequent GT 2100 cohorts.

Reboot is a voluntary study skills seminar that meets weekly to help students identify long- and short-term goals, tap into motivation, and practice specific study skills. Of the original 9 students who registered for the program, 6 (66.7%) improved their academic standing or remained in good academic standing, and 7 (77.8%) of the original 9 remain at Georgia.

In spring 2014, we changed Reboot to a six-week format. Of 31 participants in spring 2014, 17 (54.8%) improved their academic standing or remained in good academic standing during the Reboot term, 9 (29%) remained in or fell to less than good academic standing (warning or probation), and 5 (16.1%) were academically dismissed. Currently, 25 (80.7%) of the original 31 are still pursuing degrees at Georgia Tech, 5 (16.1%) have been academically dismissed, and 1 (3.2%) left Georgia Tech under probation. The 80.7% two-semester persistence rate for students in Reboot demonstrates the success of this intervention.

A newly-created full-time position, Retention and Graduation Coordinator, was filled in April 2014. This position 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. 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. Direct outreach is being conducted with the respondents for fall 2014 to help each student remove, whenever possible, barriers to returning. The outreach involves coordination with Financial Aid, academic advisors, the Center for Academic Success, Center for Career Discovery and Development, and the Registrar’s Office. At the conclusion of the survey, responses will be analyzed to identify potential areas for institutional improvement.

An annual survey of non-returning students (defined by students who have not been enrolled for two or more semesters) will be institutionalized in order to help identify reasons that students in good academic standing have not returned to Georgia Tech. The institute’s 2013 survey of non-returning students was coordinated by the Office of Assessment and the Office of Undergraduate Education. The primary reasons students cited for leaving included financial issues, desired majors not offered at Georgia Tech, required military service, job acceptance, and personal or health reasons. The Vice Provost for Enrollment Services made personal phone calls to 39 students who indicated they would like to return to Tech in order to discuss their future plans. The survey results have created a greater awareness of the need for faculty and staff to refer students to Financial Aid, the Counseling Center, the Dean of Students, and the Center for Career Discovery and Development. Georgia Tech is currently producing videos about various majors to improve student awareness of potential alternatives to transferring to another institution. The next survey of non-returning students will take place during fall 2014.

Strategy IV - Implement alternative delivery models including online courses, supplemental instruction, and flipped classrooms. (Goal 8)

Georgia Tech provides Peer-Led Undergraduate Study (i.e., supplemental instruction) to students in traditionally challenging courses such as Calculus I, II, and III, and ISYE 2027 (Probability) through the Center for Academic Success (CAS). In fall 2013, CAS expanded those offerings to include a pilot program for Physics 2212 courses. In total for the PLUS program, CAS served 1,733 students in 7,448 visits during fall 2013 and 1,838 students in 5,935 visits during spring 2014. In the coming year, we plan to track the number of students who successfully complete the courses for which they received supplemental instruction compared to matched peers.

The Physics pilot had the benefit of securing faculty buy-in for an expanded program for all Physics 2211 and 2212 sections, including blended sections (i.e., hybrid courses with some lecture and some flipped class meetings). The Center for Academic Success applied for and received a Complete College Georgia Innovation Grant to support PLUS sections for all Physics 2211 and 2212 sections for AY 2014-15.

Flipped and blended classrooms have extended across many disciplines at Georgia Tech. The breadth of resources available to help instructors design and assess alternative

forms of instructional delivery include the Center for Teaching and Learning (CETL), the Center for 21st Century Universities (C21U), and Georgia Tech Professional Education (GTPE).

The Summer Online Undergraduate Program (SOUP) offers opportunities for students to take online classes during summer semesters. These online options are especially helpful for allowing co-ops and interns to progress toward graduation during their work terms and for students who may otherwise not study during summers. In summer 2013, 112 students completed 12 online classes. Due in part to a marketing campaign and an increased awareness of online options, in summer 2014, 248 students registered for 15 online classes (a 121% increase in student enrollment). Consideration is being given to offering on-line undergraduate courses in fall and spring semesters, as well. See Appendix J for select program metrics.

Strategy V - Provide high-impact curricular and co-curricular opportunities to enhance academic development. (Related goal: Other)

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. Along with a freshman seminar class (GT 1000), which assists students with adjusting to and succeeding at Georgia Tech, the Office of New Student and Sophomore Programs fosters the successful transition and engagement of new and continuing students with a special emphasis on the retention of second-year students. Senior capstone courses are project based and help to integrate the body of knowledge gained throughout previous course work. Additional enhanced forms of education at Georgia Tech include:

- Undergraduate research
- Global learning through study and work abroad programs
- Living/learning communities
- Experiential education (co-op/internship program)

These academic enrichment programs have shown positive correlations with GPA’s and graduation rates (Appendix K). Average GPA’s for participants in these programs ranged from 3.24 to 3.28 for the 2002-2007 cohorts (average GPA for all students for 2002-2007 was 2.94). Six-year graduation rates for the same cohorts ranged from 94 to 97%. We will continue to observe GPA and graduation outcomes for students involved in these optional, high-impact programs.

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. In AY 2012-13, 2,321 students participated in undergraduate research, and in AY 2013-14, 2,586 participated. The six-year graduation rates for the 2007 cohort of students participating in UROP was 96%.

The Office of International Education provides opportunities for students to become more globally competent through study abroad options and global internships. In 2012-13, 1,547 students studied or worked abroad in 68 different countries. In 2013-14, 1,816 students studied or worked abroad in 57 different countries. The six-year graduation rate for the 2007 cohort of students who studied abroad was 97%.

The Grand Challenges Program, a living-learning community for incoming freshmen, helps students develop leadership, teambuilding, and analytical skills not taught in traditional 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 a proposal for a potential solution to a real-world problem. The 110 Grand Challenges participants in 2012-13 experienced a first-to-second year retention rate of 100%. The 110 Grand Challenges participants in 2013-2014 experienced a retention rate of 99%. Of the total 220 Grand Challenges participants (2012 and 2013 cohorts) 98% have been retained. See Appendix L for GPA outcomes.

Co-ops and internships provide students with in-depth, major-related learning experiences through paid positions with our industry and government partners. A in-depth study of the graduation rates for 2004-2006 cohorts who co-oped or interned revealed that these participants had a six-year graduation rate of 94.2% compared to a six-year rate of 73.3% for non-participants. For underrepresented minorities who co-oped or interned, the difference was even more dramatic: the six-year graduation rate was 92.7% compared to a 67.3% six-year rate for non-participants. The overall six-year graduation rate for the 2007 cohort of students who co-oped was 92%. The six-year graduation rate for the 2007 cohort of students who interned was 97%. Co-op and internship experiences help students to confirm their major (thus reducing unnecessary course work), apply classroom theory, improve self-efficacy, and prepare for seamless entry into the workforce. Over 90% of Georgia Tech's co-ops and interns work in engineering or computing positions. The co-op/internship program helps employers to meet short-term STEM needs, while preparing students for STEM careers upon graduation. See Appendix M for additional information on the correlation between co-oping/interning and graduation rates.

OBSERVATIONS

Over the past 13 years, Georgia Tech has achieved an increase in retention and graduation rates. The percentage of first-time, full-time freshman students returning for their second year rose from 90% for the 1999 cohort to 96% for the 2012 cohort. Four-, five- and six-year graduation rates have increased over the same time frame, with six-year graduation rates rising from 76% for the fall 1999 cohort to the historic rate of 82% for the fall 2007 cohort group. High retention rates for third-year (91%) and sixth-year (84%) were maintained for the 2011 and 2008 cohorts, respectively. Historic fourth-year (90%) and fifth-year (87%) retention rates were observed for the 2010 and 2009 cohorts, respectively.

Plans to identify and monitor veterans, students with disabilities, adult learners, and first generation students have

been implemented, and RPG studies that include these populations will be possible in the near future. We continue to seek out areas for improvement and aspire eventually to achieve a six-year completion rate of 84%.

Time and resources have not allowed us to pursue every activity or metric detailed in the original CCG plan. For example, we have not yet created a formal transcript monitoring process for identifying students who may be "at risk" for leaving Georgia Tech, nor have we yet analyzed the graduation rates of students who participated in grade replacement.¹ We have not to date fully analyzed persistence outcomes for students served by the Office of New Student and Sophomore Programs or for the PLUS students in the Center for Academic Success. Also, we have not yet offered DegreeWorks information sessions for students. We still intend to pursue these activities, as well as to gain a better understanding of the issues faced by students with 90+ semester hours who do not complete their degrees. Improved metrics and better methods for identifying students with multiple risk factors will be essential to our RPG efforts.

We are encouraged by the progress of students enrolled in the Center for Academic Success GT 2100 and Reboot programs and plan to expand the center's offerings to reach a larger number of students. For example, due to the success of students taking GT 2100 after returning from academic dismissal, a GT210X course with accompanying academic coaching is being considered for students who are on academic probation or warning. The advising of students with two or more mid-term U's, implemented in fall 2014, is a step beyond requiring academic advising for students with three or more U's at mid-term. Our objective is to reach students experiencing academic difficulty as early as possible – while they still have time to recover academically.

Another key observation is that 92.7% of underrepresented minorities (URM's) who co-op or intern at least one semester graduate within six years compared to a 67.3% rate for those who do not co-op or intern. This information is being used for marketing experiential learning to our URM's through OMED and beyond in order to encourage wider participation. It would be useful to observe if we have similar high graduation rates for URM's participating in our other high-impact curricular and co-curricular programs.

The success of our Grand Challenges living/learning community has resulted in plans to expand such communities over the next several years.

The CCG-GT Steering Committee (see Appendix N for a list of members) is comprised of individuals in high-level roles who meet on a regular basis to monitor the progress of our initiatives. In response to an identified need to bridge retention efforts across campus (from Enrollment Services to Undergraduate Education to Student Affairs), a full-time Retention and Graduation Coordinator position was created in spring 2014. This coordinator serves as a clearinghouse for institute-wide retention efforts and assists with moving initiatives forward.

¹ First-time freshman students who receive a grade of D or F in a course within their first two terms in residence (first three terms for those who begin in the Freshman Summer Session) are eligible to repeat the course and have the original grade excluded from the computation of the academic average. Grade substitution may be used only once per course, with a maximum of two courses total.

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 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 2014 (fall 2013), the College had a total enrollment of approximately 21,000 students of which 1,144 (5.4%) were dual enrolled; an additional 7,218 (34.4%) were adult learners, thus demonstrating the range of generational diversity at the college and the different methods of communication required to meet their needs. Another 9,146 (43.5%) students were first generation, and 4,909 (23.4%) were international with 3,994 (19%) identified as immigrants and 915 (4.4%) as non-immigrants.

Many students require financial aid to attend GPC; for example, 9,482 (45.1%) were Pell Grant recipients, and 1,663 (7.9%) were Hope Scholarship recipients. In total, 15,155 (70%) of all students at GPC were on some form of financial aid.

Many of the 12,930 (61.6%) 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 7,869 (37.5%) students took at least one class online, nearly half of them, 3,811 (18.1%), only took classes online.

With the statewide transformation of remediation, Georgia Perimeter College saw a decrease in its Learning Support population. However, the college still had a significant pool of diverse learners with 2,457 (11.7%) students taking one or more developmental classes; the vast majority of these students, about 2,246 (10.7%), were enrolled in math. Additionally, GPC has a strong international population with 775 (3.7%) students enrolled in English as a Second Language classes.

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 better serve 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 60% 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 did not wait for students to access the support resources they needed. Instead it provided the structure and mechanism by which college faculty and staff initiated contact with students in an effort to provide academic assistance to enhance their chances of success in their coursework.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

1. Early College Initiatives (Goal of Shortening Time to Degree Completion):

- a) GPC has the largest Dual Enrollment (DE) program in the University System, which makes the college well positioned to use this as a means for meeting the Complete College Georgia goal of shortening the time to degree completion. DE students have a high success rate, and are able to begin their careers as full-time college students having successfully accrued a number of college credits. During the 2013-2014 academic year, GPC had 1,144 dual enrolled students

who took 10,600 hours of credit, giving these students an early start on completing their degrees. By completing core curriculum courses while still in high school, DE students are able to move into more advanced courses earlier in their college careers. Moving forward, GPC is anxious to expand the number of students participating in this program by offering it to more high schools.

- b) GPC, in partnership with the DeKalb County School District (DCSD), operates the DeKalb Early College Academy (DECA), which has been successful in creating access for students who are members of an underrepresented population in higher education. Last year, 160 high school students were taking GPC classes through DECA with 1,873 hours of collegiate credit earned. Sixteen students completed an AA degree along with receiving their high school diploma, which supports the Complete College Georgia goal of shortening time to degree completion. The Academy was the only school in DCSD on the “Highest Performing” awards school list.

2. Intrusive Advising (Goal of Decreasing excess credits earned on the path to getting a degree.):

- a) Many students withdraw or fail courses due to a poor start in a class, which causes them to be overwhelmed. These students often are unaware of the many resources available at the college to assist them in their studies. GPC has an alert system in place that notifies faculty advisors early in the semester when students are struggling and allows proactive interventions to occur to support the student in the course. Advisors contact students concerning their performance in the class, evaluate the students’ difficulties, and direct them to the most appropriate resources to support their success. Often the student requires additional assistance in the Learning and Tutoring Center and the Library, but other barriers can exist for which other college resources can be of service to the student. Several thousand students receive an early alert each semester. Students accessing the academic resources the college provides should be able to catch up, succeed in these classes, and progress in their degree program.
- b) GPC implemented DegreeWorks, a web-based academic advising and degree audit system, to improve the monitoring of students’ progress toward degree completion. GPC plans to make use of DegreeWorks as part of an overall redesign of the advising process to reduce the number of excess credits earned and shorten the time to graduation for students.
- c) A revised advisement requirement has been implemented for all students, which necessitates that they meet with an academic advisor to ensure that they are on the correct path towards earning their degree.

3. 15 to Finish (Goal of Increasing the Number of Degrees Earned on Time):

- a) GPC employees, Ms. Elizabeth Thornton and Dr. Matthew Robison, led the development of the “15 to Finish” initiative, and the college is committed to its full implementation. GPC created Program Maps for all degree paths, and students use them to plot the correct courses to take each semester in order to complete their AA in four semesters. Part-time students are guided by the Program Maps to minimize the number of semesters required to complete a degree and are encouraged to take as close to 15 hours each semester as is possible considering their personal commitments. Ultimately, “15 to Finish” will increase the number of students completing a degree on time by reducing the time to graduation for them.
- b) The Program Maps have been added to DegreeWorks, which will allow for more effective use of technology in advising and in student decision-making by matching program selection with his or her interests and abilities.

4. Restructuring Supplemental Instruction (Goal of Restructuring Instructional Delivery):

- a) With support from the Betty and Davis Fitzgerald Foundation grant and the National Science Foundation through the Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP), GPC implemented the use of supplemental instruction in a limited number of chemistry and mathematics gateway courses with high rates of withdrawal and grades of D or F to determine the feasibility of expanding this academic support as part of a systematic plan.
- b) GPC has made a focused effort to support increasing participation in STEM fields by creating a number of programs that provide supplemental instruction and support for students in these courses. These programs serve 130 students who are underrepresented minorities or who are female. Last year, GPC awarded 162 degrees in the STEM fields, demonstrating a 37% increase in STEM degrees awarded from the 2010-2011 academic year.

5. Transforming Remediation (Goal of Increasing the likelihood of Degree Completion):

- a) GPC has participated in a redesign of Learning Support math courses, which reduced the number of courses from three levels to two. The percentage of students successfully moved into college math in one semester increased from 20% in Academic Year 2012 to 33% in Academic Year 2013.
- b) A similar redesign has occurred for students in English and reading as the number of Learning Support courses has been reduced from two levels to one. However, the number of students in Learning Support English at GPC is only 405, a number too small to make any definitive statement about improvement in success rates.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal	Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school.
High-impact Strategy Summary of Activities	<p>Early College Initiatives</p> <p>GPC has nearly 1,200 dual enrollment high school students completing more than 11,600 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 jointly operated 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 to join DECA in the 8th grade. In addition to the college preparatory curriculum, students can receive up to 60 hours of college credit leading to a two-year 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, 160 are on a GPC campus.</p>
Interim Measures of Progress	<p>The college continues to expand the Dual Enrollment program and seeks opportunities to serve additional high schools.</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 16 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 pass their classes with a C or better at a rate greater than 97%, earning more than 11,600 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 \$1,160,000 saved by the families of these students. Additionally, two students completed their associate’s degrees by the time they completed high school. GPC believes this program can grow by 5% per year for the next few years, as new high schools are added to the partnership, while maintaining the same standards for student success.</p> <p>DECA has won numerous awards for excellence. It was the only school in DCSD on the Highest Performing awards school list. It was 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 with transferable college credit, and most complete a bachelor’s degree within four years of entering college.</p>

Goal	Goal 3: Decrease excess credits earned on the path to getting a degree.
High-impact Strategy Summary of Activities	<p>Shorten Time to Degree Completion</p> <p>An alert system is in place that allows intervention to occur early in each term. Students are directed to the appropriate resources that will best meet their needs for academic success. Advisors meet with students who are identified as struggling, assess the barriers to success, and create a plan of action to give the student the best chance of success.</p> <p>GPC has fully implemented DegreeWorks and requires mandatory advisement once a student earns 18 and 36 credit hours respectively, thus ensuring that students are on track for completing degree programs in the fewest number of semesters.</p>
Interim Measures of Progress	<p>During spring semester 2014, the college issued 6,271 alerts to 1,489 different students whose early performance indicated that they were in danger of not completing enrolled courses with a grade of C or better.</p>
Measures of Success	<p>For 57% (4252) of the early alerts issued, students were able to recover and earn a grade of C or better in the class. The grade distribution showed 16.25% (1035) earning an A, 21.11% (1345) earning a B and 19.89% (1267) earning a C.</p> <p>By making these early interventions, 4254 students who had a clear indication of earning a D or an F in a course were able to improve their course grade, thus avoiding the need to repeat the course. This early intervention and redirection resulted in the potential savings of, at an average tuition rate of \$261 per course, \$1.11 million dollars because students did not need to repeat these courses.</p>

Ultimately the number of classes that are repeated by students has decreased, and this reduction will lead to students completing degrees in fewer semesters. However, this program has not been in place long enough for meaningful data to be collected concerning this hypothesis. The College has a goal of reducing the percentage of students receiving grades of D or F or W in its gateway courses by 10 percentage points over the next two years.

<p>Goal</p> <p>High-impact Strategy Summary of Activities</p>	<p>Goal 2: Increase the number of degrees that are earned “on time” (associate’s degree in 2 years, bachelor’s degree in 4 years).</p> <p>“15 to Finish”</p> <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 each semester as is possible considering their personal commitments.</p> <p>The Program Maps have been added to DegreeWorks, which students access for information when choosing classes and are directed to those classes that best match the requirements for degree completion. Students will be able to choose programs of study that best match their interests and abilities.</p>
<p>Interim Measures of Progress</p>	<p>The number of students who access DegreeWorks will be tracked, which will provide a measure of how effective communication has been. Additionally, the college should see an increase in the number of students taking 15 hours per semester, and the average number of hours taken per student should increase.</p>
<p>Measures of Success</p>	<p>GPC expects to see a higher percentage of its students completing degree programs in four semesters. Since 61% of the students at GPC are part-time, completion in four semesters is not possible. However, due to completion initiatives that are in place, there will be an increase in the number of hours taken and an increase in the number of students completing in six semesters or three years. GPC has a goal of increasing the graduation rate to 21% by 2016, which can be achieved in part by encouraging students to take one more class each semester. Additionally, GPC has a goal of increasing the number of students taking 15 hours or more per semester from approximately 8% in 2014 to 12% and reducing the number taking seven hours or fewer from approximately 40% to 35% by 2016.</p>

<p>Goal</p> <p>High-impact Strategy Summary of Activities</p>	<p>Goal 8: Restructure instructional delivery to support educational excellence and student success.</p> <p>Supplemental Instruction</p> <p>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 more as a peer by the enrolled students and hence is more likely to be asked questions.</p> <p>Other activities supported by GPC are those designed to support student success in science, engineering, and mathematics and to encourage students of ability who belong to populations underrepresented in these fields. 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.</p>
<p>Interim Measures of Progress</p>	<p>There were approximately 100 students in 10 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 of a full-time coordinator for this initiative, which will move the program from the pilot stage to an operational phase.</p> <p>Last year, 130 students participated in one or more of the STEM programs, which represents approximately 10% of all students at GPC with a declared program of study in the STEM field. These students had an average GPA of 3.3 and were predominantly from populations underrepresented in the STEM fields.</p>
<p>Measures of Success</p>	<p>Students receiving supplemental instruction this past year did not appear to perform any better than students who did not receive it. This result can be understood, in part, to the small percentage of the total population taking classes that had a supplemental instruction component and to possible weaknesses in the design and administration of the supplemental instruction component. GPC will increase the number of students by 50% as more classes with supplemental instruction are added to</p>

the schedule.

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 37% increase in the number of associate’s degrees (162) awarded over Academic Year 2010. Of the students who earned STEM degrees, 51 were from underrepresented minority populations, and 66 were women. GPC has as a goal to increase the graduation rate to 21% by 2016.

Goal	Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.
High-impact Strategy Summary of Activities	Transforming Remediation 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.
Interim Measures of Progress	The number of students moving from Learning Support mathematics into collegiate- level math in one semester has increased from 20% to 33%. 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. Another interim measure of success will be an increase in the number of collegiate credit obtained by students who began in Learning Support classes.
Measures of Success	Ultimately, GPC will see more students who started in Learning Support completing degrees and doing so in two fewer semesters on average. This data will not be available for at least another year for full-time and two years for part-time students. GPC has a goal of increasing the fall to fall retention rate from the current rate of 47% to 50% by 2016.

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. This initiative is an area of significant potential growth for the college, and next year we anticipate more than a 5% growth in the number of students and high schools participating.

GPC plans 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 will issue 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. The Early Alert will transform into the Performance Alert for Student Success (PASS), and data indicates that this ongoing monitoring of students’ mastery of key concepts will increase successful course completion rates. This program will begin with fall

semester 2014.

GPC has made adjustments to its completion activities over the last three years in response to an institutional assessment of the effectiveness of various initiatives as well as lessons learned from the experiences of other USG institutions. These adjustments include the development of the “15 to Finish” initiative and the creation of clear completion maps for students. GPC has modified its student advisement to include an intrusive rather than a passive response to students.

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. In contrast, the results that were seen in the use of supplemental instruction were not as good as expected, but the lack of success is due in no small part to limited experience in providing this type of support to students. More coordination and student leader training are needed to make this program successful. To that end, GPC will hire a full-time supplemental instruction coordinator for FY 15, who will train the student leaders, coordinate efforts with faculty, and provide leadership to this effort. Given the positive results with supplemental instruction seen at other institutions there is reason to believe that this activity has the potential to succeed and is worth an investment of resources in the hiring of a full-time coordinator.

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

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Georgia Regents University occupies a unique place in our state, our nation, and the higher education arena. As Georgia's fourth research institution, we have a unique designation as the state's only public, academic health center. In our nation, we are one of a few institutions that offer a broad array of traditional liberal arts, education, and business degrees along with the full breadth of allied health sciences, nursing, dental medicine, and medicine programs. 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. Through 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 the student at the core of all our educational activities. As such, we explicitly focus on our students within our strategic plan in our aim to 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. 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 the 2013 - 2014 academic year, Georgia Regents University enrolled 5,653 undergraduate students in the institution. Of these students, 3,629 (64%) were female and 2,024 (36%) were male. The enrollment of females versus males remains relatively stable compared to previous years. The ethnic diversity of the student body is 3,217 (57%) White, 1,427 (25%) Black (Non-Hispanic origin), 302 (5%) Hispanic, 274 (5%) multiracial, 28 (<1%) Asian, 27 (<1%) American Indian or Alaska Native, 22 (<1%) Native Hawaiian or Pacific Islander, and 356 (6%) unknown or non-disclosed. The ethnic and racial diversity of our students remains constant. Maintaining ethnic and racial diversity is important to the institution as we further develop into a broad-based research institution. The average age of our undergraduate student body is 24. This means we must pay attention to the expectations of traditionally aged students while addressing the concerns of our adult students. Two thousand six hundred seventy-two (47%) undergraduate students received Pell grants. In 2012, less than 26% of our full-time undergraduate students enrolled in 15 or more hours. In 2013, that number increased to 48%.

Undergraduate enrollment has decreased by 709 students from 2011 - 2012 to 2013 - 2014. Part of this decline in enrollment is due to the changed mission of the institution and the phase out of University College and Learning Support. Further, the institution has adopted a plan to gradually increase the freshman index range over a seven-year period to meet the University System of Georgia Research Universities Group minimum. The incoming cohort of first-time, full-time freshmen in fall 2013 had a higher freshman index with more than 54% meeting or exceeding the 2500 or higher minimum. However, the increasingly higher freshman index means a smaller cohort of students are eligible

for admission than would have traditionally had access to Georgia Regents University.

The enrollment patterns and demographics of our undergraduate students inform the development of Georgia Regents University's student success initiatives. Rather than targeting specific populations, we are committed to maintaining the current demographic mix. Further, because the typical course load previously taken by our students did not keep them on track to graduate, one of our primary foci is increasing the number of hours students take each semester. The concentration on this effort requires the creation of new administrative structures, such as the Academic Advising Center, to help students succeed. The push to increase enrollment in more hours also means we must find ways to eliminate unnecessary course work through new models to help ensure success. All of this must happen while we continue to focus our efforts on the students who fall within the lower end of the existing freshman index range to ensure their success and on-time completion while we increase our standards.

Our Complete College Georgia goals and strategies, as outlined in Section II, are designed to meet the needs of current and future students. The strategies we have selected are not intended to be short-term endeavors. They are intended to fundamentally change the culture of the institution and the way we support and interact with our undergraduate students to ensure their success in college and life.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

After extensive review of our initial goals, strategies, and metrics over the past three years, we decided to pursue four

goals with associated high impact strategies. These goals incorporate the continuation of some items from our original Complete College Georgia plan, “Our Path Forward,” and the pursuit of new initiatives moving forward. These new initiatives are a result of our maturation as an organization and further analyses of what has worked well nationally and with institutions similar to ours. 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 has already begun to monitor the number of degrees awarded. Our aim is to increase the number of all undergraduate degrees awarded across all cohort groups at Georgia Regents University. We have intentionally chosen to not focus on a particular demographic group because we see needs across all our populations.

Goal 2: Increase the number of degrees that are earned “on-time”

To help keep students on target to graduate “on-time,” defined as within four years, we must increase 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 that students sign a pledge to take at least 15 credit hours per semester each semester until they finish their undergraduate degree. For the freshman cohort entering in fall 2013, 47% of the students signed the pledge, 72% enrolled in at least 15 credit hours, and 42% of the total cohort earned 15 or more credit hours. In spring 2014, 54% of this cohort signed up for at least 15 credit hours and 32% of the total cohort earned 15 or more credit hours. For the fall 2014 cohort, 89.5% enrolled in at least 15 credit hours.

Further, we created a **financial incentive** through tuition structures to encourage students to take full course loads and to finish within the four-year time period; full-time students pay for 15 hours regardless of how many units they take. The hope is not only that students will take at least 15 hours because they are paying for that many credits. The hope is that the students will be encouraged to take additional units because they are not charged additional tuition and fees. In addition to these tuition incentives, we established the “Completion Promise Award,” which are grants intended to provide assistance for those students who are a few hours short of graduation but do not have the financial means to finish. In 2013 – 2014, 19 students received approximately \$41,000.

Having students take 15 hours per term is the necessity to ensure that students stay within appropriate tracks to graduate. Our analysis showed many students had earned

more credits than necessary to earn a bachelor’s degree. The major causes of excess credits included switching majors due to potential career choices, poor course selection, and lack of advisement on appropriate courses to complete a particular major.

Goal 3: Decrease the excess credits earned on the path to getting a degree

To ameliorate the excess credits earned on the path to getting a degree, Georgia Regents University instituted three high impact strategies. First, we instituted the Academic Advising Center, which provides dedicated **professional advising support** to students who have earned less than 60 hours of credit. The Academic Advising Center has 14 professional advisors who specialize in particular degree programs and areas, such as sciences, arts/humanities, and pre-allied health and nursing. A second strategy was to implement block schedules for the first semester for all new freshmen. The **block schedules** are based on a student’s intended area of major and include the necessary courses to ensure that students can complete their intended major within four years. We will augment block scheduling in the coming year to focus on a block schedule beyond the first semester. The third high impact strategy requires that any student who wishes to **change a schedule once registered or change majors** must meet with an academic advisor. This new requirement means that students will be informed of how the changes might impact their choice of major, their financial aid, and the timely completion of their degree thus helping them stay on track. As we move forward with a focus on professional academic advising, Georgia Regents University is committed to keeping the number of advisors to national norms.

Goal 4: Provide intrusive advising to keep students on track to graduate

Coupled with the goal to decrease excess credit hours are two new intrusive advising strategies. The first strategy is to create **program maps** for all undergraduate degree programs. The creation of program maps is tangential to another campus project focused on student learning outcomes at the program and course level. The end result of both the program maps and the student learning outcomes projects is a path to a degree through “choice architecture,” which reduces course selection opportunities for students but does not sacrifice the quality of learning. The second strategy focuses on defining and **creating meta-majors**. Georgia Regents University’s approach to meta-majors will be different from many that conceive meta-majors only for undecided students. Our meta-majors will focus on clusters of potential majors for all students. One such 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 earning credits that would not ultimately count towards their degree.

A strong **analytic backbone** supports all these strategies to change institutional culture and drive students to success. We have piloted GradesFirst and are in the process of piloting, for full implementation in fall 2014 term, the Student Success

Collaborative system from the Education Advisory Board. Combined, the two systems will provide early intervention for students doing poorly in courses and also work to help students select majors in which they will be successful. These analytic tools will be implemented both in the Academic Advising Center and with faculty who advise upper division students within the major.

In concert, the four goals and their associated strategies outlined above will directly impact student retention, progression, and graduation for our current and future students. While the initiatives already in progress continue to develop, a challenge lies in maintaining focus around each of these strategies. Another challenge is perfecting our use of the newly implemented analytics. Continuing to be proactive in the training and communication with the entire campus

community about how each individual contributes to undergraduate student success is key to achievement of our goals and strategies.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

Over the past three years, we have modified our 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 the institutional culture. This created an opportunity to further expand, grow, and concentrate on certain programs we believe would have the greatest impact. Through this process we have discovered several high impact strategies. These are listed below.

GOAL

INCREASE THE NUMBER OF DEGREES AWARDED “ON-TIME”

High Impact Strategy

The 4Years4U strategy promotes the enrollment in 15 or more credit hours per semester and is supplemented with a financial incentive program where students pay for 15 credits hours but are allowed to take more without additional costs.

Summary of Activities

The 4Years4U campaign was officially launched for the incoming fall 2013 freshmen class. The campaign requests that students sign a pledge to take 15 or more credit hours per semester. The fall 2014 freshman class will be the second class under the 4Years4U campaign.

Promotional giveaways, branded with the 4Years4U logo, were included for those students who signed the pledge. In addition to the promotional giveaways for students, signs and banners were posted around campus to promote the campaign and flyers were included in campus orientations prior to the start of the freshman year. The cost to develop and purchase the materials for the campaign was approximately \$25,000 and the implementation timeline took 4 months.

Interim Measures of Progress

The 4Years4U campaign is a continuation of an initiative that began in fall 2013. It will take 4 years before we see the first cohort of students who signed on to the campaign graduate. Forty-seven percent of the fall 2013 cohort of students signed the 4Years4U campaign and 42% earned 15 or more hours in fall 2013. In spring 2014, 54% of this cohort signed up for at least 15 hours and 32% earned 15 or more credit hours.

Measures of Success

The 4Years4U campaign uses a series of step 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 cohorts each year.

- % of first-year students enrolled in 15 or more hours in the fall term
- % of first-year students earning 15 or more hours by the end of fall term
- % of first-year students enrolled in 15 or more hours in the spring term
- % of first-year students earning 30 or more hours by the end of spring term
- % of sophomore students enrolled in 15 or more hours in the fall term
- % of sophomore students earning 45 or more hours by the end of fall term
- % of sophomore students enrolled in 15 or more hours in the spring term
- % of sophomore students earning 60 or more hours by the end of spring term
- % of junior students enrolled in 15 or more hours in the fall term
- % of junior students earning 75 or more hours by the end of fall term
- % of junior students enrolled in 15 or more hours in the spring term
- % of junior students earning 90 or more hours by the end of spring term
- % of senior students enrolled in 15 or more hours in the fall term
- % of senior students earning 105 or more hours by the end of fall term
- % of senior students enrolled in 15 or more hours in the spring term
- % of students graduating within 4 years
- % of students graduating within 6 years

GOAL

INCREASE THE NUMBER OF UNDERGRADUATE DEGREES AWARDED

High Impact Strategy

The Georgia Regents University - East Georgia College State - Augusta Partnership strategy embeds a two-year access institution that focuses on remediation and college preparedness within the

context of a four-year research institution. At the completion of 30 units with a minimum GPA equivalent to the minimum transfer GPA for University System of Georgia Research Universities Group institutions, a partnership student is guaranteed transfer to GRU.

Summary of Activities

The GRU-EGSC – Augusta partnership was originally scheduled to take three years to develop and implement. The purpose of the partnership was to provide an access point for those students who came from outside 50 miles of GRU and met the historic Augusta State University freshman index and admission standards but not the new freshman index and admission standards. The partnership came to fruition within six months of initial talks and accepted the first class in 2013.

To help implement the partnership on campus, three classrooms were dedicated to EGSC use in Galloway Hall on the GRU Summerville campus. An additional laboratory room was assigned for part of the day in the Science Building. Administrative, faculty, and student support offices were placed in the basement of Payne Hall. Three former GRU Learning Support faculty members were hired by East Georgia State College to teach in their program. Agreements were also brokered so that students paid all GRU fees in addition to their EGSC fees. This provides EGSC – Augusta students with access to many of the same opportunities provided to GRU students such as computer labs, libraries, the career center, and participation in student activities.

As we enter fall 2014, due to growth in the program, EGSC – Augusta is requesting additional classroom and laboratory space outside of their current allotment. Their Academic Center for Excellence has moved from Payne Hall to Galloway Hall to be closer to students. Future plans are under way to offer up to 59 units at the EGSC – Augusta campus. This would allow students to complete most of their associate’s degree prior to transferring to GRU.

Interim Measures of Progress

The first group of 96 students entered in fall 2013 and 139 students in spring 2014. The program added close to 180 new students for the fall 2014 cohort and had approximately 69 students continue from the previous year. As of fall 2014, 12 students transferred from EGSC – Augusta to GRU.

Measures of Success

- As this is a partnership, GRU is assessing several metrics to determine future viability of additional partnerships similar to this one. They include
- # of applicants who meet the old admission standards but not the higher research university standards
- % of first-year students enrolled in 15 or more hours in the fall term
- % of first-year students earning 15 or more hours by the end of fall term
- % of first-year students enrolled in 15 or more hours in the spring term
- % of first-year students earning 30 or more hours by the end of spring term
- # of eligible students who transfer to GRU at the completion of 30 or more hours

Goal

Decrease excess credits earned on the path to getting a degree

High Impact Strategy

As GRU does not offer Learning Support, the “stretched” option is for any student who may meet mathematics admission standards but need extra support to succeed in their Area A mathematics course. The “stretched” MATH 1111 strategy provides “just-in-time” mathematics remediation within a regular section. Further, these particular sections are taught five days a week; however students pay tuition for and receive credit for 3 hours.

Summary of Activities

The “stretched” math course concept was piloted with MATH 1111: College Algebra in fall 2012 during the initial construction of the original Complete College Georgia plan. In fall 2013, MATH 1111 had one supplemental instruction class added in addition to one “stretched” class. For fall 2014, three sections of “stretched” and three sections of supplemental instruction MATH 1111 will be offered. The “stretched” courses in mathematics will continue to be offered on an as needed basis.

A “stretched” version of ENGL 1101: College Composition I was offered in fall 2013 as a pilot. Two sections of ENGL 1101: College Composition I will be offered in fall 2014 term.

Interim Measures of Progress

The fall 2012 pilot of MATH 1111: College Algebra had a 67% success rate (ABC) compared to the regular sections, which had a 59% success rate. The fall 2013 “stretched” courses had a 62% success rate compared to 58% in the regular sections. The supplemental instruction had only a 46% success rate compared to the regular sections.

Measures of Success

- The success of the “stretched” courses is based on the following metrics:
- % of students who earn an ABC in stretched courses compared to regular courses
- % of students who participated in stretched courses and earn an ABC in subsequent mathematics courses

Goal

Provide intrusive advising to keep students on track to graduate

High Impact Strategy

The Academic Advising Center strategy created a professional advising office for students with less than 60 hours of credit earned toward their undergraduate degree. The advisors actively monitor a group of students, including their success in courses and enrollment in appropriate credit hours that

align with their intended major.

Summary of Activities

The Academic Advising Center was created 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.

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. Some additional students from prior academic years will also be monitored by the Center if they have less than 60 credit hours.

Measures of Success

The metrics used for academic advisement are similar the same as those used in the 4Years4U campaign with the advising center being responsible only for students earning up to 60 hours.

In addition to the high impact strategies above, we have several original 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, we will continue our Convocation program, begun in fall 2013. Our academic enrichment areas (study abroad, honors, and undergraduate research) have seen major increases in student participation. Study abroad saw a jump from 174 students in 2012-2013 to 275 students in 2013-2014. Our honors program enrolled 139 students in fall 2013 compared with 101 students in fall 2012.

In 2014, we expect nearly 200 students to enroll in the Honors Program. The Center for Undergraduate Research and Scholarship Summer Scholars program added 8 students in 2014 for a total of 29 compared with 21 in 2013. We will offer the first INQR 1000: Fundamentals of Academic Inquiry course this fall in pilot format. The INQR 1000 course is designed to improve retention through student exploration of an academic topic under the guidance of a professor. Many of our faculty who teach core general education courses have gone through the curriculum design academy. The academy aims to assist faculty in redesigning courses with techniques that are known to enhance student engagement. These are now part of ongoing operations and we continue to monitor their effects on the success of our undergraduate students.

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. Of the original strategies and activities pursued, all but one, have been effective at beginning to increase retention, progression, and graduation. Our success is the result of implementing programs that tackle multiple issues at once. These programs include student access with the Georgia Regents University - East Georgia State College partnership, the transformation of remediation through stretched mathematics courses, the examination and modification of core curricular (gateway) courses, and providing para-academic opportunities for students to engage academically. The one original program that was least effective is the Augusta Gateway Program, which was intended to allow students who lived within 50 miles of the university to pursue an Associate of Arts or an Associate of Science if they met the historic Augusta State University enrollment minima. One set of metrics used to assess this effectiveness was the same as the 4Years4U metrics with respect to enrolling in 15 or more credit hours and successfully earning 15 or more credit hours per term. The other metric was the enrollment number, which has been lower than anticipated. Its effectiveness was not due to organizational capacities but rather faster implementation and growth in our partnership with East Georgia State College. We see this as a win-win for students as it allows opportunities for access to higher education with East Georgia State College providing necessary remediation and preparation support while allowing Georgia Regents University to redirect resources to ensure success once

students transfer to our institution.

The overarching goals and strategies we pursued and continue to pursue have changed little. As we have matured as an organization, GRU has added the goals and strategies outlined in Sections II and III to further our original intentions. Many of the original goals have moved into an operational phase such that they are now part of the normal culture for student success of the institution. Modifications for the next phases are the result of understanding the next phase of growth of our institution.

The analysis of the success of the original goals and strategies and now our future versions of them create an opportunity for several takeaways. First, not all change needs to be incremental. The policy modifications we tackled in our first plan were analyzed, modified, and implemented within a three-month period. These institutional policies included how the institution handles withdrawals, military fee waivers, and a "hold harmless" tuition policy. These were selected based on an analysis of "W" rates, specific student population needs and national trends, and consolidation promises. Additional modifications have been made based on USG-driven changes such as academic renewal and required high school curriculum deficiencies. Second, we approached many issues from multiple sides, addressing all of the parts at once rather than modifying in a piecemeal fashion. The changes to our general education core curriculum looked at which courses were barriers to completion. They were modified to align better with other University System of Georgia institutions core curriculum and/or were redesigned through the newly implemented Curriculum Design Academy program. Third, major projects such as Complete College Georgia require a constant communication presence to the faculty, staff, and

students of the institution. As changes were implemented, we ensured all affected stakeholders were notified of the change and what it meant for them. Associated with this was the need to help individuals understand the centrality of the multiple efforts to achieve undergraduate student success. Our changes were not just for changes sake; they were because analysis showed a potential for improvement. Finally, the efforts require celebration of successes. These celebrations help individuals tangibly see their efforts and stay committed to them.

As we move forward with our Complete College Georgia plan and our development as the next, great American university, our leadership remains committed to the continual

engagement with challenges that obstruct a successful undergraduate experience. As George Keller said in *Academic Strategy* (1983), "...decision making means that a college, school, or university and its leaders are active rather than passive about their position in history." Georgia Regents University will be at the forefront of crafting what comes next in undergraduate student success for the state, nation, and higher education.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/GRU.pdf>



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 over 120 baccalaureate through doctoral degrees and a variety of 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 2013, Georgia Southern's total enrollment stood at 20,517, with students from 47 states and over 89 countries. Demographic characteristics of the undergraduate population have varied little over the past five years. Fall 2013 undergraduate student enrollment was 17,904 students, representing 87% of the total enrollment. Of this population, 88% were full time students (12% part time). The average age of the undergraduate student was 21. Fifty percent of the undergraduates were female and 35% were from minority backgrounds. Only 5.8% (n = 1031) of the undergraduate population were new transfers to the institution, 75% of whom transferred from University System of Georgia institutions. Ninety-four percent of beginning freshmen lived on campus. First time Freshmen retention rates rose from 77% to 80% in FY2014. First time Freshmen six year graduation rates rose to 50.5%. A total of 2912 undergraduate degrees were awarded in 2014, an increase of 124 degrees from 2013. Successful course completion pass rates also increased in 2014 to 89.7% (up from 87.2%) for all courses attempted. Attempted courses with failing grades dropped to 5.8% (from 6.2%) and withdrawals from courses dropped to 6.3% (down from 6.6%) for all attempted courses.

Thirty nine percent of undergraduates (n = 6,932) were Pell grant eligible in Fall 2013 which was typical for the past three years. The percentage of Pell eligible students was generally the same within each classification of student. Overall, females were most likely to be Pell eligible. Only 27.7% (n = 4,141) of undergraduate students were first generation in Fall 2013, typical for the past three years. Of that total, 55.1% were female. Lastly, a mere 4.9% (n = 869) of undergraduate students were adult learners, the majority (56%) female.

Graduate student enrollment for Fall 2013 was 2,613 (up from 2,581 in Fall 2012), representing 13% of the total enrollment. Of these, 39% were full time students (61% part time), 65% were female with an average age of 32. A total of 935 graduate degrees and post-master's certificates were awarded in 2014, an increase of 48 degrees from the previous

year. Course completion rates remained essentially unchanged over the past year with an 88% success rate.

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 expanded 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, Pre-K to 12 educators, 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 (Five of the numerous strategies employed were selected for this update narrative.):

Increase the number of undergraduate degrees awarded

- Aggressively recruited new and transfer students (including 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

student enrollment by 2%

Provide intrusive advising to keep students on track to graduate

- Expanded the Early Alert System to include mandatory reports on all Freshmen students in order to identify students at academic risk earlier in each semester and increased the number of identified students seen by Interventionist Advisors

Shorten time to degree completion

- Increased advising efforts to encourage students to take credit hour averages of 15 semester credit hours/semester and to enroll in Summer semester courses leading to earlier completion of degrees

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
- Refocused efforts to provide the services that have been high priority requests from surveyed military students (i.e., support with financial aid and military benefits, admission and enrollment assistance, tutoring or other special service needs including assistance in securing mental and physical care.)

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 had moderate 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 moderate 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	Aggressively recruited and retained new and transfer students, including joint/dual degree students, Eagle Incentive Program (EIP) students, military and military supported students, Hispanic students, part time students, adult learners, and Bachelor of General Studies (BGS) students to increase enrollment by 2%
Summary of Activities	The Enrollment Management Council engaged in strategic planning for recruitment activities targeted at specific potential student populations (joint/ dual degree, EIP, military, Hispanic, part time, BGS, adult learner). Targets and goals were set at a 2% 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 and graduate students and growth of graduate program students. A new undergraduate recruitment branding process was initiated. A strategic funding schedule for increasing the number of scholarships available for high ability and high need students was instituted.
Interim Measures of Progress	Degrees awarded increased in all categories except for doctoral degrees for the 2014 academic year. Overall there was an increase of 172 degrees conferred. <ul style="list-style-type: none"> • 2,912 Baccalaureate Degrees were awarded in 2014, an increase of 124 degrees • 762 Masters Degrees were awarded in 2014, an increase of 30 degrees • 110 post masters certificates/EDS were awarded in 2014, an increase of 33 degrees • 63 doctoral degrees were awarded in 2014, a decrease of 15 degrees Student enrollment in Fall 2013 registered a decrease of 121 students (-0.59%); Spring 2014 registered an increase of 226 students (+1.20%); Summer 2014 registered an increase of 150 students (+1.51%). Total increase for the 2013-2014 academic year was under the 2% goal set. Contributing factors were identified: 1) We continue to experience the unintended consequences of the implementation of our revised progression policy. (i.e., Students were allowed a “grace” year prior to being put on exclusion for extended GPA’s under 2.0 were excluded at a higher rate than normal – that trajectory is continuing to move its way through the classifications of students.); 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 slightly 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 over 2% (to 80.5%). However, the goal to increase the Sophomore to Junior retention rate to 69% (as recommended by the Complete College Georgia Action Team) was not achieved. The current sophomore retention rate was 61.0%. An analysis indicates that this retention rate may reflect students who transfer to other institutions and students retained at the Freshman standing status related to their accruing fewer course hours. However, the persistence rate for students in selected majors, already taking courses in the major ranged from 84-93%, 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 will need to be a continued focus for advising efforts. It was also noted that 771 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 730 students, primarily undergraduates. Overall Hispanic recruitment also grew by 4.1% (n = 833). The number of first time undergraduate Hispanic students has grown to 758 (up from 558 in 2009) with a retention rate of 79.5%, just 1% under the total University retention rate. The four year graduation rate for first time Hispanic Freshmen entering in AY2009 (33.6%) was higher than that of AY 2009 first time non-Hispanic Freshmen (24.5%). Graduation grade point averages were slightly lower for Hispanic 4th year graduates at 3.25 versus 3.31 for non-Hispanic graduates of that same class. Part time students grew largely in the Bachelor of General Studies Program which increased overall enrollment by 77 students (n = 432). Eagle Incentive Program students grew by 70 students (n= 548). Ninety four percent of these students (n = 515) achieved admission eligibility and returned in Fall 2014. Students joint enrolled through our ACCEL program has grown 37% (n = 145) since 2008, with a 43% increase in new joint enrolled students (n = 141) this year and a 71% retention rate after the first semester for this population. The undergraduate adult learner population (i.e., those 25 years of age or older) remained unchanged at 4.9% (n = 869). Scholarship awards in 2014 totaled \$1,636,277 compared with a 2013 total of \$1,531,547. An analysis of financial supports available for high ability and need based students indicates a continued need for increasing the financial awards. As of 2012-2013, all Colleges have a major gift advancement officer, and there has been an overall 1 percent increase in the amount of scholarship dollars available for distribution, under the 5% goal.

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 and Graduate Level Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode – AY 2000 to 2013 (This includes the history of students completing degrees in STEM fields.)
- Retention Rates, Graduation Rates, and Demographics of 1905 Scholars, Honors Scholars and Non-Honors Students – AY 1998 to 2013
- Peer and Aspirational Institutions, Comparative Analysis of Integrated Post-Secondary Education Data System (IPEDS) Data – AY 1999 to 2013
- Annual Report Data for Each College/Department: Fall Semester Enrollment, First Year Retention Rates, Six Year Graduation Rates, Degrees Awarded, Course Completion Rates – AY 2013-2014 (This includes annual data for STEM fields.)
- Graduate Level Program Completion Rates – AY 2007 to 2013
- Transfers of Students To and From Georgia Southern – AY 2006-2013
- Cohorts of First-Time Degree-Seeking Transfers to Georgia Southern University: Retention and Graduation Rates – Fall 2006-2013
- Eagle Incentive Program, Non-Eagle Incentive Program, and Integrated Post-Secondary Data System (IPEDS) First Time Freshmen: Retention, Graduation, Demographic and Academic Comparisons – 2004-2013
- Bachelor of General Studies Students: Enrollment, Retention/Progression, and Graduation Rates – AY 2011 to 2014
- Sophomore Persistence Rates by Selected Major Groups and Exit/Transfer Information – AY 2004 to 2013
- University Advancement Office Annual Reports of Awards and Scholarships – AY 2012 to 2013

Goal	Provide intrusive advising to keep students on track to graduate
High-Impact Strategy	Expanded the Early Alert System to include mandatory reports on all Freshmen students in order
GEORGIA SOUTHERN UNIVERSITY	

Summary of Activities

to identify students at academic risk earlier in each semester and increased the number of identified students seen by Interventionist Advisors

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:

- Increased the number of Advisors in each College Academic Advising Center (27 new advisor hires) and placed a specialized Interventionist Advisor in each Advising Center
- Introduced intrusive advising interventions that promoted retention, increased graduation rates, and encouraged enrollments, particularly for at risk students
- Introduced a mandatory Early Alert system for all Freshmen students and adjusted the timing for reporting students at risk to intrusive advisors to 3 weeks into the semester and added increased specificity in identifying the 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
- Continued studying the impact and unintended consequences of the newly instituted University progression policy; Asked for reconsideration of the policy by the faculty Academic Standards Committee
- Continued aggressive attention to student registration for Fall, Spring, and Summer sessions including multiple direct contacts with all eligible students not registered
- Encouraged students to take 15 credits/per semester in order to progress to graduation in 4 years

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 and COMPASS testing; Supplementary courses in math (4), English (1), Reading (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

Academic Interventionist Advisors met with all students who were not in Good Standing in Fall 2013 and Spring 2014. In Fall 2013, 19.4% of students who were not in good standing and met with the Interventionist Advisor in their College Advising Center returned to Good Standing. In Spring 2014, 25.7% of students who met with their College Advising Center Interventionist Advisor returned to Good Standing. The number of students who returned to a 2.0 cumulative grade point average after working with their Interventionist Advisor was as follows: Fall 2013—46.1%; Spring 2014—50.9%.

Supplemental instruction courses were newly created for core STEM courses that experience particularly high levels of D, F, W grades. DFW rates in math courses dropped from 38% to 23.3% this year. Additionally, the increase in intrusive advising—including referring students to mandatory sessions in the Academic Success Center—resulted in over a 2% increase (from 77.4% to 80%) in first year freshman retention rates in 2013-2014.

Across the entire University, the DFW rate improved between AY 2013 and AY 2014 as follows:

- 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

Further, successful completion of courses rose by 1% in courses taken in 2013-2014.

An analysis of students placed on academic warning, probation, or exclusion demonstrated the full implementation of the revised progression policy implemented in Fall 2012 has begun to stabilize. In most semesters, the numbers of undergraduate students being placed on academic warning/withdrawal standing status has decreased by 0.97%. Those students being placed on Exclusion 2 (dismissal from the University for 5 years) has dropped in the past year by approximately 4%. Students returning to the University following an academic status withdrawal increased by 10% this past year.

Measures of Success

- 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 2013

- Graduate Level Program Completion Rates – AY 2007 to 2013
- Sophomore Persistence Rates by Selected Major Groups and Exit/Transfer Information – AY 2004 to 2013

GOAL

SHORTEN TIME TO DEGREE COMPLETION

High-Impact Strategy

Increased advising efforts to encourage students to take credit hour averages of 15 semester credit hours/semester and to enroll in Summer semester courses leading to earlier completion of degrees

Summary of Activities

The following activities were implemented (or already in place) to encourage students to increase their credit load per semester:

- 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, Business)
- 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) mailed letters to students at their home residences; 4) increased the number of online courses and available seats in campus courses

Interim Measures of Progress

Student credit hour averages for the year were as follows:

- • Fall 2013 = 12.42 (up from 12.35 in 2012-2013)
- • Spring 2014 = 12.28 (stable with 12.28 in 2012-2013)
- • Summer 2014 = 6.73 (down from 6.83 in 2012-2013)

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.

Summer enrollments were up for 2014 by 1.51% (n = +150). The most notable increases were in online courses with an additional 98 students registered (up 9.43%). Despite this increase, student credit hour production remained unchanged. However, it is predicted that this increase in credit hour production will soon result in an increase in degree completion.

Measures of Success

The following metrics were used to measure success for this strategy:

- Daily Dashboard Enrollment Reports (providing year to year comparisons)
- Undergraduate and Graduate Level Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode – AY 2000 to 2013 (This includes the history of students completing degrees in STEM fields.)

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
- Began an analysis of other emphasis areas sought by potential online BGS students and investigated programs of study for 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.

- BGS – 2012-2013 admitted new 213 students, total enrollment 355
- BGS – 2013-2014 admitted new 229 students, total enrollment 432

Course completion rates have improved since the inception of the online BGS program. Fall 2013 BGS students attempted 1358 courses (compared to 1065 courses in Fall 2012), a 22% increase. The successful completion rate for Fall 2013 courses was 83.14% (compared with 80.19% in Fall 2012). This marks a three year completion rate increase from 78.82% in Fall 2011 (the onset of the program) to the

present Fall 2013 rate of 83.14%.

The online first year retention rates for online BGS students showed improvement, but remained lower than the University's overall retention rates at 62.6% in Fall 2013 (54% in Fall 2012). The graduation rates for this population are also lower than the University's overall graduation rate at 37.9%.

- Measures of Success**
- Bachelor of General Studies Students: Enrollment, Retention/Progression, and Graduation Rates – AY 2011 to 2014
 - Undergraduate and Graduate Level Headcounts, Credit Hours, and Full-Time Equivalency by College, Department, Degree, Major, and Delivery Mode – AY 2000 to 2013
 - 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	RESTRUCTURE INSTRUCTIONAL DELIVERY AND RESOURCES TO SUPPORT EDUCATIONAL EXCELLENCE AND STUDENT SUCCESS
High-Impact Strategy	<p>Refocused efforts to provide services that have been high priority requests from surveyed military and military supported students including:</p> <ul style="list-style-type: none"> • Support with securing financial aid and military benefits • Admission and enrollment assistance • Tutoring or other special service needs including assistance in securing mental and physical health care
Summary of Activities	<p>This academic year, our Military Affairs Center was relocated to the Division of Student Affairs and Enrollment Management, with newly recruited leadership (Assistant to the Dean for Military Affairs) placed under the Dean of Students. The Center has been refocused to provide the services that have been high priority requests from surveyed military students Recruitment activities continued with direct contacts at local area/regional military bases.</p>
Interim Measures of Progress	<p>This year, we actively tracked the number of military or military supported students enrolled at Georgia Southern. In 2014, 737 military related students were enrolled as follows:</p> <ul style="list-style-type: none"> • Active military – 32 • Reservists – 139 • Veterans – 203 • Dependents receiving military or veterans education benefits – 316
Measures of Success	<p>The Registrar's Data Report of enrolled military/military benefited students represented the first data record obtained exclusively for this population. Next year, the data analysis will include an analysis of the following additional data for this population:</p> <ul style="list-style-type: none"> • Number of courses successfully completed • Number of credits attempted from alternative delivery methods • Retention rates, graduation rates, and number of degrees conferred

<p>Georgia Southern University is interested in implementing additional high impact strategies including:</p> <ul style="list-style-type: none"> • Offering incentivized tuition rates for students 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 • Initiating a peer mentor system, linking upper classmen mentors with Freshman students identified by demographics and Noel Levitz/NSSE surveying as potentially at risk. • Increasing aggressive outreach to students who have not registered but are eligible to register, including students who have been out of school related to academic exclusion/financial reasons and special population students. 	<ul style="list-style-type: none"> • Expanding online program offerings (and space in online programs) for non-traditional adult learners; Developing on-line 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 • Increasing faculty development opportunities in the areas of online course development and online teaching pedagogy, quality improvement assessment of online courses, innovative uses of new teaching strategies and resources • Expanding transfer and reverse transfer MOUs with TCSG Institutions and USG State Colleges
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OBSERVATIONS

Georgia Southern University has experienced 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.

We have had minimal 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 some 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 some programs, particularly at the graduate level. 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 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 recently adopted Quality Enhancement Project, Windows to the World, which encourages all entering students to engage in global literacy in a robust fashion. The mission of the institution is to strengthen the immediate region, but also to prepare students to be secure 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 enrollment in fall 2013 was 2806. At that time, the gender distribution of the student population was 64.3% women and 35.7% men. The ethnicity of the fall 2013 student population was 62% White, 29.1% Black, 3.7% Asian and Pacific Islander, 3.3% Hispanic, 1.3% Multiracial, 0.1% Native American and 0.4% Unknown. Approximately 47% of GSW undergraduates receive Pell Grants; 57% are First-Generation college students; 24% began college for the first-time as adults (25 years old or older); and 31.4% are age 25 or older. The majority of our students (69.4%) are classified as full-time (taking 12 or more hours); 27% live on campus; 53.6% are enrolled in one or more online classes; and 24.5% are enrolled exclusively in online classes. These populations are also representative of our recent graduates. Out of the bachelor's degrees awarded in FY14, 57.5% had received the Pell grant while enrolled at GSW, 47.3% were first-generation students, and 28.8% 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 our 2013 cohort appears to be just a bit under 70 percent.

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 AND STRATEGIES

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, 2) Improved student engagement, and 3) Emphasis on completing 15 credit hours each semester. These strategies are supported by several specific actions (some actions support more than one strategy):

1. Storm Spotters—a program of peer mentors who serve as co-instructors for UNIV 1000, Orientation to College Success. Storm Spotters connect first-year students to campus activities and academic support services to improve engagement and academic success.
2. DFW Reports and Redefinition of Good Academic Standing—each semester at mid-term and at the end of term all advisors are provided a report of all advisees with Ds, Fs or Ws in any classes. Advisors are 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. To identify and intervene with at-risk students earlier, we changed Academic Good Standing from a graduated scale (1.5=0-15 cr., 1.65=16-30 cr., 1.75=31-60 cr., 2.0=61+cr.) to 2.0 for all students and implemented an advising hold for all students with GPAs below 2.0.
3. 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 are trained to encourage students to continue taking 15+ credits each semester. The credit hours in the learning communities for the Fall 2014 cohort have 15 or 16 hours.
4. Administration of the College Persistence Questionnaire (CPQ) to first year students—The CPQ 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.

Storm Spotters

During Fall 2013 Semester, 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). Research has identified a successful first-year experience as a high impact practice in the retention of low income and first generation students. Project Storm Spotters was designed to expand UNIV 1000 beyond a mainly orientation course to include much more student engagement and advisement. The Storm Spotters were very successful in engaging with first-year students, and first-year students were more likely to ask questions and take the advice of their peer mentors than their instructors. Many students attended meetings of student organizations at the encouragement of the Storm Spotters. Storm Spotters were also successful at directing students to support services on campus. Although other activities had already had the effect of improving retention (2011 cohort – 62.6, 2012 cohort – 64.9%) current results predict an additional improvement in retention of 2-3% (2013 cohort – 67% predicted based on current data).

DWF Reports

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.). 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 helped 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% respectively, a 12% increase over the 2011 cohort. The improvement in GPA is not only a result of withdrawing from courses where students were receiving

low grades, but also from students successfully completing more credit hours (see below and Appendix).

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. Starting in Fall 2014 Semester, GSW will be employing two Campus Lab products, Beacon and Collegiate Link. Beacon will employ technology to help create “Success Networks” for students as well as make it easier to track student success. Collegiate Link will use technology to help students engage more forcefully with campus life and activities. Both systems should make tracking of students and clarifying issues and weaknesses a bit easier, allowing GSW to find more effective ways to enhance student success.

15 to Finish

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).

College Persistence Questionnaire

Finally, in order to better tailor our efforts to the particular needs of our students, GSW administered the College Persistence Questionnaire (CPQ) to first-year students during Fall 2013. This survey measures student responses along 10 scales corresponding to non-cognitive, but predictive factors. 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 (see Summary and Observations).

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL A

High-Impact Strategy Summary of Activities

GOAL 1: IMPROVE FIRST YEAR STUDENT SUCCESS AND RETENTION.

Project Storm Spotters – co-instructors/peer mentors assigned to each section of UNIV 1000. Storm Spotters participated in presentation of orientation material for UNIV 1000, worked on

Interim Measures of Progress	activities to improve student engagement (e.g. inviting students to meetings of student organizations), and participated in outreach to at-risk students.
Measures of Success	Surveys indicated high levels of satisfaction among participating faculty, Storm Spotters, and first-year students. Improved retention of first year students – Final retention data are not yet available for Fall 2013 cohort. Interim data predict a 2-3% improvement in fall-to-fall retention for this cohort.

GOAL B	GOAL 1: IMPROVE FIRST YEAR STUDENT SUCCESS AND RETENTION.
High-Impact Strategy Summary of Activities	Improved and more intrusive advising. Distribution of mid-term and end-of-term DFW reports. Increased minimum GPA for Good Academic Standing to 2.0 for all students. Advisers and Retention Specialist review of reports and intervene with at-risk students.
Interim Measures of Progress	GPA of first-year students at end of Fall and end of Spring.
Measures of Success	Fall-to-fall retention rate.

GOAL C	GOAL 1: IMPROVE FIRST-YEAR STUDENT SUCCESS AND RETENTION. GOAL 2: IMPROVE 4-YEAR GRADUATION RATE.
High-Impact Strategy Summary of Activities	15 to Finish Credits assigned to first-year students have been increased from 12-13 to at least 15 credit hours. Advisor training will emphasize the importance of taking at least 15 hours each semester (in progress).
Interim Measures of Progress	Increased number of credit hours completed by first-year students enrolled full-time in credit-earning classes. Only 17% of the Fall 2011 cohort completed 28 credits by the end of the Spring semester, compared to 33% of the Fall 2013 cohort.
Measures of Success	Improved 4-year graduation rate.
Goal	Goal 1: Improve first-year student success and retention. Goal 3: Improve student success, progression, and graduation rates.
High-Impact Strategy Summary of Activities	Implementation of Collegiate Link software to improve student engagement (a risk specific to GSW based on CPQ data). Collegiate Link software has been purchased and key administrative personnel have been trained. Training for student group advisors is planned for August 2014. Full implementation of software planned for Fall 2014.
Interim Measures of Progress	Increased student participation in extra-curricular activities.
Measures of Success	Improved retention, progression, and graduation.

GOAL D	GOAL 1: IMPROVE FIRST-YEAR STUDENT SUCCESS AND RETENTION.
High-Impact Strategy Summary of Activities	Implementation of Beacon early warning software to address academic integration (a risk specific to GSW based on CPQ data). Beacon software has been purchased and key administrative personnel have been trained. Training for advisors and other personnel is planned for August 2014. Full implementation of software planned for Fall 2014.
Interim Measures of Progress	Improved first-year student success and retention: 2011 cohort – 62.6%; 2012 cohort – 64.9%; 2013 – 69.4%.
Measures of Success	Improved first-year student success and retention.

OBSERVATIONS

In the current climate of limited resources it is impractical to implement every strategy that might positively affect retention or graduation rates. GSW elected to focus on a few related strategies that together have high probability of addressing one particular issue – success and retention of first-year students. Together these strategies have resulted in improvements in the fall-to-fall retention rate, the GPA of first-year students, and the number of hours successfully completed by first-year students. We believe that these results

will ultimately lead to improvements in progression and graduation rates as more students are completing the first year on track and are familiar with campus resources for success. GSW is committed to continuing the strategies already implemented.

Some of the strategies already in place will be enhanced during the upcoming academic year. To improve advising and early intervention with at-risk students, GSW will implement additional adviser training, including use of

Beacon, our early alert software system. These initiatives improve our ability to intervene early with all students at-risk and should result in additional improvements to student success and retention.

As part of GSW's overall plan to improve progression and graduation, we have collected data in an attempt to identify institutional challenges to retention and progression. Results of the College Persistence Questionnaire showed that students have fairly low commitment to GSW and poor social integration as well as poor academic integration. Improvements in advising will help address issues of academic integration. To improve institutional commitment and social integration we will be implementing Collegiate Link software beginning Fall 2014. This software will improve communication with students regarding student organizations and will help track student participation in extra-curricular activities. We expect this to enhance extra-curricular participation leading to greater institutional commitment and improved social integration.

GSW is aware that challenges to progression and graduation exist beyond the first year of college. Now that a robust program to promote success and retention of first-year students is in place, we fully expect in time to shift our emphasis to progression of students through our academic programs. Discussions have already begun regarding the use of degree maps and predictive analytics to promote progression. In addition, GSW will have Degree Works fully implemented for student use starting this fall (GSW was among the last of the USG institutions to be on-boarded). In addition, our review of the data indicates we need to address the risk factors of special populations like transfer students. In

May 2014, GSW held a two-day retention retreat involving key personnel from across all sectors of the campus. Participants reviewed institutional data, identified problem areas, developed strategies, and analyzed strategies for those most likely to have an impact. Over the next two years, we expect to implement a series of strategies judged to have the most impact and to be within our means.

The goals and strategies listed in this report are not an exhaustive list of activities undertaken to improve student success. Indeed, perhaps the most important change we are making at GSW is a shift in our thinking about student success. During the past two 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. The retention retreat held in May generated a greater sense of responsibility for retention across campus and has fostered some collaborative efforts that we believe will greatly improve the student experience at GSW. These have been well-attended events and have led to 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.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/GeorgiaSW.pdf>



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 *ten times* more likely that an individual among the top quartile of Americans by annual household income will hold a college degree than an individual in the lowest quartile. Nationally, white students graduate from college at rates up to 20 points above black and Latino students, and non-Pell students succeed at rates 22 points above Pell students.

Ten years ago, 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's achievement gap is gone. The institutional graduation rate has improved 21 points—among the highest increases in the nation over this period. Rates are up 32 points for Latinos (to 54%), 28 points for African Americans (to 57%), and 41 points for African-American males (to 59%). Pell students (53.3%) now graduate at rates slightly above those of non-Pell students (52.9%). Conferrals have increased by more than 1,700 degrees annually over the past five years, and, for each of the past three years, Georgia State has conferred more bachelor's degrees to African Americans than any non-profit college or university in the United States.

GEORGIA STATE DEGREE CONFERRALS

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5 Year Change
5,857	6,188	6,419	6,901	7,365	7,590	+30%

While overall degrees conferred have increased by 30% over the past five years, even stronger gains have been made with at-risk student populations. Over the past five years, bachelor degree conferrals are up 59% for African Americans, 93% for Pell students, and 171% for Hispanics. Because of these transformative results, this past November Georgia State was named the recipient of the first-ever MVP Award from the Association of Public and Land-Grant Universities (APLU), the largest organization of national public universities in the country. The award recognizes Georgia State as the public university that has made the greatest impact on improving student success outcomes in the nation.

BACHELOR'S DEGREES AWARDED TO AT-RISK STUDENTS

	2009	2010	2011	2012	2013	2014
African American	1,067	1,001	1,322	1,440	1,550	1,692
Pell	1,066	1,298	1,648	1,835	2,007	2,058
Hispanic	153	196	300	328	372	414

2012 BACHELOR'S DEGREES CONFERRED TO AFRICAN AMERICANS NATIONALLY

Institution	State	Total	% Grads	% Change
Georgia State University	GA	1262	31%	17%
FAMU	FL	122	94%	5%

		4		
North Carolina A & T State University	NC	1172	90%	-6%
Jackson State University	MS	966	94%	4%
Howard University	D.C.	953	93%	-10%
University of Central Florida	FL	939	9%	10%
University of Memphis	TN	862	32%	0%
Troy University	AL	859	32%	4%
University of Florida	FL	859	10%	11%
University of South Florida-Main Campus	FL	845	12%	6%
University of North Texas	TX	835	13%	11%
Temple University	PA	831	15%	-5%
University of Maryland-University College	MD	809	25%	11%
Florida Atlanta University	FL	808	18%	-3%
Virginia Commonwealth University	VA	805	19%	13%

Source: *Diverse Issues in Higher Education*

59%

93%

171%

INSTITUTIONAL MISSION AND THE CHANGING STUDY BODY

At Georgia State, we have made student success our highest institutional priority. With the unanimous support of the University Senate, the 2011 University Strategic Plan details principles to guide our efforts, establishes specific goals with numerical targets to be achieved, and commits to major strategies designed to reach these goals and targets.

The most distinctive **principle** guiding our efforts was a pledge to improve student outcomes through *inclusion* rather than *exclusion*. We would not improve our graduation rates by

CHANGING DEMOGRAPHICS: RACE & ETHNICITY

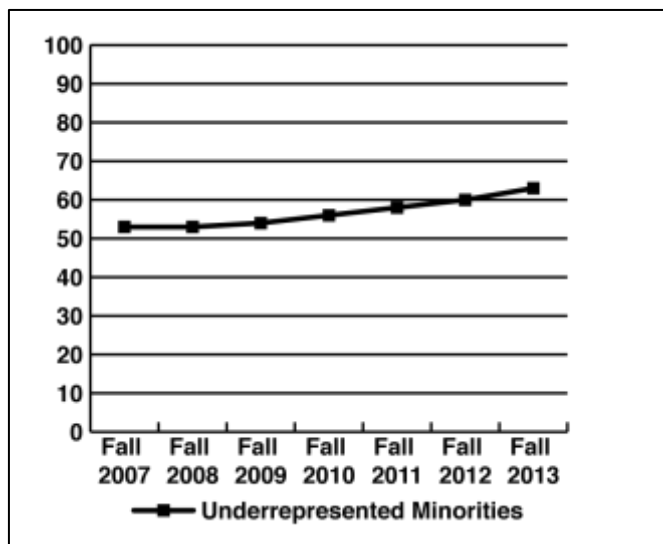
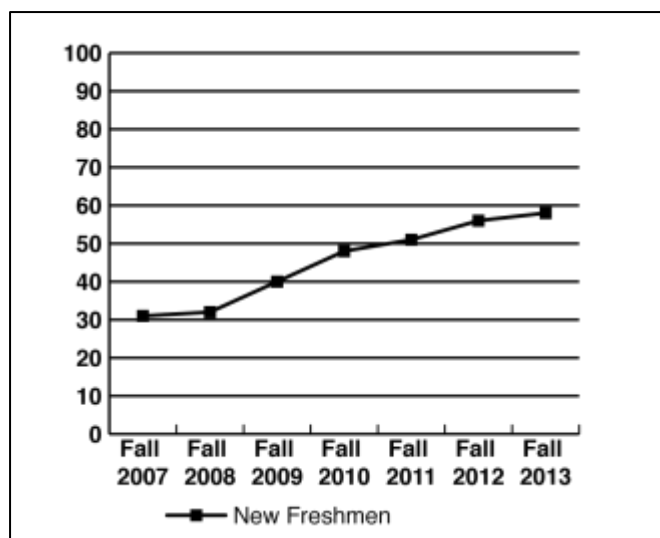
turning our backs on the low-income, underrepresented and first-generation students that we have traditionally served. To the contrary: we pledged to increase the number of underrepresented, first-generation and Pell students enrolled and to serve them better. We committed to achieving improved outcomes for our students not merely at Georgia State but in their lives and careers after graduation.

The central **goal** that we set for the our undergraduate success efforts was highly ambitious, but the words were carefully chosen: Georgia State would “become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” Our goals included a commitment to raise overall institutional graduation rates and degree conferrals by significant margins—graduation rates would climb 13 points and completions would increase by 2,500 by 2021—and we committed to closing all achievement gaps between our student populations.

The Strategic Plan also outlined key **strategies** to achieve these goals. We made a commitment to overhaul our advising system, to track every student daily with the use of predictive analytics and to intervene with students who are at risk in a proactive fashion, to expand existing high-impact programs such as freshman learning communities and Keep Hope Alive, to raise more scholarship dollars, and to pilot and scale innovative new types of financial interventions.

As this report will outline, the University has taken these commitments seriously. In the area of inclusion, Georgia State 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 2013. Our undergraduate population is now 61% non-white and 58% Pell, with both of these numbers climbing dramatically in recent years. According to *U.S. News and World Report (2014)*, Georgia State is now one of only two universities to rank in the Top 15 in the nation for both its racial/ethnic diversity and for the number of low-income students enrolled.

CHANGING DEMOGRAPHICS



The details of our efforts to reach our goals and targets and the specific natures and impacts of the strategies employed to achieve them will be outlined in sections II and III.

INSTITUTIONAL COMPLETION RESULTS AND OVERALL STRATEGIES

In 2011, Georgia State committed to reach a graduation rate of 52% by 2016 and 60% by 2021. 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, though, has been able to make dramatic gains towards its success targets even as the student body has become more distressed. In the relatively short period since the adoption of the Strategic Plan in 2011, the overall number of Bachelor’s degrees conferred by Georgia State has increased by 894 a year, a 24% increase. The gains have been even greater for a number of at-risk student populations. The number of Bachelor’s degrees conferred to adult learners has increased by 25%, to first-generation students by 28%, and to Pell students by a remarkable 63% over the past three years.

Underrepresented students have also made striking gains over the period, with conferrals increasing by 57% for Latino students and 36% for African Americans. (*Note: As evidenced in the chart below, 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.*)

UNDERGRADUATE DEGREES CONFERRED, 2010 TO PRESENT

	Academic Year				
	2010	2011	2012	2013	2014 (to date)*
Students Receiving Undergraduate Degrees	3,727	4,035	4,295	4,621	3,620
Adult Learners	1,421	1,523	1,578	1,763	1,383
Pell Eligible Students	1,448	1,829	2,156	2,355	1,890
First Generation Students	762	800	966	997	805
Race					
American Indian or Alaska Native	13	13	9	18	7
Asian	292	497	473	592	397
Black or African American	756	1,328	1,506	1,615	1,330
More Than One Race	98	161	149	163	142
Native Hawaiian or Other Pacific Islander	10	19	12	8	5
Not Reported	1,415	197	224	273	223
White	1,143	1,820	1,922	1,952	1,516
Ethnicity					
Hispanic	180	279	327	374	316
Non-Hispanic	2,098	3,521	3,766	3,992	3,105
Not Reported	1,449	235	202	255	199

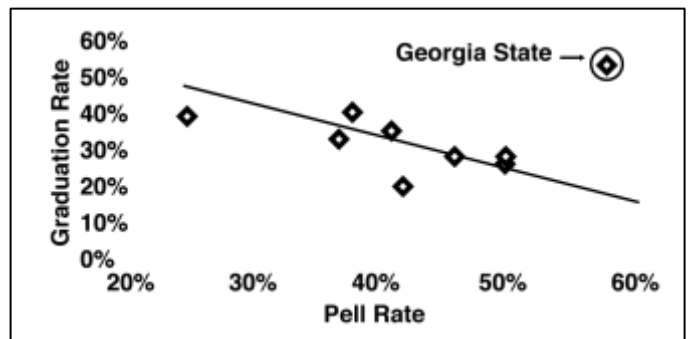
* This chart does not include Summer 2014 conferrals. The full 2013-14 academic year totals can be found in the chart on pg 2

Over this same three-year period—which follows the timeframe of the University’s participation in Complete College Georgia—the institutional graduation rate has increased by 5 percentage points to a record 53%, with further gains being tracked for 2014. Georgia State also set new records this past year for its 4- and 5-year graduation rates and for graduations rates for Pell students and African Americans, among other groups.

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’s completion efforts have made us a clear outlier nationally. In fact, among all of our peer institutions, Georgia State now has both the highest Pell rates and the highest graduation rates.

GRADUATION RATES, 2010 TO PRESENT	2010	2011	2012	2013	2014 (to date)
6-Year Graduation Rate	48%	48%	51%	53%	54% (proj)
6-Year: African American	51%	52%	54%	57%	---
6-Year: Pell	51%	49%	51%	53%	---
5-Year Graduation Rate	40%	43%	44%	46%	---

GRADUATION AND PELL RATES URBAN RESEARCH UNIVERSITIES



How have we made the gains outlined above and 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

It is significant to note that 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 striking. For the current year, a record 77.5% 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 (78.4%) and Latino (80.1%) students are even higher.

impact. In fact, many of the programs that we offer are currently touching 10,000 students or more annually.

An example may help to illustrate our approach. In the case of pre-calculus math courses, our data analysis in 2008 showed that the DFW rates in College Algebra, Pre-Calculus, and Introduction to Statistics combined to average 43%. These courses alone were responsible for hundreds of students dropping out of Georgia State. In an attempt to get their math requirement “out of the way,” dozens of freshmen were enrolling in one of these classes during their first fall, earning an F, then reenrolling in spring—with no concrete prospects for doing any better—and earning another F. By the end of the freshmen year, students had lost their Hope scholarships, were on academic probation, or had simply become discouraged. Too many were dropping out.

Given the depth of the problem, we knew that minor tweaks in the course would not be sufficient. Instead, we piloted sections of these three math courses using adaptive learning modules, doing so at a time when such an approach was relatively uncommon nationally. We experimented with a model that had students working on their own on adaptive learning exercises at computer stations at home and across campus, but the gains in student performance were minimal. In contrast, the data showed that when students spent one hour a week in a math lecture and three hours a week in a computer lab working on personalized, adaptive learning exercises the results were markedly better. The key was keeping the students together as a group in the lab and having the instructors present to answer any questions and to lead larger discussions, when needed.

With these data-based results in hand, we scaled the adaptive-learning version of the course. This past year, we offered no traditional seats in any of the three math courses in question. All 7,500 seats were offered in an adaptive-learning, hybrid format. Why? The results achieved in the new format were simply that much better. In five years, we have lowered the DFW rate in these courses from 43% to 21%—and we have done so while employing the same academic expectations and, in some cases, even the same exams as before the pedagogical change. The content and expectations have not changed, but the results have. Of course, the current DFW rate is still higher than we would like and we continue to work on further adjustments, but the 22-point drop in the DFW rates means that during the past academic year, 1,650 more students satisfied their math requirement in their first

attempt than was the case five years ago.

COLLEGE ALGEBRA

Prior to Change:	DFW rates were 43%
Fall 2012:	DFW rate of 21%
Number of Students enrolled in courses taught through the MILE, 2012-13:	7,500+
Additional passing grades:	1,650

The example illustrates the common approach to Georgia State’s thinking about its student-success programs and strategies. In another sense, though, our initiatives have been highly diverse and multi-faceted. The evidence shows that the reasons that students drop out of Georgia State are many. As such, we have had to develop not one or two but more than a dozen large-scale interventions targeted at specific problems, from poor performance in math courses, as described above, to students selecting majors ill fitted to their abilities and interests, students signing up for courses that do not apply to their programs of studies, and students dropping out because they lose the Hope scholarship or are just short in the funding that they need to cover their tuition and fees. All of the programs developed to address these varied group of issues follow the same data-based approach outlined above. The details of some of these programs and their impacts are discussed in the next section.

HIGH-IMPACT STRATEGIES

This past year, Georgia State welcomed 320 at-risk freshmen into its Summer Success Academy; served 2,600 students in Freshman Learning Communities; taught more than 7,500 pre-calculus students in a lab-based, adaptive learning format; tutored 9,700 students in peer-led Supplemental Instruction; reversed 2,000+ students from being dropped for non-payment through its Panther Retention Grant program; tracked the academic progress of 25,000 students daily through its web-based GPS advisement system; and engaged in 34,000 one-on-one student-advisor meetings with the goal of getting students back on path for graduation. Not one of these programs existed ten years ago; indeed, most were implemented over the past 3 years.

Some of the programs that have made a difference are outlined in the following pages.

GPS Advising

Goal	Increase the number of students on track for graduation and who complete their degrees in a timely fashion.
High-impact strategy	Use predictive analytics and a system of more than 700 alerts to track all undergraduates daily, to identify at-risk behaviors, and to have advisors respond to alerts by intervening in a timely fashion to get students back on track.
Summary of Activities	System went fully live in August 2012. This past academic year, there were 34,000 individuals meetings between students and advisors that were prompted by alerts from GPS Advising.
Interim Measures of Progress	We have been tracking the use of the system and gathering interim metrics such as semester-to-semester retention rates (which have increased by 5 points), credit hours at the time of graduation (which have declined by an average of 3), percent of students in majors that fit their academic abilities (up by 13 points), and percent of students with lower academic risk factors (up by 16 points). The numbers we are achieving via the programs are exceptionally strong.

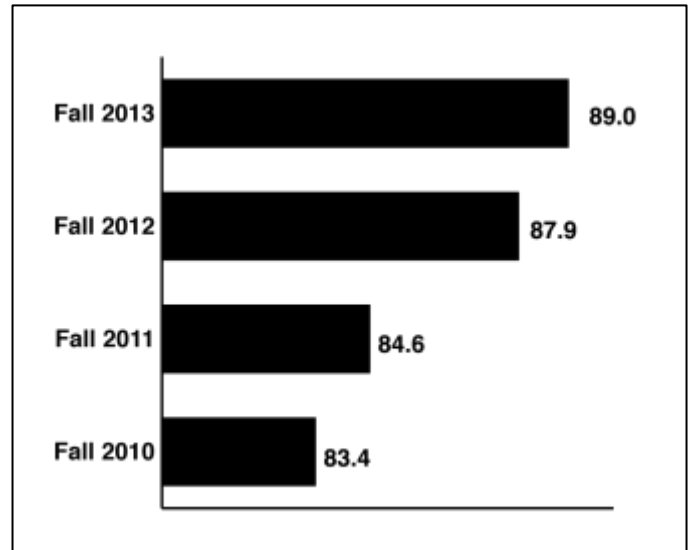
Measures of Success Ultimate measures of success will include increases in graduation rates and degree completions, and a stronger fit between degree content and the students' career choices.

What if students who enroll at large, public universities received the same kind of personalized attention that is afforded to students at small, elite colleges? How would such personalized attention transform student success rates? At Georgia State, we are pursuing the answer to these questions in part by leveraging new technologies. Our cutting-edge GPS Advising, a partnership with the Education Advisory of Board, uses ten years of GSU student data—over 2.5 million grades—to create predictive analytics for how each individual student will fare in any major and most courses that we offer. The system tracks students' decisions and academic performances, and it is updated with data from our student information systems on a daily basis—with alerts going off when a student is off path. Last academic year, the system generated 34,000 individual meetings between advisors and students to discuss specific alerts—all aimed at getting the student back on path to graduation.

Since Georgia State went live with GPS Advising two years ago, freshmen fall-to-spring retention rates have increased by 5 percentage points and graduating seniors are taking fewer excess courses in completing their degrees. This spring's graduates completed all degree requirements with, on average, 3 fewer credit hours amassed than was true of the previous spring's seniors. 3 credit hours may not sound like

much, but the reduction represents \$4 million in savings in the costs of tuition and fees for the Class of 2014.

GPS ADVISING: RETENTION



Summer Success Academy

GOAL

INCREASE THE NUMBER OF AT-RISK STUDENT WHO ARE ABLE TO GRADUATE.

High-impact strategy

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. 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.

Summary of Activities

Program was initiated in 2012 as an alternate to deferring weaker freshmen admits to the Spring semester. The program has grown every year and enrolled 320 students this summer.

Interim Measures of Progress

Students have performed beyond our expectations, finishing last summer with a 3.29 GPA and their freshmen year with more credit hours and a better GPA than traditionally admitted freshmen. We have doubled one-year retention rates compared to when these same student were deferred until spring. Last year, the one-year retention rate of 90% for Success Academy graduates was 7 percentage points higher than the overall rate, even though the Academy students are at high risk academically.

Measures of Success

Ultimate measures of success will include increased retention rates, graduation rates, and degree completions.

Georgia State takes the 5% of the students admitted to the fall freshmen class who are most academically at risk and requires that they attend a 7-week summer semester before the start of fall courses. Students enroll in 7 credits of college-level (non-remedial) courses and are given the support of all of GSU's tutoring, advising, financial literacy, and academic skills programs at their disposal. All students are in freshmen learning committees. Last year's cohort achieved a 3.29 GPA for the 7 summer credit hours, getting their academic careers off to a great start. Even more impressively, the group finished their freshmen years with a GPA slightly better than the academically 'stronger' 95% of the freshmen class and

they were retained at a 90% rate. This compares to an 83% retention rate for traditional. It is important to note that these same students, when Georgia State was deferring their enrollment until the spring semester (as is the common practice nationally), were being retained at only a 50% clip. This equates to 130 more freshmen being retained via the Summer Success Academy this past year alone.

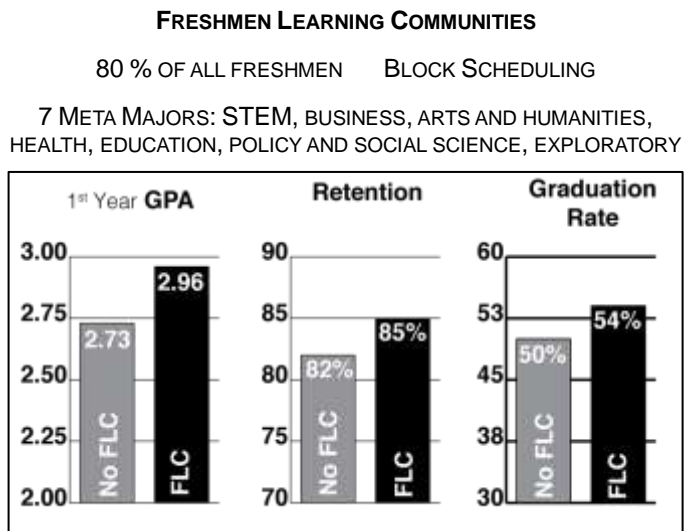
SUMMER SUCCESS ACADEMY	
•	350 Highest Risk Freshmen: 7-credit hours summer session before freshman fall
•	Intensive advisement, academic skills & financial literacy training

GPA Summer 2013	3.29
Last years' Academy:	
GPA 2012-13	2.95
All other freshmen	2.93

Freshmen Learning Communities (FLCs)

Goal	Increase the number and percent of freshmen who succeed academically and provide a structure for the development of social support structures as well as the informed selection of majors.
High--impact strategy	Organize freshmen into groups of 25 students categorized by their choice of one of seven meta majors. Register the 25 students in block schedules with all courses in common. Use the meta-major groupings to target advisement and information from departments and others about majors and careers.
Summary of Activities	The program has adopted an opt-out policy whereby all students are assumed to be in FLCs unless they provide a compelling reason not to be. For Fall of 2014, almost 80% of the freshman class will be in FLCs, a record for Georgia State.
Interim Measures of Progress	Students in FLCs have significantly higher GPAs and retention rates than those students not in FLCs, even when one controls for incoming high-school GPA.
Measures of Success	The 4-point increase in retention rates of FLC students continues to the point of graduation, where their graduation rates are also 4-points higher than those of non-FLC students.

At a large public university with 32,000 students, freshmen can feel overwhelmed by the size and scope of the campus and can have trouble building friendships and support systems. FLCs organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as "meta majors" (STEM, business, arts and humanities, policy, health, education and social sciences). Students travel through their classes together, building friendships, study partners and support along the way. Block schedules—FLCs in which all courses might be between, for example, 8:30 AM and 1:30 PM three days a week—accommodate students' work schedules and help to improve class attendance. FLC students not only are retained but graduate at rates 4 points above those of non-FLC students. Almost 80% of this fall's freshmen class are in FLCs.



Panther Retention Grants

Goal	Increase the number of students facing financial shortfalls who are able to persist and to graduate.
High--impact strategy	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.
Summary of Activities	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. Last academic year, more than 2,000 grants were offered.
Interim Measures of Progress	Retention rates for freshmen who were offered the grants last year topped 90%, higher than the overall retention rate for the student body. We are also tracking the rate of "returnees" to the program, which we have been able to keep under 25%.
Measures of Success	The ultimate measure of success is college completion. The largest group of recipients last year were

seniors, who often are running out of Hope funding or exhausting other aid. Last academic year, 70% of the seniors receiving PRG funding graduated within two semesters of receiving the grants.

FINANCIAL INTERVENTIONS

PANTHER RETENTION GRANTS: GROWTH

<ul style="list-style-type: none"> Provide emergency funds to students who are registered for classes but who are dropped for non-payment As little as \$300 has meant the difference between a student dropping out and being able to continue on the path to a college degree 	
Fall 2011:	41
Total to Date:	3,557
Senior Recipients who graduate within two semesters:	70%

This past fall, over 14,000 of Georgia State's 25,000 undergraduates had some level of unmet need, meaning that even after grants, loans, scholarships, family contributions and the income generated from the student working 20 hours a week, the students lack sufficient funds to attend college. Each semester, hundreds of fully qualified students are dropped from their classes for lack of payment. For as little as \$300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, more than 2,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. 70% of the seniors who received PRG support last academic year graduated within two semesters of receiving the grant.

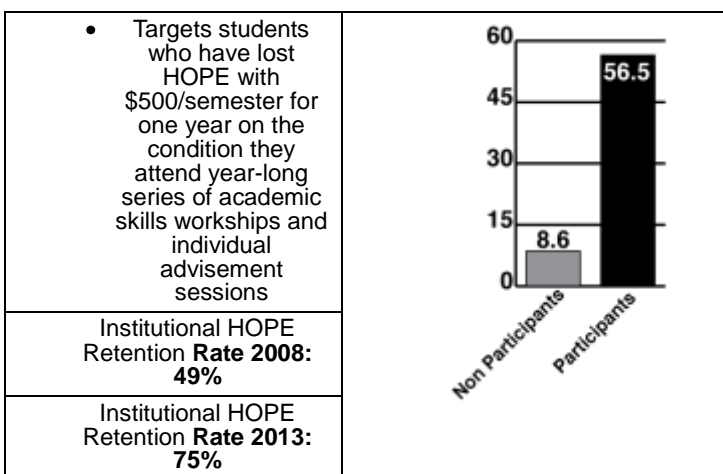
Keep Hope Alive (KHA)

Goal	Significantly improve the graduation rates of students who lose the Hope scholarship. Increase Hope retention rates and increase the number of students who regain the scholarship after losing it.
High--impact strategy	Five years ago, the graduation rates for students who lose the Hope scholarship were only 20%, 40-points lower than the rates for those who hold on to it. 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.
Summary of Activities	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.
Interim Measures of Progress	Gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. For students in KHA over the past three years, better than 55% have 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	Under five years of the program, the graduation rate for students who lose the Hope scholarship has improved by 20 percentage points and

With half of Georgia State students coming from households with annual incomes of \$30,000 a year or less, the Hope scholarship can be a mixed blessing. The \$6,000+ scholarship provides access to college for thousands of Georgia State students, but for the student who does not maintain a 3.0 college GPA, the loss of Hope often means the student has to drop out for financial reasons. KHA provides a \$500 stipend for two semester to students who have lost Hope as an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisors, attending workshops, and participating in financial literacy training—all designed to help students improve their GPAs and to regain the scholarship. Overall, only 9% of students who lose Hope ever gain it back. Last year, over 55% of the students in KHA gained the scholarship back again. Since 2008, the program has helped to *double* the graduation rates of Georgia State students who lose the Hope scholarship.

THE CRITICAL ROLE OF SCHOLARSHIPS

KEEP HOPE ALIVE



Supplemental Instruction (SI)

Goal *Lower the DFW rates in the most challenging freshman- and sophomore-year courses; better deploy Work Study and other supported students who must work for the University as a part of their aid packages.*

High-impact strategy Utilize undergraduate students who have successfully completed difficult courses to help tutor/instruct undergraduates currently enrolled in these courses.

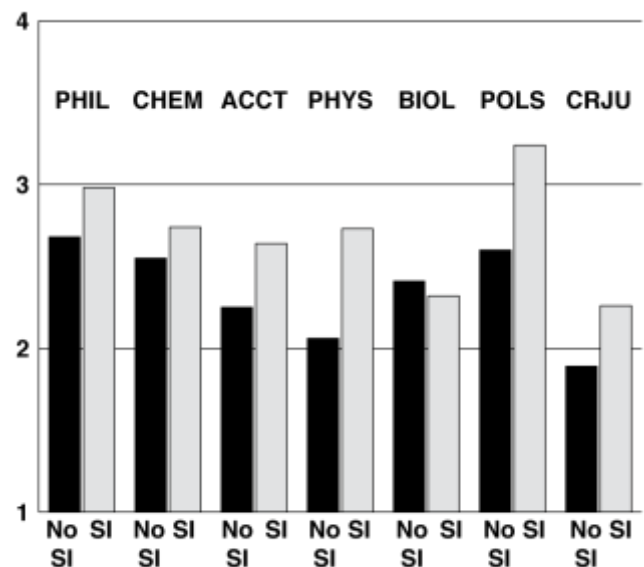
Summary of Activities We cross reference the list of the courses with the highest DFW rates with the grades of students in Work Study, Panther Works and other student work programs. We pull these students out of assignments in the library or offices, train them, pay them to sit in on the same courses that they succeeded in the past, and pay them to offer instructional sessions to the current undergraduates in the courses every week. Attendance at the sessions is monitored by swiping campus I.D.s.

Interim Measures of Progress The program has expanded to more than twenty courses and impacted 9,700 students last year. Students who attend at least three SI sessions average half a letter grade better in the course than do those students who attend fewer than three SI sessions.

Measures of Success Retention rates for students who participate in SI are 8 points higher than for those who do not. Graduation rates are up not merely for the participants but for the student instructors.

Georgia State has thousands of students on federal work study or other work-aid programs. We have analyzed the undergraduate courses that have the highest non-pass rates and the roster of work-study students who have excelled in those same courses. Now, rather than having these talented students work in the library or cafeteria, we pay them to go through training, to sit in on the very class that they excelled in again so that they can get to know the new instructor and students, and to offer tutoring sessions during the week to students currently taking the course. Low-income and first-generation students who might be embarrassed to reveal that they do not understand the material in class or during the instructor's office hours do not feel the same hesitancy to seek help from a fellow student—often one who looks more like they do. Students who regularly attend SI sessions do half a letter grade better in these difficult undergraduate courses than those students who do not attend SI, and the instructors now graduate at significantly higher rates, as well. The program, which started with only a handful of courses, now helps students in more than 20 different courses across the freshman- and sophomore-year curricula and supports 9,700 students every year.

SUPPLEMENTAL INSTRUCTION (SI)



	No SI	SI
Average course GPA	2.41	2.91
One-Year Retention	83.5%	91.2%

Students Benefitted 2013-14: 9,700

OBSERVATIONS

"Which colleges are taking on the vitally important role of educating low-income students and assuring that they graduate with good results?...Which colleges are lowering the cost to students while improving quality learning? Across the country, from Georgia State to Franklin & Marshall, Purdue to Arizona State, and CUNY to SUNY, there are exciting examples of colleges and universities engaging constructively with these questions and advancing these goals."

U.S. Department of Education, May 2014

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.

We have had more than 70 campuses seek us out as a consultant for their own student success efforts over the past twelve months. Perhaps this is due to the fact that the story of Georgia



State is a compelling one. We deal with daunting numbers of at-risk students—approximately 80% of Georgia State undergraduates are first generation, on Pell, or members of underrepresented groups—and yet we have found that large impacts do not necessarily equate to large costs. Small corrections in the advice students receive during the freshmen year—helping them to pause and make a more informed choice of major, for instance—can have huge impacts on their abilities to persist and to succeed. A few hundred dollars in the form of a Panther Retention Grant can mean the difference between a senior stopping or dropping out, on the one hand, or receiving their diploma, on the other.

As this update outlines, Georgia State has made important gains in student success over the past three years, but no one at Georgia State is satisfied with where we are at present. We have a very long way to go in helping our students to succeed at higher rates, and, toward this end, we will be working on several major, new initiatives over the coming months. We are working to integrate financial alerts into our GPS tracking system so that the power of predictive analytics can be

deployed to provide alerts that notify staff when students are facing financial problems while there is still time to help. We are partnering with a major national bank to open a Student Financial Counseling Center that will work with students and their families to mitigate the financial risk factors that are identified. We are integrating career information into our student advisement sessions, supplying majors with live data from national vendor Burning Glass to help them to see the career implications of the courses and majors that they choose. And we will be one of three schools partnering with the Education Advisory Board to pilot a mobile device platform that will use predictive analytics to direct customized, live alerts to students about tutoring, study sessions and other available help on campus.

THE CALCULUS OF STUDENT SUCCESS

1 point increase in Retention = **321 Students**
 Average Student Tuition & Fees Annually = **\$9,800**
 ROI for each 1-point increase = **\$3.14 million/year**

The good news about many of these initiatives is that, if effective, they will pay for themselves. Perhaps that most underappreciated aspect of our national and state-wide completion agenda is the fact that students who persist generate millions of dollars of additional revenues for the institution. At Georgia State, for every one-point that we increase the overall retention rate, there is an approximately \$3-million increase in annual revenues from tuition and fees. It is not always the case that the morally right thing to do is also the financially most beneficial. We need more campus leaders to appreciate the fact that, whether from a student-centered or financial perspective, none of us can afford *not* to support our students with all of the resources, innovation and determination that we can muster.



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 military, adult, underprepared, low income, 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. Appendix A shows that 52% of new students in fall 2013 had one or two learning support requirements (19% of the overall student enrollment), and 18% of the entire student population were Pell-eligible. In that same semester, 20% of the overall student population were adult learners. These numbers indicate a significant percentage of students who are considered to be in the high risk group. Accordingly, Gordon State has been one of the first institutions in the USG to take remediation transformation to scale. Overall, we have targeted high risk 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 2013, that population had increased by over 400%, to 151 students. We have worked hard with high schools in our area to provide more opportunities for dual credit. In addition, we have reviewed our policies for accepting AP credit and brought them into alignment with national norms.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

The following high-impact strategies were undertaken at Gordon State College after reviewing data on completion indicators, our institutional mission, and our available resources.

Strategy for Goal 1: Increase in the number of undergraduate degrees awarded by targeting increases in access and completion for students traditionally underserved in postsecondary education. (See Appendix B for targeted subpopulations.)

Total degrees awarded in 2013-2014: 609 (goal: 614), an increase of 150 degrees from 2008-2009 (33% increase.) The one-year retention rates for full-time, part-time, and Pell-eligible students in the fall 2013 first-year cohort are the highest in the past five years. The rate for part-time students has most significantly improved, 12.1% higher than for the fall 2009 cohort. See Appendix B for complete report.

Justification and Challenges: 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

Challenges: 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.

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 for Goal 1 in Section 3 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.

Strategy for Goal 6: Shorten time to degree by participating in dual enrollment and awarding credit based on Advanced Placement.

Justification and Challenges: This strategy provides a means for high school students to complete a degree in less time, at the same time significantly reducing the cost of earning a degree. *The number of dual-enrollment students at GSC*

more than doubled (121% increase) from 2012 to 2013 (Appendix A, Dual Enrollment), and we have the capacity to enroll more each year.

Changes in state 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. Local schools cannot afford to offer a wide array of AP classes with low enrollments; 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 this year.

Challenges: *As noted previously, while we have significantly improved resources for veterans and their families, our service area population does not bring a high demand for military-related credit opportunities. (See Appendix C, Credit by Exam)*

Strategy for Goal 7 (combined 7.1, 7.2, and 7.3)

Increase the likelihood of degree completion by transforming the remediation process: enrolling most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support; combining reading and writing remediation; and ensuring that all remediation is targeted toward supporting

students in the skills needed to pass the collegiate course.

Justification and Challenges: We think that this strategy will have the greatest impact of any of the strategies on retention and completion at Gordon State College. *Of our first-year students in fall 2013, 52% had one or two Learning Support requirements.* Based on pilot data from 2013-14, the strategies described above improve retention and completion rates of students while shortening degree completion time and saving students money.

GSC personnel studied remediation transformation for two years and piloted the corequisite model for first-year students in 2013-2014. While the number of students in the pilot was small, the pilot data are promising. *89% enrolled in corequisite math passed their first college-level math course in one semester. In corequisite English, 63% passed their college-level English course in one semester. (See Appendix D)* We look forward to collecting and analyzing additional data by fall 2015 to demonstrate the effectiveness of the new remediation model.

Challenges: *We are at full scale in adapting the new remediation model as of fall 2014. The challenges have been fairly minor at the institutional level - primarily training faculty and making the necessary alterations in curricula, published information, and policies.*

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL

1: INCREASE IN THE NUMBER OF UNDERGRADUATE DEGREES AWARDED BY USG INSTITUTIONS

High-impact Strategy

1.1 Target increases in access and completion for students traditionally underserved in postsecondary education:

- Part-time students
- Adult learners (undergraduate students 25 or older)
- Military and former military students
- Underserved minority (African American males)
- Low income (Pell recipients)

Summary of Activities

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:

Part-time Students: 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.

Adult Learners:

- Our AL Coordinator
 - Developed and enhanced new student orientation specifically for AL's and planned events to connect AL 's to college campus, culture and resources.
 - Established tutoring sessions to cater to AL needs, including weekend math and writing tutoring.
 - Established an AL mentoring program 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 faculty training in assessing Prior Learning Assessment (PLA) and worked with those faculty to create departmental policies. In support of the PLA 2000 course used in the USG, the AL Coordinator was trained in Ingress, the system for sharing course sections and related information among USG institutions.
- 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. In 2013-2014, we offered 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. As Appendix B (Goal 1 Metrics, Access) shows, 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 was designated as 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 ropes 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.

GSC is one of the few institutions in the USG that has a call center such that students who call about financial aid will be able to speak directly to a Gordon representative rather than having to leave a message. Our knowledgeable call center personnel are able to advise prospective students on how to fulfill the high school requirements and paperwork to become eligible for federal and state financial aid.

Once students are on campus, 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: Beginning in 2013, GSC 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. We have anecdotal evidence that in this past year, more faculty have been creating free online resources, placing textbooks on reserve in the library, and creating less expensive published materials.

Other Retention and Completion Efforts:

For the purpose of improving retention and completion for all students, the GSC Student Success Center has

- Instituted Early Alert intrusive advising for disengaged and poorly performing students, spring

- 2013. Faculty report students of concern in the fourth week of the fall and spring semesters.
- Expanded Early Alert to Always Alert in Fall 2014 to allow faculty to report concerns as early as the first week of the semester.
- Continued Supplemental Instruction
- Provided individual tutoring
- Conducted success/academic skills workshops
- Created a Career Services Center in fall 2013 which helps tie career goals to academics

Interim Measures of Progress

Increasing enrollment, at least in significant numbers, is a challenge to make happen in a short time frame, and is subject to a considerable degree to economic fluctuation and other factors outside our control. We recognize that GSC can have a more immediate, as well as long-term, impact on progression and outcomes. Many of the activities described above should improve retention and degree completion in more significant numbers in our African American and low-income student populations.

Measures of Success

Progression Metrics:

- 1.1: 5-year history of one-year retention rates for all students and first-time freshmen. See Appendix B: Progression
- 1.2-1.4: 5-year history of one-year retention rates for students who begin as full-time, part-time and Pell-eligible. (See Appendix B, Progression)

Access Metrics:

- 1.1: 5-year history of entering students, by underserved population (See Appendix B, Access)
- 1.2 & 1.3: 5-year history of dually enrolled students (See Appendix B, Access)

Outcome Metrics:

- 1.1 through 1.5 Five year history of number of bachelor’s degrees conferred by institution and by underserved populations (See Appendix B, Outcomes)

GOAL

6: SHORTEN TIME TO DEGREE COMPLETION THROUGH PROGRAMS THAT ALLOW STUDENTS TO EARN COLLEGE CREDIT WHILE STILL IN HIGH SCHOOL AND BY AWARDED CREDIT FOR PRIOR LEARNING THAT IS VERIFIED BY APPROPRIATE ASSESSMENT

High-impact Strategy

6.1 and 6.3: Participate in dual enrollment programs for high school students and award credit based on Advanced Placement scores

Summary of Activities

6.1: In the past year, GSC has worked with four public school systems in our area to facilitate dual enrollment.

1. Pike County High School: Planned for bussing students accepted into the Accel program to the GSC main 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.
2. Jackson High School (Butts County): For fall 2014, we have agreed to follow the approach developed with Pike County.
3. Mary Persons High School (Monroe County): This past year, GSC offered classes for students in the Accel program at the Monroe County Education Center. For fall 2014, MPHS and GSC have agreed to eliminate the on-site classes and follow the Pike County approach.

In addition, GSC has

1. Participated in the steering committee for a regional college and career academy involving Griffin-Spalding Schools, Pike County, Butts County, and Southern Crescent Technical College;
2. Participated in the Academy for Advanced Studies, the college and career academy in Henry County. Southern Crescent Technical College and Clayton State University are partners. GSC offers on site evening classes that are available to students in the Accel program and a few daytime classes.

6.3 has been completed. Gordon State College recognizes the Advanced Placement (AP) Program of the College Board and awards credit for examinations according to the following regulations. (Course and credit descriptions available on website at:

<http://www.gordonstate.edu/admissions/advanced/ap/index.asp>)

1. Credit hours earned through AP examinations will be recorded on a student's permanent record and will count toward graduation.
2. Credit by AP examination will not be allowed for a course in which the student is enrolled or has previously received a grade.

Interim Measures of Progress

This strategy provides a means for high school students to complete a degree in less time, at the same time significantly reducing the cost of earning a degree. The number of dual-credit students at

Measures of Success	<p>GSC rose over 400% in one year, from fall 2012 to fall 2013, and we have the capacity to enroll even more each year. See Appendix A.</p> <p>6.1: Number of enrolled Accel students and total number of credit hours. See Appendix A.</p> <p>6.3: Number of AP credits accepted. Note: we have no control over the number submitted. In fact, the increased interest in dual enrollment could lead to a decrease in AP credit. (See Appendix C - Credit by Exam)</p>
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GOAL	<p>7: INCREASE THE LIKELIHOOD OF DEGREE COMPLETION BY TRANSFORMING THE WAY THAT REMEDIATION IS ACCOMPLISHED</p>
High-impact Strategy	<p>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.</p>
Summary of Activities	<p>This past year, GSC piloted corequisite remediation in English and math and has prepared to go to scale with full transformation of remediation this fall term. We will have all students with Learning Support requirements take either a Foundations course or corequisite remediation. The majority of students needing remediation will be placed in corequisite remediation. Students with a math requirement will be placed in a support lab for either Quantitative Skills and Reasoning or College Algebra, based on their COMPASS score, and will take the appropriate gateway course as a corequisite. Reading and English Learning Support will be combined in remedial English.</p>
Interim Measures of Progress	<p>This strategy should have an immediate impact on retention and progression at Gordon State College, and eventually on completion. Of our first-year students in fall 2013, 52% had one or two Learning Support requirements. The activities described above should improve morale in this student population by getting them into certain fundamental core classes in the first semester or year and by reducing their "Learning Support profile." Without such a lengthy process for completing remedial work, students should be more motivated to stay in school. Ultimately, they will be able to earn a degree in less time, save money and reduce student debt in doing so.</p>
Measures of Success	<p>7.1 through 7.7 Having piloted the strategy in 2013-2014, we have collected some data for 7.1-7.3. The numbers are small but indicate positive results. See Appendix D, Goal 7 Data. We will be able to begin fully assessing outcomes by fall 2015.</p>

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. The data from our pilot program in 2013-2014 are very encouraging. (Appendix D, Goal 7 Data)
- Without question, progression improved within the pilot. We will be interested in learning of the effect these changes will have on degree 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. (See Appendix B, Goal 1 Metrics, Access.) In the past two years, GSC has intensified its marketing and recruiting efforts. We hired a company to help us better understand our students, institutional strengths and weaknesses, and perceptions of the institution. The college has employed a firm to help us improve our communications with targeted populations. Enrollment management strategies have improved GSC internal processes. 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.
- 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 (See Appendix B, Goal 1 Metrics, Progression) including first time freshmen, first time full-time freshmen, first time part-time freshmen and first time Pell-eligible students.

- 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. (See Appendix B, Goal 1 Metrics, Outcomes)

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/Gordon.pdf>



Kennesaw State University

*Includes update data from Southern Polytechnic State University

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

On November 1, 2013, USG Chancellor Hank Huckaby announced that Kennesaw State University (KSU) and Southern Polytechnic State University (SPSU) would be consolidating. The Board of Regents subsequently approved the consolidation November 12, 2013. As part of the continuing process of consolidating both institutions, the new institution – Kennesaw State University – developed a new mission statement that was approved by the Board of Regents on Tuesday, April 15, 2014. The new mission became effective on April 16, 2014.

The new mission statement reinforces the consolidated university's commitment to research, scholarship, and public service (see Appendix A for a copy of the new mission statement). It also 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."

It is the three (3) key areas of continuous improvement (underscored in the above paragraph) in the consolidated institution's new mission that influences the priorities of KSU's Complete College Georgia (CCG) Plan. Although both institutions are still in the process of consolidating, we have been given permission to prepare a single CCG update report comprised of information from both the current KSU and the current SPSU. KSU's and SPSU's existing student body profiles continue to reflect strong, diverse student populations (see Appendices B & C for information on the existing KSU and SPSU Student Body Profiles).

KSU's commitment to enhance student success as part of the institution's mission and completion work can be observed in the retention rates of first-time freshmen and transfer-in students. The first-year retention rate of undergraduate first-time degree-seeking students with no prior post-secondary experience has been increasing incrementally over the last five years. Currently, the rate for students entering in fall 2012 is 76% for full-time students and 56% for part-time students. Retention rates for undergraduate non-first-time degree-seeking students with prior post-secondary experience (i.e., transfer-in students) for the same time period is 76% for full-time students and 60% for part-time students. SPSU's retention rates are very similar with 75% of the full-time undergraduate fall 2012 cohort of first-time students being retained, and 66% for part-time students.

Graduation rates are also following an upward trajectory with even larger increases as compared to the retention rates. The three, four, and six-year rates have increased significantly in the last five years at KSU. For the full-time, first-time degree-seeking students entering between fall 2004 and fall 2009, the four-year graduation rate has increased from 10% to 16%. The six-year graduation rate increased from 35% for students entering in fall 2002 to 43% for students matriculating in fall 2006, an 8 percentage point increase. The 6-year graduation rate for full-time, first-time degree-seeking students at SPSU is only slightly behind that of KSU at approximately 39%. For the full-time, transfer-in, degree-seeking students entering between fall 2005 and fall 2010, 31% of KSU students, on average, graduated in three years. The four-year graduation rate for transfer-in students increased

from 42% for students matriculating in fall Semester 2004 to 47% for students entering in fall Semester 2009.

Comparison data was not available from SPSU for transfer-in students. Upon completion of the consolidation process, KSU's robust data collection, data management, and analytical processes will be applied to all populations of students including those, who because of program affiliation, may reside on the former SPSU campus.

As part of the consolidated institution's new mission to enhance student success and respond to the public demand for higher education, KSU's CCG Plan strategies have continued to include programs to provide tutoring, mentoring, and graduation coaching to underserved student populations. These services will be expanded to populations of students on both campuses. The characteristics which define these specific populations include, but are not limited to:

- **Adult Learners** – Traditionally a strong undergraduate student population for KSU, this underserved group has experienced a decline of 8% from fiscal year 2011 to 2014 (Appendix D). A number of the high impact strategies and activities that are part of KSU's completion plan (e.g. prior learning assessment; tutoring, etc.) while serving all students, should have a significant effect on improving both access and success for KSU's adult learners in the consolidated institution.
- **Gender** - The female student population at KSU is nearly 60% (Appendix B). However the female population at SPSU is only 21% (Appendix C). During the consolidation with SPSU, KSU's completion strategies will take into account a student body with closer to even parity between males and females (50/50).
- **First Generation** - KSU first started tracking this student population in fiscal year 2012 at the point of undergraduate admission. Since that time, KSU has experienced a 79% increase in the number of self-declared, unduplicated undergraduate first generation students through the end of fiscal year 2014 (Appendix D). Data on first generation students at SPSU were not available at the time this report was written. However,

post-consolidation, a unified application process, along with the robust tracking system used at KSU will permit tracking of this information and analysis of strategy-mediated impact for the integrated, post-consolidation institution.

- **Hispanic/Latinos and Minorities** - Between fiscal year 2011 and 2014, KSU experienced a 28% increase in the number of unduplicated undergraduate Hispanic/Latino students attending the institution (Appendix D). In fall 2013, KSU's Hispanic/Latino's student population reached its highest level at 7% and nearly 32% of the overall student body were minorities (Appendix B). At SPSU the Hispanic/Latino student population is approximately 8% and nearly 44% of the overall student body were minorities (Appendix C).
- **Part-time students** - The percentage of students attending school on a part-time basis is essentially the same at both KSU (27%; Appendix B) and SPSU (28%; Appendix C). Advising and graduation coaching completion strategies at the consolidated institution are designed to improve the retention and graduation rates for this student group, to include first-time and non-first-time (transfer-in) degree seeking undergraduates.

Institutional Completion Goals and Strategies

Of the 8 stated CCG Goals, KSU is pursuing 7 of them. Only the awarding of associate degrees (CCG Goal 5) is not part of the portfolio of goals for KSU in its current configuration or for the post-consolidation institution. In abbreviated form these 7 goals are:

- CCG-1) increase the number of degrees awarded
- CCG-2) increase the number of degrees earned "on time"
- CCG-3) decrease excess credits
- CCG-4) provide intrusive advising
- CCG-6) shorten the time to degree completion through both PLA and dual enrollment
- CCG-7) transform remediation
- CCG-8) restructure instructional delivery

These goals fall into the umbrella of the three institutional goals (IGs) stated in KSU's original campus plan:

- IG-1) Increase the college readiness of students enrolling at KSU through external partnerships with TCSG institutions and K-12 schools. (CCG Goals 1, 2, 6 & 8)
- IG-2) Enhance academic and non-academic support services for targeted subgroups of students (CCG Goals 1, 2, 3, 4 & 7)
- IG-3) Promote excellence and innovation in education to aid student progression to graduation (CCG Goals 1, 2, 3, 4 & 8).

However, of primary importance at KSU are CCG goals 1, 2 & 3. These three goals are interrelated and can be combined into a single sentence: "The primary goal for KSU is to increase the number of degrees awarded and ensure that more of those degrees are earned 'on-time' and within the credit hours allotted to the programs from which the degrees are earned."

From an implementation perspective, at KSU CCG goals 4 (intrusive advising) & 6 (PLA/dual enrollment) are best considered as strategies for achieving CCG goals 1, 2 & 3 rather than as independent goals. Goal 7, transforming

remediation, is important in fostering the success of those students who enter the institution in need of remedial work. However, the number of such students at KSU is relatively low (less than 5% of the student intake each year). Therefore, any increases in the success of these students, while substantively important to those students, will not significantly affect the overall rate of degree completion. Finally, at this point in time it is unclear to what extent restructuring instructional delivery (CCG Goal 8) will affect degree completion. It is assumed, for example, that online courses, in addition to making a college education available to students who might not otherwise be able to attend college, would also allow students who might have stopped out to continue their education without interruption and thereby increase the number of degrees awarded in a more timely manner. However, it is too early to clearly measure such an effect. Other strategies, such as flipped classrooms and emporium style content delivery, while apparently successful where they have been employed, have not been used extensively enough at either KSU or SPSU to be able to determine their effectiveness at increasing student success with a consequent effect on degree completion.

With the foregoing paragraphs in mind, KSU has employed a number of strategies to meet the combined goal (i.e. the combination of CCG goals 1, 2 & 3) as stated above. The following paragraphs highlight five strategies that are projected to have the greatest impact when fully implemented. For each of the strategies listed information is provided as to which of the CCG goals they are associated with, and the challenges associated with implementing that strategy and thereby achieving the goal. It should be noted that all five strategies are projected to have profound effects on the number of degrees awarded and the time-to-completion. Three of the strategies (B - Graduation Coaches; C - implementation of the Student Success Collaborative platform; and D - implementation of Ad Astra Platinum Analytics) should also substantively reduce the accumulation of excess credits. Two of the strategies (A - Supplemental Instruction and E - On line Course Delivery) are expected to have much less effect on the accumulation of excess credits.

Strategy A: Supplemental Instruction

Supplemental Instruction (SI) provides structured, student-facilitated help sessions for students enrolled in participating courses. Course participation is faculty-driven. A student who has been previously successful in that course with that instructor is employed as a student facilitator. They conduct help sessions in which they work with students who attend the sessions on learning the material and also on strategies for learning the material based on both course content and instructor delivery style. Courses with high D,F,W,I rates ($\geq 30\%$) are targeted for SI. Student participation is voluntary. The primary function of SI is to significantly reduce the D,F,W,I rate, thereby fostering improved grade performance as well as retention and progression of participating students. A major challenge associated with this strategy is overcoming the stigma students feel when they feel compelled to ask for help. Other challenges include convincing faculty of the benefits of participating, identifying an appropriate student to serve as an SI facilitator, and having the financial resources to

increase the number of courses/sections participating in the SI program. The voluntary nature of student participation helps alleviate some of the potential stigma. Faculty have been encouraged to participate by seeing the success enjoyed by their colleagues who are participating in the program. At SPSU, SI is not currently employed as an academic success strategy for students in high-risk courses. Increased funding should become available through redirection of savings associated with consolidation. This will allow expansion of the number of sections of high-risk courses that could be served by SI including courses taught on the Marietta campus of the post-consolidation institution.

This strategy supports CCG Goals 1, 2 & 8

Strategy B: Graduation Coaches

Academic coaching is a term that has been used to describe a relationship that goes beyond traditional, academic advising. Coaches provide motivational encouragement, workshops and/or individual meetings to help students develop better study skills, time-management, budgeting habits, etc. They also help identify financial aid possibilities and work with the financial aid office to help students navigate the often difficult, and constantly changing, landscape of the financial aid process. Coaches also help students identify appropriate offices and resources both on-campus and off-campus in order to resolve issues they may have, thereby alleviating the frustration that students often feel when they are shuffled from office to office to office and no one can, or is willing to, find a resolution for their situation. At KSU we have chosen the term “Graduation Coach” for those individuals performing an academic coaching function (although there are some individuals who perform this function who have different titles (e.g. program coordinators; academic success advisors, etc.). Where it is being used, the term “graduation coach” was deliberately chosen to convey to the students the concept that these individuals would work with them from the time they enter the institution until they graduate irrespective possible changes in status (e.g. change of major). By helping students succeed academically and avoid/overcome some of the non-academic barriers they face, graduation coaches can help boost retention rates (and presumably graduation rates, although none have been in place long enough to have had an impact on that particular metric). The major challenge is to be able to hire a sufficient number of grad coaches to move from “pilot” programs for select populations to broad deployment to large numbers of students. Redirected consolidation savings as well as external funding sources (i.e. grant support) have the potential to overcome this challenge. Graduation coaching has been shown to be effective in several pilot programs, targeting specific populations of students (Latino students, HOPE recipients; etc.) These same populations exist on both campuses. Therefore, expansion of the cadre of graduation coaches so that populations of students on both campuses are served is essential to achievement of the overall goals of the consolidated institution.

This strategy supports CCG Goals 1, 2, 3 & 4. Additionally, this strategy should aid in shortening the time to degree completion through the intrusive advising function.

KENNESAW STATE UNIVERSITY

Strategy C: Education Advisory Board – Student Success Collaborative

KSU partnered with the Educational Advisory Board to implement the Student Success Collaborative (SSC) software. SSC is designed to support data-driven advising efforts that enable proactive, informed interventions with at-risk and off-path students. The system mines ten years of historical data to generate actionable risk assessments for each student allowing for focused attention on issues impeding graduation. Each program will identify program-specific success marker courses that will contribute to an analysis of a student’s risk for completion of that program. Program-specific intervention strategies will be developed to aid the student in mitigating that risk or in finding an alternative path to degree completion (i.e. a change of major). The biggest challenge is that the accuracy of the risk assessment is better when the student has taken more courses and especially multiple program-specific success marker courses. This could lead to an accurate risk-assessment only being available at a time when a change of major could lead to the accumulation of excess credits and delay degree-completion. On the other hand, it is better to take a little longer to complete a degree than not complete one at all. KSU is currently piloting the SSC platform in each of the degree-granting colleges. Post-consolidation, beginning Spring 2016, KSU plans to develop pilot campaigns for colleges and degree programs on the Marietta campus.

This strategy supports CCG Goals 1, 2 ,3 & 4. Additionally, this strategy should aid in shortening the time to degree completion through the intrusive advising function.

Strategy D: Ad Astra Platinum Analytics

Surveys of students who either stopped out or were taking more than 6 years to complete a degree program indicated that one of the major barriers to timely completion was course availability. 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.

The on-going, re-evaluation of course sections allows academic departments to redirect faculty resources to higher-demand courses. In addition, daily data-snapshots provide an on-demand analysis of general education courses to help absorb the projected increase in fall 2014 new student enrollment. This analysis includes consideration for time conflicts and provides optimal times for additions and reductions in seats offerings. For Fall 2015, Ad Astra will be used to help academic departments determine general education course offerings on both the Kennesaw and Marietta campuses.

Future utilization of the software includes a simulated registration feature to identify course time and scheduling conflicts and course planning/block scheduling tools for new freshmen.

Challenges to optimum utilization of the tool include

availability of faculty, availability of classroom space, and the timely ability to change scheduled offerings. Some space alleviation may be realized post-consolidation.

This strategy supports CCG Goals 1, 2, & 3; Additionally, it should also help shorten the time to degree-completion by aiding progression through increased course availability in what have been, traditionally, bottleneck courses.

Strategy E: Online & Hybrid Course Delivery

Both KSU and SPSU have made substantial progress in restructuring course instruction through alternative delivery methods. Each has made substantial investment in hybrid and online instruction. For example at SPSU, in spring 2014, 72 (8.8%) of the 818 unique courses offered had at least one section offered in a hybrid format and 189 (23.1%) of the courses offered at least one section completely online. At KSU, in the same semester 190 (11.7%) of the 1,622 courses offered had at least one section taught in a hybrid format and 112 (6.9%) of the courses offered had at least one online section. At both institutions there have been substantial increases from previous years. In addition, SPSU is a participating campus in the USG eCore program and although KSU is not currently a participating campus, the recommendation has been made that the post-consolidation institution be a participating institution.

The availability of both hybrid and online formats facilitates scheduling for students with substantive non-education related obligations (work, family, etc.) that often interfere with a student’s ability to progress in a timely manner. In addition, the online format provides educational opportunities to populations that have difficulty obtaining post-secondary education in the traditional, campus-based approach. These populations include individuals working at jobs with inflexible scheduling, individuals working at jobs where they are expected to travel extensively, military personnel who are deployed out of the U.S., shut-ins, and others. One of the significant challenges with online course delivery is ensuring both quality and accessibility for students with a variety of disabilities. The use of the Quality Matters® certification process for both course design and instructor preparedness aids KSU in meeting both of those challenges.

This strategy supports CCG Goals 1, 2 & 8; This strategy also facilitates degree attainment by populations of students prevented from completing a degree or delayed in completing a degree because of inability of those students to participate in traditional, on-campus, face-to-face education (e.g. active military personnel; students working long, inflexible schedules; student whose employment involves substantial travel, etc.).

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES AND ACTIVITIES (ORGANIZED BY STRATEGY) – EACH STRATEGY HAS BEEN DESCRIBED IN SECTION 2.

Strategy A: Supplemental Instruction

- Goals**
- 1) *increase the number of degrees awarded*
 - 2) *increase the number of degrees earned “on time”*
 - 8) *restructure instructional delivery*

Summary of Activities (Progress)

Supplemental Instruction (SI) was launched as a pilot program in spring 2006 with just 1 section in each of two courses. Currently in serves over 70 sections of nearly 20 different courses with 1,200-1,500 participating students each fall and spring. In addition to the traditional SI program, which is organized through University College, several similar programs have been implemented in specific departments. Most notably, Chemistry is using a modified version called Peer-Lead Team Learning (PLTL) in which student participation is mandatory. KSU’s math department will be implementing in fall 2014 an SI-like program specifically designed for pre-calculus and calculus courses. At SPSU, SI is not currently employed as an academic success strategy for students in high-risk courses. Increased funding should become available through redirection of savings associated with consolidation. This will allow expansion of the number of sections of high-risk courses that could be served by SI including courses taught on the Marietta campus of the post-consolidation institution.

Interim Measures of Progress

The traditional measure used in assessing the success of an SI program is a decrease in the D,F,W,I rate for participating students. Over the 7 years that KSU’s SI program has been in operation the D,F,W,I rate in participating courses has decreased from an average of 38% for students who attend no SI sessions to an average of 18% for those who attend one or more SI sessions. Furthermore, the data indicate that when student attendance is subdivided by number of sessions attended (1-3, 4-6, 7-9, or 10 or more) there is a small but significant increase in performance as the number of sessions attended increases.

Measures of Success

In light of the stated goals for the Complete College Georgia initiative a project was undertaken this past academic year to directly measure the effect of SI participation on the 1-semester and 1-year retention rates. The calculations indicate that, when compared to students who did not attend any SI sessions, those who attended even a single session had significantly higher retention rates. The magnitude of the difference ranged from 7-10 percentage points for 1-semester retention and 6-9 percentage points for 2-semester (1-year) retention (Appendix E). Finally, although not statistically

significant, the pattern suggests that the more SI sessions attended, the higher the retention rate. Although it has not been possible to calculate a direct effect on degree completion, it is assumed that higher rates of retention and higher rates of progression (by not having to repeat failed or dropped courses) should lead to higher levels of degree completion.

Strategy B: Graduation Coaches

Goals

- 1) *increase the number of degrees awarded*
- 2) *increase the number of degrees earned “on time”*
- 3) *decrease excess credits*
- 4) *provide intrusive advising*

Additionally, this strategy should aid in shortening the time to degree completion through the intrusive advising function.

Summary of Activities (Progress)

An analysis of the relationship between HOPE support and graduation rates (Appendix F) indicates that students who lose HOPE support after their first year of attendance have a significantly lower 6-year graduation rate (32.5%) than students who maintain HOPE support (51.1%). Given this, a pilot program (Thrive) was developed to provide academic support to students who enroll at KSU with HOPE support (H.S. GPA \geq 3.0) but who did not qualify for KSU’s Honors program. Thrive consists of first-semester learning communities featuring a special version of our award-winning, nationally recognized, highly effective first-year seminar, a series of academic success workshops, co-curricular programming, social events and other features designed to connect the student with the institution. One of the key features of the program is the use of a graduation coach assigned to each of the cohorts in the pilot (the fourth cohort will enter in fall 2014). Results from this ongoing pilot are presented below and in Appendix G.

A major interest, and an associated goal for the CCG initiative is the desire to increase both the enrollment and the success of the Hispanic/Latino population. Two external grants totaling nearly \$1.7M were obtained from The Goizueta Foundation to first study the life-cycle of Latino students and then create a pilot program to increase their success. Like the Thrive program, the Recruitment, Retention and Progression to Graduation program for Hispanic/Latino students (HL/RRPG) is multifaceted with academic success workshops, financial aid guidance, co-curricular and social programming and other features designed to enhance the students’ connection to the institution. As with Thrive, a key feature is the employment of a graduation coach to provide motivational and other support throughout participating students’ university experience. Results are presented below and in Appendix H.

Over 50% of KSU’s intake of new students each year comes from transfers into the institution from other institutions. A large number of them are from KSU’s three largest feeder institutions are Georgia Perimeter College (GPC), Georgia Highlands College (GHC) and Chattahoochee Technical College (CTC), a TCSG institution. Many are from underrepresented/underserved populations and/or from economically disadvantaged populations. KSU has recently received a \$3.2 M grant from the Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE) – First in the World (FITW) initiative. The key feature of the proposed program is to provide graduation coaches to serve this population. Support letters were obtained from the respective presidents of GPC, GHC & CTC to provide space on their campuses for the graduation coaches to meet with prospective transfers to KSU to better prepare these students for transfer and aid in pre-transfer course selection to increase the probability of post-transfer success. With these funds, KSU will be able to provide adequate resources to serve all of the students transferring to KSU who are in the targeted populations from these three institutions in both the pre-transfer and post-transfer stages as well as students from other institutions in the post-transfer stage.

Graduation coaching has been shown to be effective in several pilot programs (see below), targeting specific populations of students (Latino students, HOPE recipients; etc.) These same populations exist on both campuses. Therefore, expansion of the cadre of graduation coaches so that populations of students on both campuses are served is essential to achievement of the overall goals of the consolidated institution.

Interim Measures of Progress

Results from the Thrive program are provided in Appendix G, Table 1. In each of the first and second cohorts, first-to-second year retention was significantly higher for Thrive participants than for students in an academically and demographically matched control group (5 percentage points for cohort 1 and 16.4 percentage points for cohort 2). The increase held through the second year of the

program for cohort 1 with first-to-third year retention being 7.4 percentage points higher than the control group. Of greater interest, with respect to potential graduation rates, given the relationship between maintenance of HOPE support and graduation rates, is that the percentage of Thrive participants maintaining HOPE support after earning 30 credit hours was 19.7 percentage points higher than the control group for cohort 1 and 16.3 percentage points higher for cohort 2. The increase in the percent of students in cohort 1 maintaining HOPE support extended to the 60 credit hour checkpoint with Thrive participants maintaining HOPE at a rate of 67.3% compared to 50% for the control group.

An unanticipated bonus in the Thrive program is that participating minority students (mostly African-American) showed even greater results than Thrive participants as a whole (Appendix G, Table 2) with first-to-second year retention rates of nearly 95% even greater effects on maintenance of HOPE support. While minority students fared slightly better (78.8%) than Thrive participants as a whole (71.9%) in maintaining a GPA \geq 3.0 the differential from the control group was dramatically better since only 31.4% of the minority students in the control group achieved that level of success (Appendix G).

Partial results from the first three cohorts in the H/L RRPg program as presented in Appendix H. Table 1, show first-to-second year retention rates over 90% for cohorts 1 and 2 and projected to be over 90% for cohort 3 while the retention rate for all KSU students is 76% and for all Hispanic/Latino students is 78%. The advantage continues when analyzing first-to-third year retention (80% for H/L RRPg Cohort 1 vs. 61% for all students and 67% for all Hispanic/Latino students). Table 2 shows that progression rates, to both sophomore status and to junior status, for program participants are also higher than for all KSU students, and higher still than that observed for non-participating Hispanic/Latino students. Furthermore, many of the students are currently on-track to graduate in 4 years

Both the Thrive program and the H/L RRPg program are multi-faceted making it difficult to determine which features, either singly or in combination, are responsible for the observed success of students in the program. However, structured interviews of participants in both programs indicate that: a) the programs engendered a desire to graduate from KSU; b) a majority of students felt “comforted” knowing that a graduation coach was available to them; and 3) those students who used the services of the graduation coach frequently attributed their success primarily to the coaching (“it kept me on track”).

Measures of Success

The ultimate measure of success of these programs and of the graduation coach model of integrated service delivery will be the effect on the 4-, 5-, and 6-year graduation rates and on the number of degrees conferred. The average time to degree-completion will also be a measure of success. Neither these particular programs nor the use of graduation coaches (in name or function) has been around long enough to measure the effect on graduation. In the interim, other measures such as retention and progression rates provide a measure of program effectiveness.

Strategy C: Education Advisory Board – Student Success Collaborative

Goals

- 1) *increase the number of degrees awarded*
- 2) *increase the number of degrees earned “on time”*
- 3) *decrease excess credits*
- 4) *provide intrusive advising*

Additionally, this strategy should aid in shortening the time to degree completion through the intrusive advising function.

Summary of Activities (Progress)

KSU has completed the technical implementation of the software and has identified eight pilot programs as early implementers. Academic department chairs, graduation coaches and/or lead academic advisors for each pilot program have participated in multiple training sessions on the software platform, including the use of predictive analytical workbooks to identify student success markers. All eight pilot programs are currently developing program-specific intervention strategies/campaigns for at-risk and off-path students to improve retention and enhance degree progression. Final “Go-Live” training for pilot program graduation coaches and academic advisors will occur in September 2014. Pilot Programs will begin actively using the SSC platform beginning in October 2014. Post-consolidation, beginning Spring 2016, KSU plans to develop pilot campaigns for colleges and degree programs on the Marietta campus.

The full implementation of the SSC software is scheduled to be completed by August 2015 on the Kennesaw campus. Full implementation on the Marietta campus is slated for either Fall 2016 or Spring 2017. KSU plans to make SSC an integral part of the advisement process to help identify at-risk/off-path students and apply early interventions to improve student retention and enhance degree progression. University-wide intervention strategies / campaigns will be identified and implemented, including a “Day One” readiness assessment and early-alert program. An audit of current advising processes for improving workflow, practice, and systems integration will also occur.

**Interim Measures of Progress
Measures of Success**

Because we are in the early stages of “pilot” implementation, no interim success metrics are available yet.

The following are suggested metrics for tracking the successful usage of the EAB SSC software in improving retention and graduation. Usage of the platform in theory should enhance advising best practices that help build a stronger connection between KSU and the student as well as enables advisors to better mentor students based on the pathways of success used by prior students who graduated. To align this metric with the Noel-Levitz Strategic Enrollment Planning (SEP) engagement, tracking should occur using all primary intake groups using existing and forthcoming IPEDS cohorts:

- Full-time and Part-time, First-time (no prior postsecondary experience) Degree Seeking Students
- Full-time and Part-time, Non-First-time (prior postsecondary experience) Degree Seeking Students

These intake groups will be further categorized based on first-generation, Pell Grant recipient, and adult learner student populations. In addition, they can be filtered by their discipline area using a 2-digit CIP (classification of instructional program) code.

First Semester (fall-to-spring) Retention Rate

First-year (fall-to-fall) Retention Rate

Graduation Rate – three-year (for transfer students), four, five, and six years (for all students).

Finally, because implementation of this platform is not without substantial cost, it is imperative that a return on investment (ROI) be measured. KSU currently admits approximately 3,500 new first-time, full-time, first-year students each year. Each percentage point increase in retention, therefore represents 35 students retained that would not have been retained otherwise. At a conservatively estimated average revenue of \$4,000 per retained student, each percentage point increase in retention brings in approximately \$140,000 of additional revenue. Therefore, a retention increase of 2 or 3 percentage points should pay for the cost of the platform. Increases in 2nd and 3rd year retention will provide additional revenue as will increases in retention of transfer-in students. Thus, even modest increases in retention should justify the cost of the platform implementation. However, these calculations are complicated by the, as yet unknown, total cost of implementation that includes the possible necessity for additional personnel to fully implement the platform in a way that would maximize the potential for positive impact.

Strategy D: Ad Astra Platinum Analytics

- Goals*
- 1) *increase the number of degrees awarded*
 - 2) *increase the number of degrees earned “on time”*
 - 3) *decrease excess credits*

Additionally, it should also help shorten the time to degree-completion by aiding progression through increased course availability in what have been, traditionally, bottleneck courses.

Summary of Activities (Progress)

KSU used Platinum Analytics to inform academic departments of course demands/bottlenecks when building the course schedules, based on historical trends in student enrollment, evaluation of degree requirements and completion of course prerequisites, and historical preferences in course selections.

Interim Measures of Progress

In the initial deployment of this tool, the following adjustments were made to the fall 2014 course schedule.

- 196 courses were identified as addition candidates (more seats were needed to meet student demand). For these courses, 2,500 additional seats are being offered when compared to fall 2013.
- 39 courses were identified as reduction candidates (fewer seats were required to fulfill student demand). 500 seats are being removed from these courses when compared to fall 2013.
- 19 courses were identified as elimination candidates (low demand for the course).
- For Fall 2015, Ad Astra will be used to help academic departments determine general education course offerings on both the Kennesaw and Marietta campuses.

Measures of Success

Since the Ad Astra Platinum Analytics software in theory utilizes degree audit data from Ellucian

DegreeWorks and scheduling data from Banner to improve course offerings, measuring the successful impact of the software would best be served through metrics for tracking progression and graduation rates. To align this metric with the Noel-Levitz Strategic Enrollment Planning (SEP) engagement, tracking should occur using all primary intake groups using existing and forthcoming IPEDS cohorts:

- Full-time and Part-time, First-time (no prior postsecondary experience) Degree Seeking Students
- Full-time and Part-time, Non-First-time (prior postsecondary experience) Degree Seeking Students

These intake groups will be further categorized based on first-generation, Pell Grant recipient, and adult learner student populations. In addition, they can be filtered by their discipline area using a 2-digit CIP (classification of instructional program) code.

Undergraduate Progression Rate from one undergraduate classification (i.e., freshmen, sophomore, etc.) to the next. Positive changes to the course offerings at KSU based on actual student need using a degree audit should in theory result in faster rates of attainment from one year to the next.

Number of credits attempted. Improvements in course offerings could potentially result in students carrying higher course loads.

Number of credits earned. Again, improvements in course offerings could potentially result in students earning more hours as they attempt more hours, and could also reveal potential student support needs through hours withdrawn.

Graduation Rate – three-year (for transfer students), four, five, and six years (for all students).

Strategy E: Online & Hybrid Course Delivery

Goals

- 1) increase the number of degrees awarded
- 2) increase the number of degrees earned “on time”
- 8) restructure instructional delivery

This strategy also facilitates degree attainment by populations of students prevented from completing a degree or delayed in completing a degree because of inability of those students to participate in traditional, on-campus, face-to-face education (e.g. active military personnel; students working long, inflexible schedules; student whose employment involves substantial travel, etc.).

Summary of Activities (Progress)

KSU has made a substantial commitment to online education and to the use of alternative formats such as hybrid course offerings. Looking at the last 5 years enrollment in online courses has risen from 3,996 students enrolled for 11,979 credit hours in fall 2009 to 8,581 students enrolled for 25,539 credit hours in fall 2013, more than doubling online enrollment in that time frame. Projections are for another increase in fall 2014. Similar results are seen when looking at enrollments for spring or summer terms. Enrollments in courses taught in hybrid format have also seen increases, although hybrid courses were not readily identifiable in Banner until spring 2011. Currently enrollment in hybrid sections is approximately equal to the enrollment in online sections except in summer terms when online enrollment substantially exceeds enrollment in hybrid sections. There are now several degree programs at both the undergraduate and the graduate levels that are offered completely online. SPSU has also made online and hybrid format delivery of instruction a high priority. Enrollment in hybrid format courses has increased from 3,562 credit hours in fall 2009 to 5,226 in fall 2013 while enrollment in online courses has increased from 7,859 in fall 2009 to 17,952 in fall 2013. As with enrollments at KSU. Similar increases are seen when looking at spring and summer terms.

Interim Measures of Progress

The increase in enrollment in online and hybrid format courses suggests that students are availing themselves of opportunities to pursue their education in ways that provide flexible access, thereby mitigating some of the barriers faced by students with family and work obligations that hinder their educational progress. However, no direct measure of an effect on retention, progression or degree completion has been determined at this time.

Measures of Success

The success of this strategy can be measured by continued monitoring of enrollments in online and hybrid format courses. In addition surveys and interviews should be conducted to determine if graduates attribute their success in completing a degree program either wholly or in part to the availability of courses in these alternative formats. Finally, the demographic characteristics of students enrolled in hybrid and, most especially, online courses should be monitored to determine if the availability of courses offered in those formats is indeed opening up new markets (e.g. military personnel) as projected.

ADDITIONAL STRATEGIES

Both KSU and SPSU have utilized, and continue to utilize a number of strategies to increase degree-completion and to shorten the time to degree-completion for students attending the respective institutions. These include outreach programs to high school and middle school students. SPSU has concentrated on the STEM fields while KSU has had a broad spectrum of programs including some in the STEM disciplines. KSU also has a large Dual Enrollment Honors Program (DEHP) that will have nearly 380 participants, mostly high school seniors with some juniors, in fall 2014. Almost 100% of DEHP participants attend college somewhere with approximately 30% continuing at KSU. The wider array of major options that will be available to them post-consolidation should increase that percentage. Many of the students who do continue graduate in 4 years, or even less, because of the accumulation of college credits as a DEHP participant.

SPSU is a member of the Adult Learning Consortium (ALC) and has a process in place for portfolio-based prior learning assessment (PLA). It has been recommended, and approved by the Consolidation Implementation Committee that the post-consolidation institution continue membership in the ALC and adapt SPSU's PLA process to meet the needs of a larger, comprehensive institution.

KSU has been investigating possible software platforms (e.g. Starfish, GradesFirst, etc.) for implementing an early alert process for identifying students at risk for failure in the extreme early stages of a semester (first 3-4 weeks). Personnel and fiscal limitations as well as the existence of other priorities have delayed purchase and implementation of a specific platform. SPSU has an internally-developed early alert system that works on the relatively small scale of an institution of 5,000-6,000 students, but which may or may not be scalable to the post-consolidation institution of more than 31,000 students. As part of the consolidation planning process, however, it has been recommended to continue exploration of possible early alert functionality.

KSU has made extensive use of first-year seminars and learning communities and both have been successful in increasing retention. KSU's first-year experience program has been recognized as one of the best in the country for 11 consecutive years by *U.S. News & World Report*, and in 2010 the program was the recipient of the Regents Excellence in Teaching Award for Departments or Programs.

Both KSU and SPSU have made extensive use of peer mentors to help students become acclimated to and engaged with their institutions. KSU makes extensive use of peer mentors in the first-year seminars because a study conducted in 2007 showed significant performance and retention gains for students in sections with peer mentors assigned.

Finally, KSU is piloting both the stretch-format and co-requisite approach to remediation promoting enrollment in special sections of credit-bearing math courses rather than traditional non-credit remedial courses. In pilot studies, both performance and self-efficacy in the new formats were at least as good as that observed in traditional remedial courses with the added benefit of not having to take extra time to complete remedial work, thereby keeping the students on track for a

more timely graduation. Although the population of students needing remediation in the traditional sense is small at KSU (and non-existent at SPSU since students needing remediation are not admitted) and is likely to be even smaller post-consolidation if the recommended changes in admissions standards and processes are implemented, the new formats will be used for those few students who need remediation and may even be extended to courses outside of the traditional remediation portfolio. For example, engineering students at SPSU should be taking calculus as their first math courses. Some however, need pre-calculus and would likely benefit from the use of the new formats in teaching precalc.

OBSERVATIONS

Most Successful Strategies

Among the most successful strategies for promoting student success are supplemental instruction, first-years seminars and learning communities. KSU implemented first-year seminars over 30 years ago and learning communities over 10 years ago. Accumulated data indicates that students success, as measured by first-to-second year retention is 6 percentage points higher for students enrolled in a first-year seminar and 9 percentage points higher if that seminar was part of a learning community. SI has also been shown to be highly effective (Appendix E) although the extended effects on graduation metrics are difficult to measure.

Preliminary results presented in this report for Thrive (Appendix G) and for the H/L RRRPG program (Appendix H) suggest that the use of graduation coaches is also highly successful although the true measure of success will only be realized when the use of graduation coaches can be extended to all, or nearly all, undergraduates and when they have been in position long enough to measure their effect on degree-completion not just on retention.

Least Successful Strategy

A few years ago, KSU attempted to implement a mandatory 1-credit pass/fail study skills/academic success courses for students on probation. By examining historical data prior to the implementation of the requirement, it became readily apparent that no performance benefit was going to be realized by using this strategy for those students. Instead it is hoped (and projected) that implementation of an early alert process will reduce the number of students placed on academic probation.

Changes in Completion Activities

Given the longitudinal nature of post-secondary education it takes several years to determine the effect of any strategy on degree completion rates and average time to completion. However, interim effects (retention) can be measured in as little as a semester or a year. Institutions, therefore, must be patient enough to give strategies sufficient time to have their effects clearly determined. However, institutions should also be nimble enough to adapt and adopt new strategies that have been demonstrated, usually by implementation elsewhere (although sometimes by partial implementation at the

adapting/adopting institution), to have a high potential for success. KSU is making two such major changes to its CCG implementation plan. The first has already been described in this report. The Education Advisory Board's Student Success Collaborative has shown significant success at other institutions, including Georgia State University. The level of success observed at those institutions, as well as the potential for success inherent in the concept, warranted investment in the platform and inclusion in a revised CCG implementation plan.

The second major change in strategy is the adoption of a policy requiring all first-year students (with some exceptions, including for those who are married and for those living at home with their parents within a certain commuting distance) in the post-consolidation institution to live in campus housing for their first academic year. Living on campus helps students connect with the institution. That ability to connect has been shown in numerous studies to boost retention and/or graduation rates. Furthermore, in examining historical data, it has been observed that KSU experienced a noticeable increase in retention rate and in graduation rate after campus housing was first constructed in 2002. It is expected therefore, that this new requirement should have a significant effect on retention and graduation rates in the post-consolidation institution.

Lessons Learned

The major lesson to be learned from all of the work that KSU has done in the area of student success, as measured by retention rates, graduation rates and degree completion data is that the influencing performance outcomes is a multi-factorial, multi-faceted phenomenon. In controlled pilots it is sometimes possible to determine the effect of a single strategy

(e.g. Supplemental Instruction) on the measured outcome. However, when bringing piloted strategies to scale it is generally true that multiple strategies are employed simultaneously and therefore, the effects of a single strategy cannot be readily ascertained. Extrapolating from the single-factor pilots is likely to be non-informative because the effects of multiple strategies may not be simply additive. It is equally plausible to project that the whole could be less than some of its parts as that it could be greater than the some of its parts. That is, synergistic effects of multiple strategies on a given population could be either negative, neutral, or positive. Since implementation of any of these strategies is not without substantial costs, including but not limited to third-party costs, personnel costs, internal implementation costs and opportunity costs, calculation of a ROI for any individual strategy may be difficult, or even impossible. Instead, it may be more informative to look at the cost of all strategies implemented in a given timeframe and calculate a time-based ROI. One must be careful of the parameters used to make such a calculation. For example, is the ROI to be institution based, system based, or even beyond to consider economic impact on the broader community. It should also be pointed out that the less tangible benefits that accrue from having a more educated population may not be readily measured in financial or economic terms. Therefore, calculation of a ROI may be useful in determining the value of an investment but it may not be deciding factor in determining whether a particular investment should or should not be made.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/KSU.pdf>



Middle Georgia State College

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

Institutional mission

The mission of Middle Georgia State College is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

Student Body Demographics

Middle Georgia State College serves a diverse student body comprised of many first generation and economically challenged students, many of whom require remediation upon admission. With five campuses, the college serves urban, suburban, and rural student populations. Key demographic data impacting Complete College Georgia strategies includes a population which includes 32.1% adult learners, 62.5% Pell- eligible students, and 9.1% of students who require remediation. A complete profile of MGA's Student Body Characteristics is provided in the table below.

SELECT STUDENT BODY CHARACTERISTICS
FALL 2013

Characteristic	Number	% of Total Enrollment
Full-Time	4,961	62.1%
Part-Time	3,028	37.9%
Student Level	#	%
Freshman	3,026	37.9%
Sophomore	1,581	19.8%
Junior	1,243	15.5%
Senior	1,727	21.6%
Other*	412	5.2%
Gender	#	%
Male	3,251	40.7%
Female	4,738	59.3%
Age	#	%
< 25 years	5418	69.9%
> 25 years	2571	32.1%
Average Age	25.2	

Ethnicity/Race	#	%
Hispanic	270	3.4%
American Indian/Alaskan Native	22	0.3%
Asian	211	2.6%
Black Non-Hispanic	2,699	33.8%
Native Hawaiian/Other Pacific Islander	10	0.1%
White Non-Hispanic	4,497	56.3%
2 or More Races	234	2.9%
Unknown	46	0.6%
Residency	#	%
Georgia	7,717	96.6%
Out of State	210	2.6%
Out of Country	62	0.8%
Other Demographic Data	#	%

Pell Eligible	4992	62.5%
Students Requiring Remediation	733	9.1%

The college's service area is expanding but remains focused on 18 counties in Middle Georgia. Fall 2013, the majority (96.6%) of the student body was Georgia residents. Sixty-two percent (62.1%) were enrolled in 12 or more semester hours. Almost fifty eight percent (57.9%) were classified as freshmen or sophomores (37.9% and 19.8% respectively). Ethnic diversity is predominantly White Non-Hispanic (56.3%) and Black Non-Hispanic (33.8%). Hispanic students comprise 3.4% of the student body, Asian students 2.6% of the student body and two or more ethnic groups 2.95% of the student body.

FIGURE 1: FIVE-YEAR HISTORY OF NUMBER OF DEGREES CONFERRED

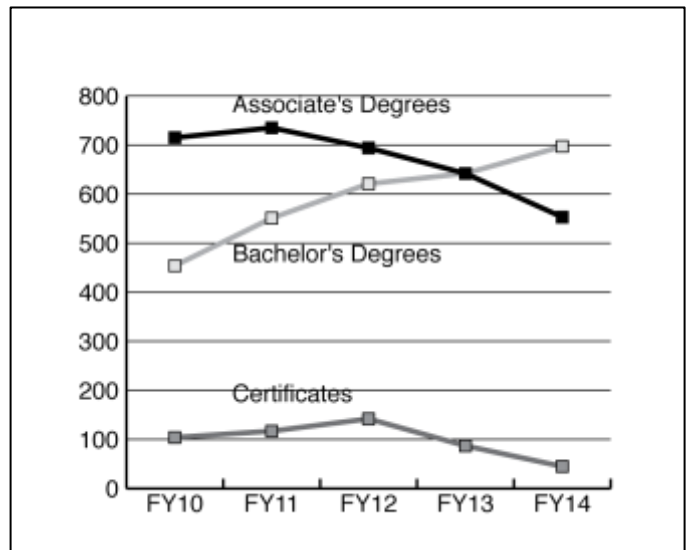
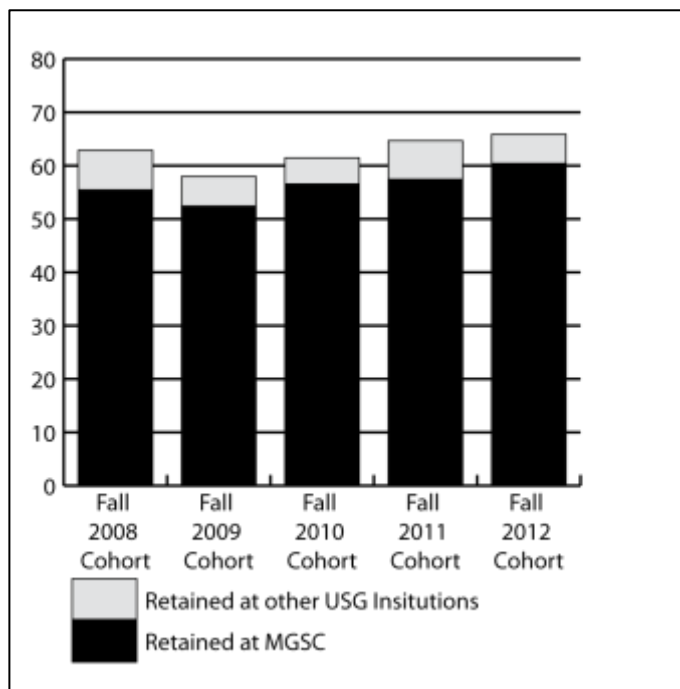


FIGURE 2: ONE-YEAR RETENTION RATES FTFTF



MGA’s mission and demographics (see above) lead to our overarching CCG Goals which have not changed since their adoption: (1) clear and consistent degree and curriculum pathways for completion in time and within credit hours, (2) appropriate academic and student support in order to attain degree completion (3) success in core curriculum and (4) data analytics infrastructure.

Many of the institution’s fiscal and personnel resources were directed to the fundamental work of bringing to fruition the official establishment of a new institution with full approval from SACSCOC in December 2013, the reconciliation of two information technology structures such as two completely different Banner systems and the hiring of Dr. Christopher Blake as the first permanent president of MGA in January 2014. Our single largest accomplishment this year was the integration of the two Banner systems (re: consolidation of institutions) and now the institution can move forward with purposeful modification of the original strategies in the campus plan.

The 2013-2014 strategic work for CCG focused on the advancement of a Freshman/Sophomore College model that includes academic advising, FYE, Living/Learning Communities and academic support centers for mathematics and writing. The Office of Information Technology and the Office of Academic Affairs continued 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).

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal 1: *Clarity and consistency in communicating with students about their curriculum path and providing supports to keep them on the path to completion requires a strategic and dynamic communication plan, via catalog, handbooks, flyers, announcements, advising sessions and websites that do not corrupt the message migrating across five campuses and units of the institution.*

Academic Affairs, Enrollment Services, and Students Affairs have begun to work in tandem via Project Management Plans, to create and sustain a unified communication system. MGA is committed to increasing access and completion for students traditionally underserved in post-secondary education. Two new strategies for 2014-2015 to further impact this goal are Student Academic Progress (SAP) Warning Letters issued by the Office of Financial Aid, and the creation of **Purple Zones**.

Approximately 70% of MGA students are financial aid recipients. Students often do not understand the basis on which their aid is determined or the circumstances that affect the continuance of that aid. A SAP Warning letter will be sent from Office of Financial Aid to students in jeopardy of losing their financial aid and their academic advisor with a directive to see their academic advisor for course selection. The letter will include a statement of the exact number of credits and grades needed to avoid loss of aid. Although academic advising holds are already placed on students on academic probation or who are enrolled in a learning support course, consideration is being given to putting the same hold on students on SAP probation or dismissal. To ensure success of this strategy, in addition to the letters, a list of all students placed on SAP probation or facing SAP dismissal will be sent to the respective academic advisor.

Integral to the academic success of our students is changing a culture where advising has been perceived as synonymous with helping students register for courses to an operational understanding of advising as a process that begins with admissions and concludes with all program requirements met. The next phase in the evolution of the academic advising program is the creation of **Purple Zones**. Modeled after the green-zone strategy for army veterans, the **Purple Zone** is so named because purple is the color used to reference the collective of all branches of the Armed Forces. It is also one of the three colors that brand MGA – purple, silver and black. Marked by the Knight’s Shield of the MGA mascot, the participants trained for the **Purple Zone** will provide concierge-like services for adult learners to include veterans and service members. Anecdotal evidence suggests that these populations of students are routed to many offices before getting their questions answered or their matriculation needs met. Someone trained for the **Purple Zone** would be able to triage the student’s needs and get them to the appropriate office or individuals in a timely manner. This initiative includes personnel and offices representing Academic Affairs, Enrollment Management, and Student Affairs.

Although self-report data is all that is captured with the

411 application, given the institution’s presence on the Warner Robins Air Force base, close proximity to the Veterans Center in Dublin and the new Veteran’s transition center in Warner Robins, of which MGA is a lead institution, MGA is positioned to take an active role in helping the veteran with degree completion. It is envisioned that the **Purple Zone** strategy will be integral to retention of the military veteran.

On August 8, 2014, President Blake addressed the entire MGA community (faculty, staff, directors, Chairs, Deans, Campus directors and Vice-Presidents) to deliver the state of the institution and lay out the three important goals for this upcoming year. One of the three goals is Complete College Georgia. He charged everyone with responsibility both individually and collectively for meeting MGA commitment to CCGA and its commitment to our regional community. We believe with this direction, the strategies we outlined above will succeed because everyone will be aligned and working for the same outcomes. We do not see any significant challenges that would impede our progress; we look at challenges as obstacles to overcome. Those obstacles may slow our work temporarily but we will continue to trend in a positive direction as our data is showing us.

Goal 2: *Continue to shape the institutional culture to align fiscal affairs, enrollment management, student affairs, information technology, and academic affairs in order to increase degree completion, number of degrees completed on time, decrease in excess credits accrued, and shorten time to completion.*

Strategies specific to this goal are implementation of data mining tools that will inform adoption of transformative practices, the creation of school based Complete College Georgia Project Teams, adoption of meta majors, the use of transfer specialists and the redesign of high failure freshman core classes.

To support the faculty in this work, MGA has invested in three data mining tools: BlackBoard Analytics (BBA), Degree Works [*MyDegree*], and EAB [MGA Student Alert Advising System (SAAS)]. BBA provides data that guides curriculum decisions. MyDegree will be used for conducting graduation audits, preparing course registration schedules and for designing the curriculum map for each student. EAB SAAS is an intrusive advising tool that serves multiple masters. At the individual student level it provides data that describes a student’s risk of degree completion which facilitates academic advising. At the unit level, the data informs curriculum decisions. The timing for professional development and implementation for each of these tools was contingent on completion of the Banner data validation process resulting from consolidation of two institutions. This has been a lengthy and tedious process spanning 2 and ½ years. Dashboards built through BBA for deans and chairs to look at curriculum, enrollment, and retention trends were released Spring 2014.

Deans and chairs have already begun analyzing CORE courses with high D,W,F rates.

For the upcoming academic year, each school/department will create a CCG Project Data Team with a representative to sit on an institution-wide CCG Project Team. The Office of Academic Affairs will provide professional development to the school/departmental committees in order to ensure faculty are analyzing, reflecting, and posing hypotheses for improving student progression and graduation. The representative will bring before the institution team data-driven recommendations that improve the probability of academic success for our students through changes in policy or practices.

MyDegree, MGA’s branding of Degree Works, was piloted by Professional Advisors June-July 2014 for program planning and graduation audits. It will be released to faculty Fall 2014 and to all incoming students Spring 2015. SAAS (EAB), an analytical advising tool, will be piloted by three academic programs Fall 2014.

MGA requires students to commit to a major on their application. It was envisioned that declaring a major this early in matriculation would lend itself to community building. Lesson learned is that traditional freshmen have interests, but are not prepared to commit to a narrowly defined major. The creation of meta majors is one of the five 2014-2015 CCG strategies. Meta majors, a collection of like disciplines under one major code, will provide a more robust and meaningful structure for collaboration among Academic Affairs, Enrollment Management, and Student Affairs in the design and delivery of recruitment, orientation, and academic advising programs. Students will declare a meta-major at admissions, such as Health Professions, and then declare a more narrowly defined field of study no later than end of sophomore year, e.g. Nursing. A project team with representatives from Academic Affairs, Information Technology, Enrollment Management, and Student Affairs will begin the process of delineation and adoption of meta majors Fall 2014.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Based on the review of institutional data prepared for SACSCOC Substantive Change Accreditation, the results of the Campus Plan Strategy Survey, 2014 institutional vision and core values, MGA College Completion goals and strategies for 2014-2015 are rooted in the original campus plan, but represent an evolution of those strategies for migration to university status. All strategies are designed as a project plan which includes both workflow and a communication plan. Personnel and resources will focus on two goals and five strategies.

USG CCG GOAL 1	Increase the number of undergraduate degrees awarded
High Impact Strategies	(1) Issuing SAP Warning Letters to students at risk of losing financial aid (2) Creation of Purple Zones that offer concierge-like services to non-traditional students, veterans and service personnel
Summary of Activities	(1) SAP Warning Letters -NEW Initiated by Office of Financial Aid- A letter is sent to the student and copied to their advisor

stating the number of credits and required GPA to return to Satisfactory Academic Progress for Financial Aid purposes. Advisors will use the letters, along with MyDegree and EAB-SAAS, to guide the academic advising conversation and recommend success strategies.

Implement beginning July 2014

(2) Purple Zones -NEW

A Project Team led by Academic Affairs developed the concept. Target date for full implementation January 2015

Interim Measures of Progress

Offices and individuals trained in intrusive advising around issues specific to returning adults and veterans, will have their offices signified by a purple brand that incorporates the institutional logo.

1a Increase the number of intrusive advising sessions with students at risk of losing financial aid

1b. Increase the number of students receiving academic tutoring/student support during the semester of concern

1c. Decrease number of students who stop-out due to the loss of financial aid

2a. Increase the number of adult students receiving personalized services in order to enhance degree pathways for completion

2b. Decrease the number of credits to degree completion

Measure of Success

1.1: 5-year history of number of entering students, by underserved population to include:

- Part-time students
- Adult learners (undergraduate students 25 or older)
- Military and former military students
- First generation
- Underserved minority
- Gender
- Low income (Pell recipients)
- Students with disabilities

Outside Partnerships

None at this time. Responsibilities of academic support personnel are being re-evaluated for possible realignment. A new position, Director of Academic Advising, is under consideration.

Required Resources

Establishment of Purple Zones will require professional development led by experts in the fields of returning adults, service members and veterans. Funds are being requested in the next budget cycle to support both initial and on-going development of faculty and staff.

Operational funds are being requested for purchase of Purple Zone markers and consumables.

If warranted, a new position, Director of Academic Advising, will be requested.

Budget hearing: December 4, 2014

Identification of those involved

Financial Aid Counselors, Academic Advisors, Admission Office, Registrar's Office, Admin Assistants for Campus Directors

USG CCG Goal

Increase the number of degrees that are earned "on-time" (associates in 2 years and bachelor's degrees in 4 years)

High Impact Strategies

(1) Easy access to accurate data that can guide individual advising sessions as well as, core course redesign **ONGOING** - 80% complete

(2) Analysis of data trends around student learning outcomes by school based CCG Project Teams - **NEW**

(3) Adoption of meta majors that will unify the work of Academic Affairs, Enrollment Management and Student Affairs - **NEW**

Summary of Activities

(1) Data Access

Pyramid (BlackBoard Analytics) - Dashboards that report real-time institutional and unit trend data supportive of Enrollment Services and Academic Affairs are accessible to the President, Vice Presidents, Assistant/ Associate Vice Presidents, Deans and Department Chairs.

- *MGA My Degree* (Degree Works) - Piloted Spring and Summer 2014. Released to all Chairs and Administrative Assistance May 2014 to conduct graduation audits; released to faculty and selected staff August 2014 and students September 2014 for program planning.
- *MGA Student Academic Alert System -MGA SAAS* (EAB SSS) - This tool will allow the academic advisor to see any holds that may be on the student's record, including a financial aid hold.

Data validation and report screens in final edit. Piloted Fall 2014.

(2) School based CCG Project Management Teams will be tasked with analyzing data from BBA and EAB - SAAS and (a) using that data to inform curriculum re-design/faculty development and (b) reporting back to the institutional CCG Team.

(3) Adoption of meta majors to provide a more robust and meaningful structure for collaboration among Academic Affairs, Enrollment Management, and Student Affairs in the design and delivery of recruitment, orientation, and academic advising programs.

Interim Measures of Progress

Describe the preliminary outcomes associated with this strategy

(1) Demonstrated skill among faculty and select staff in how to use data to make informed decisions in terms of retention, progression and graduation of students in discipline specific degree programs.

(2) Data profiles of academic success trends among traditionally underserved student groups

Measure of Success

What metric(s) is your institution using to assess the outcome of this strategy?

(1) 5 year history and % of students enrolling in 15 or more credits per semester

(2) 5-year history % and number of students completing degrees on-time.

Outside Partnerships

NA

Required Resources

The college has purchased Pyramid, MyDegree, SAAS (EAB).

Identification of those involved

Academic Affairs, Deans, Chairs, Faculty and Professional Advisors;

SECTION 4 – OBSERVATIONS

This past year, MGA received SACSCOC approval and the college also hired its first President! Dr. Blake began his presidency in January 2014. The full institutional commitment to CCGA was in place however there was a lack of coordinating offices around a strong, cohesive plan. The Office of Academic Affairs was primarily responsible for CCGA. Under Dr. Blake’s leadership, the institution is responsible and it is in his words “a wildly important goal”. He directed his cabinet summer 2014 to address CCGA goals within their units and to work collaboratively with each other for this upcoming year to ensure student retention, progression and graduation.

First lesson learned. The initial point of contact is a determining factor in student retention. It is this conversation between student and institutional representative that puts the student on the path to completion, minimizes probability of the student taking unnecessary courses, and clarifies degree path for career or employment aspirations. That point of contact could be someone affiliated with Academic Affairs, Enrollment Management or Student Affairs. MGA has embraced a project management team approach to resolution of issues that impeded the academic progress of students. One example of the power of this process is New Student Orientation. The event and program is coordinated through Enrollment Management. The Director of Recruiting and Orientation provides a list of attendees to the Associate Dean for the School of Arts and Sciences who is tasked with

coordinating faculty and staff to help with first semester schedule building and registration, an integral part of the day’s agenda. Students come together in a computer lab where they are taught how to access their Banner portal, SWORDS, how to build a schedule and how to register for classes. Transfer students are served by a Transfer Specialist, (specialized Professional Advisor) who evaluates the student transcripts and works closely with the specific receiving academic unit to ensure students are given the maximum amount of transfer credit toward degree completion. Transfer Specialists are given access to the student’s file pre-orientation so they can pre-build a schedule prior to orientation.

Second lesson learned. The academic life of the student is an institutional responsibility. Without a structure for all units to regularly engage in dialog, policies and procedures are often created that are at cross-purposes and resource allocations maybe misdirected away from the greater impact of that allocation.

The Office of Academic Affairs implemented the use of Project Management Teams with representation from all appropriate units. Three noteworthy examples:

- Redesign of the Enrollment Management website,
- Redesign of New Student Orientations and registration events, and
- Collaboration between Student Affairs and Academic Affairs to create a center for non-traditional learners that would also house the offices of the Transfer Specialists.



Savannah State University

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.

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

As the oldest public HBCU in the State of Georgia, Savannah State University continues to educate and develop students who will join the ranks of builders and leaders of communities and societies, regionally and farther afield. The university provides educational experiences grounded in quality instruction and practical experience within the disciplines, through research and scholarship and service to the wider community.

The university has stayed the course in its long history of service to the underserved. Savannah State University currently educates an increasingly diverse student body in a wide range of disciplines at the undergraduate and graduate level. 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 (96%) of students at Savannah State University receive some form of financial aid. For the previous academic year, 76% of the entering class was PELL eligible.

PELL Receiving any Financial Aid	Percent of Entering Class 2013	
		78%
	96%	

The 6-year graduation rate for the cohort entering in 2007 has declined with respect to the previous year. This is specifically the case for graduations at Savannah State University, while the graduation rate of entrants at all USG institutions continues to rise. It must be noted that this cohort has only been slightly affected by the changes adapted in recent years by our CCG initiatives.

	SSU Specific	System-wide
Six-Year Rate for the 2006 Freshmen Cohort	32.1%	38.25%
Six-Year Rate for the 2007 Freshmen Cohort	28.8%	40.2%

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 passed the requisite COMPASS test and have not been adequately prepared for college during their prior education. Such students take learning support courses prior to engaging in college level study. In Fall Semester 2013, these underprepared students comprised 23% 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.

FALL 2012 ENTERING CLASS

	RETENTION		
	SP13	FA13	SP14
All Frosh	92.2%	70.7%	62.4%
Learning Support	86.0%	67.0%	51.0%

% IN GOOD ACADEMIC STANDING

	SP13	FA13	SP14
	All Frosh	78.1%	83.9%
Learning Support	54.7%	53.7%	66.7%

The university still faces numerous challenges as we advance our completion goals. Improving outcomes for students in Learning Support is a key dimension of our CCG effort. These include transforming remediation and progression of students requiring learning support classes.

Stimulation of our capable students in classrooms and laboratories is also an urgent priority. Our emergent honors program and undergraduate research elevate education at SSU.

Advising remains a key dimension as we seek to empower all students through advisement and enable them to clearly and successfully follow their tracks to degree completion. The hiring and training of professional advisors will help us to minimize opportunities for students to take unnecessary courses that do not lead to the degree. We are reviewing with the faculty our major programs requiring more than 120 credit hours, with respect to requisite courses. We are also developing policies and practices that will better guide students toward appropriate course selection along clearer, more streamlined pathways toward degree completion.

We are increasing our efforts at early identification of students in academic difficulty. Grades First early alert, used by faculty to identify students who are struggling in their classes, is in its second year. Our work with the Educational Advisory Board and their Student Success Collaborative will provide an additional technology tool to identify and assist at-risk students, and sustain the path to completion.

In the following section, strategies and tactics that advance our CCG goals are discussed.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

We implement these high impact approaches with one common goal to increase the graduation rate; likewise, we continue to identify erroneous processes that hinder student success and ultimately prevent students from earning their degree. The following approaches will reduce the number of students listed as unsatisfactory academic standing.

1. Use predictive analytics to guide students toward timely completion.
2. Decrease the number of students who are unable to complete their degree due to financial difficulties in their final semester.
3. Increase first- and second-year retention through high-touch academic advising and mentoring.
4. Decrease time to degree and increase access through co-requisite learning support.
5. Increase access and completion for Latino students through targeted recruitment and specialized

programming.

Predictive analytics will allow us to identify students who are not progressing to degree. Such reporting will allow the Center for Academic Success to quickly identify, intervene and advise students in academic crisis or otherwise. It also allows us to assess the efficacy of academic programs.

Intensive advising must assure that students attend courses contributing to their degree requirements and reduce instances of inappropriate registration. We have also identified insufficient controls at the Registrar level that permit students to enroll in courses without satisfying the necessary pre-requisites. We continue to examine solutions or reporting in BANNER that will establish such controls. Advising must be the first gatekeeper and the registrar’s office plays a key role in enabling all university academic personnel to perform at high levels.

Retention and completion are affected to a significant extent by our success, or lack thereof, in transitioning our Access (learning Support) students. They have represented 20-30% of the respective entering class. Efforts to transform remediation and to focus on successful transition to college level learning remain crucial to our completion agenda.

Our response to the Latino students of Georgia is consistent with our historical mission to serve the underserved. As we served the sons and daughters of former slaves and catalyzed integration as full citizens, today Savannah State University collaborates to provide educational opportunity with Savannah Technical College, Armstrong University and our regional government through the CAMINO Initiative sponsored by the Lumina Foundation.

SUMMARY OF GOALS, HIGH IMPACT STRATEGIES, AND ACTIVITIES

<p>Goal One</p> <p>High Impact Strategy/Tactic Summary of Activities</p>	<p>Use predictive analytics to guide students toward timely completion</p> <p>Implementing Student Success Initiative in Collaboration with Educational Advisory Board</p> <p>Savannah State University is in the early stages of implementing EAB’s Student Success Collaborative predictive analytics tool to support academic advising and student degree completion. This tool will impact all students, faculty and advisors on campus by providing data about individual student progress and likelihood of completion; course success and risk profiles; and student at-risk information for entire degree programs and colleges. This year SSU signed on with EAB as a member school and began data extraction and implementation planning.</p>
<p>Interim Measures of Progress</p> <p>Measures of Success</p>	<p>Use of EAB tool by advisors. Percentage of at risk students reached (The tool is working as indicated by the percentage of at-risk students who have been contacted.)</p> <p>Assessment metrics will include advisor utilization data for the software tool, student recovery data from at-risk to not-at-risk status, and degree completion rates for students identified as at-risk</p>

<p>Goal Two</p> <p>High Impact Strategy/Tactic Summary of Activities</p>	<p>Decrease the number of students who are unable to complete their degree due to financial difficulties in their final semester</p> <p>“Closing the Gap” Initiative</p> <p>The “Closing the Gap” initiative provides small scholarships of a \$1000 or less to students in their final semester who do not otherwise have sufficient funds to enroll and complete their degree. On the average for the past 2 years, SSU has provided 50 closing the gap grants of \$1000-1500.</p>
<p>Interim Measures of Progress</p>	<p>Assessed by the number and percentage of recipients who complete their degree in the term of their award</p>

Measures of Success Increased Graduation rate in six years of less

Goal Three **Increase first- and second-year retention rates through high-touch academic advising and mentoring**

High Impact Strategy/Tactic All students under 60 earned credit hours are now assigned 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. This year additional advising staff was hired, and plans are in progress to equip the advising team with new technologies to support their work (see Goal One above).

Interim Measures of Progress Assessment metrics include percentage of students who meet with a CAS advisor and retention rates for first- and second-year students who participate in advising.

Measures of Success Increasing percentage of students in good academic standing and retention at end of first year and second year.

Goal Four **Decrease time to degree and increase access through co-requisite learning support.**

High Impact Strategy/Tactic Restructuring the delivery of learning support

Summary of Activities In conjunction with the USG’s Transforming Remediation initiative, SSU is in the process of restructuring delivery of learning support. Curriculum for combined English/reading courses at both Foundations and Co-Requisite levels was developed and approved this year, and a working group to develop new math courses was established. Efforts are also underway to determine appropriate Area A math pathways for each major and to link these to separate learning support math courses as well. Target implementation for the new English/reading curriculum is Spring 2015, with implementation of new math curriculum and all new policy guidelines by Fall 2015.

Interim Measures of Progress Increase the percentage of students completing LS requirement on first attempt.

Measures of Success Assessment metrics will include the percentage of students who complete their LS requirement on the first attempt and the success rate for students in the subsequent core course in their LS area.

Goal Five **Increase access and completion for Latino students through targeted recruitment and specialized programming.**

High Impact Strategy/Tactic Cultivating recruitment of Latino students and establishing a culture of programming and support for their success at SSU.

Summary of Activities To respond to the educational needs of the Latino population in the state and nation, SSU is expanding its recruitment of Latino students and establishing specialized programming to support their success on campus. This year, a Latino recruiter was hired in Admissions; a Coordinator for Multicultural Outreach in the Center for Academic Success was hired; and SSU energized its participation in the CAMINO initiative, a grant-funded partnership with Armstrong, Savannah Tech and numerous local non-profits and businesses. As part of this partnership, SSU hosted cultural awareness training for faculty and staff, as well as the recruitment and admissions event for Latino students and their families. In addition, SSU was awarded one of the USG’s Hispanic-Latino College Completion Grant, allowing for the implementation of the SOMOS Tigres College Transition program, a first-year success program for Latino students, including a summer bridge experience and year-long academic and social support. Outcomes of these initiatives are to increase the number of Latino applicants to SSU; increase the number of Latino students who attend SSU; and increase the number of Latino students who graduate from SSU.

Interim Measures of Progress Assessment measures will include the number of applications from Latino students; the number of Latino students enrolled;

Measures of Success The number of degrees conferred to Latino students.

Updates and New Initiatives

Savannah State is updating its efforts to improve progression and completion of its students through the following initiatives

Goal Six	Articulation with 2 Year Colleges
High Impact Strategy/Tactic	Seamless Transfer from 2 year colleges to Savannah State Baccalaureate Programs
Summary of Activities	Establish articulation agreements with Savannah Technical College and other 2 year institutions so that students have clear roadmap of courses they must complete at the two institutions to achieve the bachelor’s degree
Interim Measures of Progress	Articulation agreements with Savannah Technical College with roadmaps for SSU majors with corresponding tracks at the technical college.
Measures of Success	Increase in the number of transfer students

Goal Seven	Adult Learning and Online Course Delivery
High Impact Strategy/Tactic	Establishing a Directorate for Adult Learners
Summary of Activities	Processes for evaluation of Prior Learning Assessments will be finalized. Policies have been approved already. SSU will extend its capacity for online course delivery and will increase the number of online courses.
Interim Measures of Progress	Process for Prior Learning Assessment implemented. Increased number of online courses. Development of fully online programs reliant on ECore for students to accomplish core requirements.
Measures of Success	Increase in the number of non-traditional students and transfer students

Goal Seven	Flexible Degree Program
High Impact Strategy/Tactic	Bachelor’s Degree in Interdisciplinary Studies
Summary of Activities	The BS in Interdisciplinary Studies has been approved by the Board of Regents. Now we must advise students and approve their curriculum of study. Advisement will be localized in the new College of General Studies
Interim Measures of Progress	Number of students enrolled in the interdisciplinary tracts
Measures of Success	Number students graduating with the BS in Interdisciplinary Studies and improved undergraduate completion rates

Goal Seven	Honors Program
High Impact Strategy/Tactic	Honors at SSU to respond to the need for challenging curricular and co-curricular experiences among our high achieving students.
Summary of Activities	Appointment of a Director of Honors and advisory body for the honors college. Development of honors track for the core.
Interim Measures of Progress	Enrollment of students in the honors program. Appointment of the director and establishment of advisory committee.
Measures of Success	Decreased attrition between the second and third year.

OBSERVATIONS

Our outreach to Latino students has been a success. We attest to an increase in recruitment of new students. Our SOMOS Tigres summer experience is helping to orient the new cohort of students.

It is too early to see the fruits of our collaboration with the Educational Advisory Board and implementation of the Student Success Collaborative. Engagement with the Educational Advisor Board is a change in our CCG activities toward more robust advising and academic support.

We are increasing our efforts to get full utilization by faculty of the GRADE First early alert.

Reengineering of our learning support promotes faster integration of this student population into college level courses. There are risks to this approach that can be mitigated only by stronger advising and individualized tracking of student progress. To support these students, it is important that our advisors fully utilize the Student Success Collaborative.



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 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 the bachelor’s degree. The first graduating class of BS in Nursing (BSN) students were awarded the bachelor’s degree in May 2014, with 83% (24/29) of those beginning the program achieving the degree at that time. It is noteworthy that three of the five students not graduating in May 2014 will graduate in December 2014. A fourth student is continuing in another BSN cohort at SGSC. The fifth student not completing the degree unfortunately is deceased. The BS in Biological Sciences program began its initial course offerings in fall 2014.

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. (The average age of SGSC students in fall 2014 is 22.) 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 close to two-thirds of students have been Pell grant recipients and over one third have been first generation college students. The “Enrollment and Demographic Trends” table below provides a good look at the SGSC student body’s characteristics.

SOUTH GEORGIA STATE COLLEGE
ENROLLMENT AND DEMOGRAPHIC TRENDS

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Enrollment	3323	3234	3059	2579	2611
Enrollment Status					
Full-Time	2244	2209	2141	1877	1778
Part-Time	1079	1025	918	702	833
Gender					
Female	2118	2008	1916	1584	1686
Male	1205	1226	1143	995	925
Race/Ethnicity					
Hispanic	99	95	103	103	123
American Indian or Alaska Native	6	11	5	10	11
Asian	31	33	30	21	29

Race/Ethnicity, cont.					
Black or African American	1114	1165	1088	839	834
Native Hawaiian or Other Pacific Islander	4	3	5	2	n/a
White	2034	1769	1682	1585	1581
Two or More Races	23	22	30	19	26
Race Unknown	12	136	116	0	7
Class Level					
Freshman	2117	2130	2039	1728	1589
Sophomore	879	812	728	507	518
Junior	n/a*	n/a*	29	29	38
Senior	n/a*	n/a*	n/a*	8	15
Joint Enrollment	95	114	129	96	234
Transients	214	165	127	21	5
All Other	18	13	7	190	212
Underserved					
% Pell Recipient	62.71 %	65.18 %	63.48 %	63.67 %	59.25 %
% First Generation	34.64 %	33.83 %	33.08 %	34.32 %	29.80 %
% Adult Learner	25.76 %	22.26 %	20.04 %	18.61 %	17.20 %

Source: USG Semester Enrollment Reports (Fall 2010-13)/USG ADM Census
Note: (1) All data prior to Fall 2013 has been combined due to institutional consolidation. (2) For junior and senior class level, the data reflects only the number of students enrolled in the BSN and BSBS programs. *The BSN began in fall 2012; the BSBS began in fall 2014.

Because the SGSC Douglas Campus features residence and dining halls, that campus attracted in the fall of 2014 students from 106 of the 159 Georgia counties, from 27 other states, from 10 other countries, and from 344 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.

The key priorities of our completion work were set forth in the SGSC 2013 Campus Plan Status Report in five goals: (1) to transform remediation, (2) to restructure instructional

delivery, (3) to reduce time to degree, (4) to exercise intervention strategies to enhance student success, and (5) to maintain/develop P-12 and community partnerships. The five “high impact” institutional strategies that have the potential to affect a substantial proportion of students and that will be discussed in this narrative overview are integral parts of both SGSC’s Complete College Georgia and Strategic plans. The institution’s 2014-2019 Strategic Plan, which is aligned with the USG Strategic Plan approved in August 2013, also establishes college completion as its number one goal.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

SGSC is pursuing five high-impact strategies, each of which will potentially affect a high proportion of SGSC students and each of which is clearly related to the institution’s completion goals. Success with each of the five strategies, all of which have already been implemented, should lead to an increase in college completion at the institution. The five strategies, which will be described in detail in part 3, are as follows:

- **Continued implementation of the Carnegie Foundation for the Advancement of Teaching’s “Quantway” mathematics pathway:** Funded at SGSC for several years by Carnegie, this strategy allows non-STEM-major students to complete remedial mathematics requirements in one semester and move on to the MATH 1001 Quantitative Skills and Reasoning credit course. This strategy is linked to the SGSC completion goals to transform remediation and to reduce time to degree. While the Quantway strategy applies to only students required to enroll in remedial mathematics courses, it is significant that for the fall semester 2014 approximately one out of every five students at SGSC is required to enroll in a remedial mathematics course. In fall 2014, a total of 500 of SGSC’s 2,611 students (19%) is required to take a remedial mathematics course. It is therefore imperative that the institution employ actions to assist students who are weak in mathematics.
- **Increased presence in area high schools to offer dual enrollment (ACCEL) courses** to qualified students—who are, for the most part, the best students in their schools: SGSC offers introductory courses in English, political science, economics, mathematics, psychology, and history. During just the past year, SGSC courses on high school campuses have expanded from two schools to six, and enrollment numbers have grown proportionally. This strategy is linked to the SGSC completion goal to maintain and develop P-12 partnerships. It is also linked to the USG goal and SGSC’s completion goal to reduce time to degree by affording area high school students a “head start” on their college work.
- **Continued implementation of SGSC’s “Near Completers” strategy** piloted in spring 2014, the intent

of which is to encourage and assist in degree completion students who discontinued enrollment within fifteen hours of degree completion. This strategy is linked to the SGSC and USG completion goals of reducing time to degree.

- **Continued implementation of SGSC’s initiative “Strategies to Emerge, Progress, and Succeed” (STEPS):** This strategy focuses on intervention strategies, such as grade monitoring, tutoring, academic success workshops, and counseling. This strategy is clearly linked to the SGSC completion goal to exercise intervention strategies to enhance student success.
- **Continued implementation and development of SGSC’s emphasis on academic advising as fundamental to the completion agenda:** This strategy, which is fundamental to student degree completion, has been expanded well beyond the assigning of students to faculty advisors. It includes implementation of DegreeWorks and a module on the role of advising and advisors in the college’s first year experience course required for all first-time full-time students. This strategy is linked to the SGSC goals to exercise intervention strategies to enhance student success and to reduce time to degree. It also addresses the USG’s fall 2014 implementation of the “15 to Finish” initiative to encourage students to enroll in 15 hours of classes per semester to graduate faster and spend less money obtaining a degree. Already the percentage of SGSC students enrolling for 15 hours has increased from 14.51 for fall 2011 to 25.7 for fall 2014. SGSC has also been identified by the USG as one of its “vanguard” institutions for the “Guided Pathways to Success” initiative in the use of program of study maps to help students stay on track, graduate faster, and save money on their education.

The five strategies identified above will affect a significant portion of SGSC’s students and will lead to a marked increase in college completion for the institution; however, there are needs and challenges associated with them. For a small institution with two campuses, two effective and long-established off campus sites, and a teaching presence at six high schools, the most significant challenge is to ensure that all completion strategies are in full effect at all locations (SGSC has two campuses (Douglas and Waycross), two well-established off-campus sites (at Valdosta State University and Georgia Southwestern State University), and is offering courses for 2014-2015 at six high schools (Coffee County, Jeff Davis County, Ware County, Pierce County, Appling County, and Jeff Davis County).

Too, it is not just effective implementation that is important. It is equally important to assess the impact of strategies on a consistent and ongoing basis at all instructional sites and make changes for improvement. The following section of this report summarizes the five strategies, associated activities, and measures of assessment.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal	Transform remediation, as well as reduce time to degree
<i>Strategy 1</i>	<i>Quantway remedial mathematics</i>
High-Impact Strategy	The Carnegie Foundation for the Advancement of Teaching’s Quantway remedial mathematics strategy is in its 4th year of implementation at SGSC. The Quantway course affords non-Science/Technology/Engineering/Mathematics (STEM)-major students the opportunity to complete a remedial mathematics requirement, no matter at what level of initial placement, in one semester. The student is then eligible to enroll in the credit-level MATH 1001 Quantitative Skills and Reasoning 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.
Summary of Activities	This strategy is fully implemented. Activities fall into three categories: (1) Quantway faculty and administrative team members training and ongoing professional development; (2) Participation of students enrolled in the course; (3) Promoting the course and recruiting students to participate. <ol style="list-style-type: none"> (1) The Quantway team is comprised of mathematics faculty members, a campus Quantway administrator, and a campus Quantway institutional researcher. All SGSC team members attended training sessions in California and continue to attend annual Carnegie Pathways forums, the last of which was in July 2014. 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. (2) The Quantway course, Mathematical Literacy for College Students (MLCS 0099), has been offered on the Douglas Campus each semester for over three years. The course has not been offered at the Waycross Campus or two SGSC entry program sites (Valdosta and Americus), a situation which will be analyzed during the coming year. (3) The Quantway course needs to be promoted very deliberately on both the Douglas and Waycross campuses. Students tend to shy away from courses employing teaching methods and materials different from what they experienced in high school. Beginning with fall 2014 the college will engage in recruitment actions to promote the benefits of the class and the pedagogy as something to be embraced rather than feared. Promotional materials have been developed over the summer, and faculty academic advisors will participate in an informational session during the week prior to the beginning of fall 2014 classes. (4) Beginning fall 2015 SGSC will have STEM-major and non-STEM-major student tracks for remedial mathematics placement. Non-STEM -major students will be placed in the MLCS 0099 (Quantway) course.
Interim Measures of Progress	The success rate in the MLCS 0099 (Quantway) course has improved during the past year. “Success” is defined as earning a grade of C (70%) or better. At the end of spring semester 2012 the success rate was 22%. From spring 2012 through fall 2013 the success rate increased to 40%. At the conclusion of spring 2014 the success rate increased again to 53%. Also at the conclusion of spring semester 2014 the pass rate for former MLCS 0099 students taking the credit-level MATH 1001 course was 74%.
Measures of Success	<ol style="list-style-type: none"> (1) the MLCS 0099 course pass rate (2) the MATH 1001 course pass rate of students who came to that course after passing MLCS 0099 (3) In fall 2014 we began tracking the number of attempts it takes MLCS 0099 students to pass the MLCS 0099 course.

Goal	Maintain and develop P-12 partnerships, as well as reduce time to degree
<i>Strategy 2</i>	<i>Increase Dual Enrollment (ACCEL) Offerings on Area High School Campuses</i>
High-Impact Strategy	The strategy is to increase dual enrollment (ACCEL) offerings on area high school campuses in order to enroll students with the best chance of college degree attainment, 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	For academic year 2013-2014 SGSC set a goal to increase the number of dual enrollment classes offered at area high schools by 25% over such offerings for 2012-2013. A second goal was to increase the

number of ACCEL students enrolled at area high schools by 25%. Both goals were far exceeded. Offerings expanded from introductory courses in English, economics and political science to fall 2014’s schedule additions of introductory courses in mathematics, psychology, and history. The combination of ACCEL students taught at their high schools, together with ACCEL students enrolled at one of the SGSC campuses, represents students from 19 different high schools.

Interim Measures of Progress	(1) The number of ACCEL students increased dramatically, from 96 in fall 2013 to 234 in spring 2014 – more than doubling the number of students from fall to spring.
	(2) Dual enrollment success rates (A, B, or C), grade distribution, and retention data are quite positive.
Measures of Success	(1) Numbers of students and high schools participating in dual enrollment
	(2) Dual enrollment student grade distribution
	(3) Continued SGSC enrollment data on dual enrollment students after high school graduation

Goal	Reduce time to degree
Strategy 3	Near Completers Initiative
High-Impact Strategy	Piloted in spring 2014 and in full swing summer 2014, the Near Completer strategy identifies students who have “stopped out” within 15 semester credit hours of earning an associate degree at SGSC. Staff in SGSC’s Student Success unit contact 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 major, 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.
Summary of Activities	The strategy was piloted in spring semester 2014 and was engaged for a second time for fall 2014. Students are contacted by phone, met with one-on-one, assisted with a one-stop re-admittance, financial aid, and faculty advisor assignment process, and registered for classes. Student progress is then monitored throughout the semester.
Interim Measures of Progress	Twenty-two students made up the initial cohort; 6 have graduated (27%) to date.
Measures of Success	(1) Numbers of students contacted who re-enroll at SGSC
	(2) Numbers of re-enrolled students who are retained from semester-to-semester
	(3) Numbers of re-enrolled students who graduate

Goal	Exercise intervention strategies to enhance student success
Strategy 4	<i>“Strategies to Emerge, Progress, and Succeed” (STEPS)</i>
High-Impact Strategy	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: <ul style="list-style-type: none"> • Returning residential students will a cumulative grade point average < 2.0 • First – year residential students enrolled in two or more learning support courses at SGSC. • First – year residential students entering with a high school grade point average of ≤ 2.5 and enrolled in at least one learning support course at SGSC.
Summary of Activities	The STEPS strategy involves numerous components: 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. Instructional groups will be formed for first-year residential students entering with a high school grade point average of ≤ 2.5 and enrolled in at least one learning support course at SGSC. These groups will be led by a team of instructors from the Division of Student Success. In addition, the team of instructors will serve as academic coaches for the students.
Interim Measures of Progress	Because the focus of this strategy changed during the 2014-2015 academic year, and because we are developing student learning outcomes and a strategic plan for this strategy, the institution at present has no data to determine accurate interim measures of progress.
Measures of Success	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. <ol style="list-style-type: none"> a. Comparison of learning support success rates for the following populations:

- b. 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.
- 4. First-year residential students from Fall 2013 with a high school grade point average or ≤ 2.5 and enrolled in learning support courses 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.

Goal	Exercise intervention strategies to enhance student success, as well as reduce time to degree
<i>Strategy 5</i>	<i>Academic Advising</i>
High-Impact Strategy	Strengthen academic advising: 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 of both former South Georgia College and former Waycross College, as well as the recently consolidated South Georgia State College. The institution's college completion agenda calls for retaining faculty responsibility, but 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. 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.
Summary of Activities	<ul style="list-style-type: none"> (1) During spring semester 2014, an academic advising task force was created. (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) Two hours of training on the advisement module were provided to SGSC 1000 instructors. (5) An academic advising syllabus was created for the faculty. (6) DegreeWorks was finally operational for faculty advisors at SGSC in April 2014; the institutional consolidation process held up an earlier DegreeWorks implementation. Technology issues continue to prevent rollout for students; however, it is anticipated that these issues will be resolved by spring semester 2015. (7) Four 90-minute DegreeWorks training sessions were provided to faculty on the Douglas Campus, two such sessions were provided on the Waycross Campus, and one such session was provided at each of the off-campus instructional sites (Valdosta and Americus). All faculty members received further training during the fall opening week prior to the beginning of classes. (8) An academic advisement assessment reporting form has been developed. (9) Two teams of SGSC personnel attended National Academic Advising Association (NACADA) workshops in spring 2014, and SGSC is receiving consultative advice from NACADA staff.
Interim Measures of Progress	Since all of the academic advisement assessment measures were developed in late spring 2014 or during the summer of 2014, they will not be utilized until fall semester 2014.
Measures of Success	<ul style="list-style-type: none"> (1) Student and faculty survey instruments to be administered after advising each semester (2) Monitoring student advisement issues identified in DegreeWorks (3) Collecting data on student credit hours of enrollment each semester to encourage maximizing hours to shorten time to degree ("15 to Finish") (4) Faculty survey addressing DegreeWorks training (5) Retention rates of students participating in the first-year experience course (6) Course success rates of students participating in the first-year experience course (7) Numbers and percentages of students successfully completing 30 credit hours in their first academic year (8) Percentage of students declaring a "major" by the beginning of their second semester

OBSERVATIONS

- USG feedback on SGSC's August 2014 submission of the CCG draft status report was very positive and quite helpful, particularly with regard to suggestions for streamlining the report and making it more user-friendly for readers outside the USG.
- There really is no "least effective" strategy, since each of the strategies discussed above has significant potential impact on college completion. The most far-reaching or

“involved” strategy is the “Strategies to Emerge, Progress, and Succeed” (STEPS) initiative, but it probably also has the greatest potential for making a difference. Of course, academic advising – when it is truly well defined and intrusive – also has a tremendous potential impact on college completion.

- The creation of this report is itself a form of assessment and has significantly contributed to focusing attention on activities and assessments.
- SGSC has made no changes to its completion goals and only one change thus far to completion activities. That change has to do with a partnership with the Coffee County School System that began in September 2006 and that was one-time funded by several donors. The “Plant Their Feet” program was designed specifically for one class of fifth-grade students at one of the county’s elementary schools (West Green). The college provided activities at both the elementary school and

college campuses to address the high school dropout rate. Students who stayed with the program through high school graduation were awarded a scholarship to attend SGSC. Of the original group of 64 fifth-graders, almost half graduated from Coffee High School on time (spring 2014), and 13 accepted the scholarship and matriculated at SGSC. Those Plant Their Feet students accepting the scholarship and matriculating at SGSC fall 2014 are being mentored and supported during their first term. Numerous SGSC and Coffee School System personnel assisted with the program. While Plant Their Feet has concluded, other options to help middle school students plan for college attendance are being explored.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/SGSC.pdf>



University of Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of Georgia's motto, "to teach, to serve and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and the nation's intellectual, cultural and environmental heritage. The University's mission expresses "...a commitment to excellence in a teaching/learning environment dedicated to serve a diverse and well-prepared student body, to promote high levels of student achievement, and to provide appropriate academic support services."

UGA has an undergraduate population of approximately 26,000. In fall 2013, 94% of undergraduates were enrolled full time, 43% were male and 26% were of racial/ethnic minority status. In 2013, UGA conferred 6,817 bachelor's degrees. See Table 1 for enrollments and degrees conferred by student subpopulations.

In fall 2013, the University enrolled the most academically qualified first-year class in history, with a mean SAT of 1896 (comprised of a 1282 critical reading and math and a 614 writing score) and high school GPA of 3.86. Also during 2013, UGA enrolled one in 20 Georgia high school graduates. The class is 13% non-Georgian, and 28% of the students self-identified as non-Caucasian. The class is comprised of 7.6% African-American, 11.8% Asian and 5.5% Hispanic. Almost 7% come from families where English is not the first language. Approximately 6% of the incoming freshmen are the first in their immediate families to attend college (*OVPI Annual Report, 2013*).

UGA's first-year retention rates have been steady at 94% for the past several years; completion rates have been climbing, and the four-year rate has increased 10 percentage points in the past five years (see Tables 2 and 3). UGA's retention and completion rates outpace peer institutions and many aspirational institutions (see Tables 4 and 5). UGA completion efforts continue to focus on improving retention and graduation rates, with particular attention on increasing the four-year graduation rate. To this end, top priority completion strategies include: 1) carrying out the First-Year Odyssey Seminar program to support student engagement and first-year retention; 2) guiding students on probation back into good academic standing via the Collaborative Academic and Retention Effort program; 3) implementing the flat-rate tuition model; 4) expanding online course offerings to allow students more flexibility in planning their programs of study; and 5) increasing scholarship funds for need-based and merit-based scholarships. Additional retention and completion strategies can be found in Appendix B.

UGA's completion strategy combines programs targeted to specific populations as well as those that impact the entire undergraduate population. The strategies and programs described below 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. Additional data supporting UGA's completion efforts are available in the appendices.

Institutional Completion Goals and Strategies

First-Year Odyssey. The First-Year Odyssey Seminar (FYOS) program, implemented in 2011, provides all first-year students an opportunity to engage, experience and explore the breadth and depth of the academic culture at UGA. The seminars are graded, one-credit-hour courses that are required for all first-year students. Each seminar enrolls between 15-18 students and is taught by a tenured/tenure-track professor. Over 300 different seminars are offered, allowing each student to select one that aligns closely with his or her interests. The FYOS program seeks to introduce

undergraduates to academic life on campus and to encourage positive, sustained student-faculty interactions. Furthermore, seminars introduce students to the instruction, research, public service and international missions of the University. The involvement of tenured and tenure-track faculty is a unique attribute among similar first-year programs at other research universities. This high-impact practice aligns with CCG's overarching goal to increase the number of degrees awarded in Georgia. By engaging first-year students with the University culture, FYOS is designed to support UGA's efforts to maintain an outstanding first-year retention rate and ultimately increase four- and six-year completion rates.

Collaborative Academic and Retention Effort (CARE).

The Collaborative Academic and Retention Effort (CARE) is an early intervention program designed to address the individual needs of students placed on academic probation. 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. This program is an essential element of UGA's CCG plan and is intended to address CCG Goal 2: Increase the number of degrees earned on time.

Online Learning. The Office of Online Learning was launched in August 2012 to advance online opportunities at UGA. Online course expansion at UGA supports efforts to increase graduation rates and adopt new instructional strategies. In 2013, 1,085 students enrolled in 36 summer online classes; in 2014 enrollment jumped to 1,849 and course offerings increased to 56. These newly developed courses satisfy several degree requirements and are in high demand for UGA students (see Table 6). This important college completion effort allows students to stay on track to graduate with greater flexibility. Additionally, in 2006, UGA's first completely online bachelor's degree program was introduced in Special Education; this program contributes to overall degree completion at UGA (see Table 7). Expanding online

opportunities for UGA students addresses CCG Goal 2: Increase the number of degrees earned on time, as well as Goal 8: Restructure instructional delivery.

Increasing Scholarship Funds via the Gateway to Georgia Scholarship Program. UGA launched the Gateway to Georgia Scholarship program in 2012 in response to the increased need for student financial support. Staff members are actively soliciting funds, and almost \$1.9 M has been received to date. The three scholarships under the Gateway to Georgia program are Georgia Access, a need-based scholarship program; Georgia Opportunity, a merit-based program; and Georgia Gateway General, a general scholarship with more flexible award criteria. Continued gifts and partnerships are necessary to sustain the Gateway program. As of 2013, the Division of Development and Alumni Relations has partnered with the Georgia Department of Revenue to allocate a portion of UGA license plate sales to the Georgia Access Scholarship fund. 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, thereby contributing to CCG Goal 1: Increase the

number of degrees awarded and Goal 2: Increase the number of degrees awarded on time.

Flat-Rate Tuition Model. Since 2009, UGA has offered a flat tuition rate. Currently, tuition for in-state students enrolled in six credit hours or less is \$2,552 and \$4,295 for in-state residents enrolled in more than six credit hours. This flat tuition rate is an incentive for students to take a full course load each semester. Students who take 12 credit hours pay more per credit hour than those who take 15 or more. Students who take full course loads realize significant financial savings and are more likely to graduate on time. According to recent institutional studies, students who take fewer than 15 credit hours at any point in their course of study are 7% less likely to graduate on time. Time-to-degree has steadily decreased over the past decade; however, since the implementation of this tuition policy, time-to-degree at UGA has decreased even more sharply. Time-to-degree for 2013 and 2014 graduates is notably lower than other graduate cohorts (see Table 8). Furthermore, the 2009 entering cohort has the highest four-year completion rate in the past several years (see Table 2).

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal	Increase first-year retention rate
<i>High-Impact Strategy</i> 1	<i>Increase student interaction with tenured faculty and engage students in the various missions of the institution</i>
Summary of Activities	<p>Implemented in 2011, the First-Year Odyssey Seminar (FYOS) program seeks to introduce first-year students to academic life on campus. The seminars are graded, one-credit-hour courses that are required for all first-year students. Each seminar enrolls between 15-18 students and is taught by a tenured/tenure-track professor. Higher education research shows that students who are more engaged in their campus community are more likely to be retained and ultimately graduate. FYOS is an ideal program to accomplish this goal of increased retention.</p> <p>The FYOS program is administered by the Office of the Vice President for Instruction (OVPI), through partnerships with the Center for Teaching and Learning (CTL) and tenured/tenure-track faculty members from a variety of disciplines.</p> <p>The FYOS program includes funding incentives for faculty participation (\$3,000 per seminar) and provides up to \$300 per seminar for academic activities outside of class (concerts, museums, etc.).</p> <p>Recently the FYOS program received the Regents’ Award for Excellence in Teaching in the outstanding program category. The Board of Regents stated:</p> <p><i>“The committee chose this program for its scope and potential influence on all freshmen students and UGA faculty. The committee determined that the program included elements of the Scholarship of Teaching and Learning, student engagement, advisement, application of pedagogy and data-driven assessment. The professional development opportunities and web-based resources provided to faculty, and data supporting the program’s success with students and faculty were a deciding factor in the program’s selection.”</i></p> <p>See www.usg.edu/news/release/six_university_system_faculty_honored_for_teaching_excellence</p> <p>100 percent of first-year students participate in the program.</p>
Interim Measures of Progress Measures of Success	<p>The University’s first-year retention rate continues to be sustained at exemplary levels (see Table 2). Retention rates for underrepresented groups have decreased slightly (see Table 3). This metric will continue to be closely monitored for these groups.</p>

Goal	CCG Goal 2: Increase the number of degrees earned on time
<i>High-Impact Strategy</i> 2	<i>Reduce the number of students on academic probation</i>
Summary of Activities	<p>The Division of Academic Enhancement (DAE) recently expanded the CARE program to meet increasing student needs as well as needs of the growing number of schools and colleges that have joined the CARE program (see Table 9). Participating schools refer students to CARE who are not performing well academically.</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.</p> <p>Students who are served through the CARE program include those who fall on scholastic probation for the first time within participating schools and colleges (see Table 9); 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.</p> <p>Faculty can also refer students who need academic assistance through the Early Alert Program. Students referred through Early Alert receive the same services as CARE students.</p>
Interim Measures of Progress	<p>CARE students in spring 2013 had an average increase of 0.89 in their term GPAs. Those who delayed participation or did not participate at all displayed on average a very small increase of 0.03 in their term GPAs.</p> <p>Significance tests revealed that students who were required to participate in CARE had a statistically significant increase in GPA ($p < 0.05$) compared to students who were eligible but did not participate.</p> <p>Note: 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 there are only three schools/colleges that do not actively participate in the CARE program. Additionally, these schools/colleges have very small student populations. This comparison would not yield beneficial measurements.</p>
Measures of Success	<p>Forty-six percent of students who participated in CARE in spring 2013 cleared probation by spring's end as expected. Only 6% 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 will undoubtedly lead to improved retention and completion rates.</p>

Goal	CCG Goal 2: Increase the number of degrees earned on time
<i>High-Impact Strategy</i> 3	<i>Encourage students to take 15 credit hours per semester through the flat-rate tuition policy</i>
Summary of Activities	<p>The "finish-in-four" tuition model was implemented in 2009 by the Board of Regents. This policy encourages students to take full course loads (15 hours per semester) and graduate on time. Students who take fewer than 15 credit hours per semester pay more per credit hour.</p> <p>See http://www.usg.edu/policymanual/section7/policy/C453/</p>
Interim Measures of Progress	<p>Since the implementation of the flat tuition policy, average time-to-degree has decreased for first-time freshmen (see Table 8).</p> <p>Average time-to-degree for first-time freshmen in the 2009 graduating cohort was 4.18 years, 4.07 years for the 2013 graduating cohort and 4.05 years for the 2014 graduating cohort.</p> <p>Average time-to-degree also has decreased for transfer students from 2.97 years in 2004 to 2.65 years in 2014.</p>
Measures of Success	<p>The four-year completion rate for the 2009 entering cohort is 62.5%, nearly a 10-point increase since the 2004 entering cohort (see Table 2). Additionally, the four-year completion rate has substantially increased for Black/African-American and Hispanic students as well as all non-white students (see Table 3).</p>

Goal	<p>CCG Goal 2: Increase the number of degrees earned on time</p> <p>CCG Goal 8: Restructure instructional delivery</p>
<i>High-Impact Strategy</i> 4	<i>Expand summer online course offerings</i>
Summary of Activities	<p>The Office of Online Learning (OOL) has facilitated the development of new online courses to be offered in the summer. OOL launched the Online Learning Fellows Program in 2013 to provide faculty with the training and support to design, develop and teach high-quality online courses; the program has resulted in 56 new summer courses since 2013.</p> <p>The courses developed are high-demand courses that fulfill several areas of degree requirements (see Table 6). By offering high-demand, required courses in the summer and in an online format, students are afforded flexibility in course scheduling. Increasing course offerings in high-demand areas allows more UGA students to meet degree requirements in a timely manner, ultimately contributing to increased degree completion and reduced time-to-degree.</p> <p>In 2015, UGA's Terry College of Business will launch a two-year degree-completion Bachelor of Business Administration program. The new B.B.A. program and the well-established online Special Education program target working professionals who have earned previous college credits and seek to advance in their careers.</p>
Interim Measures of Progress	<ul style="list-style-type: none"> • In 2013, 1,496 students were enrolled in summer online courses and earned a total of 5,839 credit hours. • In 2014, 2,230 students were enrolled in summer online courses and earned a total of 8,904 credit hours. • Of all 6,609 bachelor's degrees awarded in fiscal year 2014, 683 were awarded to students who completed at least one online course. <p>There have been 91 online B.S.Ed. in Special Education degrees conferred to date (see Table 7). This online degree program began in fall 2006.</p>
Measures of Success	<p>It is clear that online courses contribute to overall student credit hour production and progress toward degree completion. Reduced time-to-degree for participants in online courses is the ultimate measure for success and will be reported as data become available.</p>

Goal	<p>CCG Goal 1: Increase the number of undergraduate degrees earned</p> <p>CCG Goal 2: Increase the number of degrees earned on time</p> <p>Other: Increase scholarship funding</p>
<i>High-Impact Strategy</i> 5	<i>Increase scholarship funds for need-based and merit-based scholarships.</i>
Summary of Activities	<p><i>Gateway to Georgia Scholarship Fund</i></p> <p>Since 2009 the Office of Student Financial Aid (OSFA) has developed several need-based scholarships that are primarily funded by the UGA Foundation. UGA also receives funding from the UGA Athletic Foundation and the Georgia Department of Revenue from UGA vanity license plates. Due to increases in funding, OSFA has been able to increase the award limits for the Georgia Access Scholarship. The award increased from a \$1,000 award in 2010-11 to \$2,500 in 2012-13. The award increased again in 2013-14 from \$2,500 to \$3,000 for Georgia undergraduate students who qualify for a Federal Pell Grant, have a family income less than \$40,000, file a 1040A/EZ Federal Income Tax Return (if required to file), and complete their FAFSA during the academic year.</p> <p>Eligible for four years of renewal, these scholarships include the Georgia Access Scholarship, the University Gateway to Opportunity Program, the Gateway Scholarship, and the UGA Foundation Advantage Scholarship. 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> <p>University of Georgia license plates have raised \$1,875,580 for student scholarships as of September 2014. For each UGA tag sold or renewed, \$10 is designated for Georgia Access Scholarships. Students from communities throughout the state now hold Georgia Access Scholarships and are currently attending UGA with the help of those awards. Since 2012, more than 500 Access Scholarship awards have been provided to UGA students who may not have otherwise been able to</p>

afford the cost of attendance.

Interim Measures of Progress

Contributions to the Gateway Scholarship program as of September 2014 included gifts of \$1,028,228 and pledges of \$786,195 for a total of \$1,814,423 in gifts and pledges to this program. As of fall 2013, 350 students were receiving one of UGA's newly created need-based scholarships.

Retention and completion statistics will be tracked for each cohort in the future.

Measures of Success

The ultimate goal for these scholarships is to improve students' likelihood of earning a degree. Degree completion for scholarship recipients will be reported as these data become available.

OBSERVATIONS

Effectiveness of our completion approach and adjustments

In addition to the individual program assessments described earlier in this update report, the Office of the Vice President for Instruction, along with the Retention, Progression and Graduation (RPG) Partnership, has reviewed UGA's overall completion approach. Following UGA's submission of the 2013 CCG status report, a graduate assistant was hired to coordinate the completion efforts ongoing across campus. The RPG Partnership, a group with representatives from financial aid, institutional research, academic enhancement, instruction, student affairs, and various schools and colleges, met frequently to discuss the progress of various completion initiatives. The RPG Partnership recommended focused studies to better understand factors that contribute to completion obstacles as well as successes.

As completion efforts have been focused on increasing the four-year graduation rate, a time-to-degree study was conducted. According to the study, UGA students who earned 30+ credits in their first year (including earned AP credit) were 21% more likely to graduate within four years than students who earned fewer than 30 credits in the first year. Additionally, students who took fewer than 15 credit hours during the fall or spring semesters were 7% less likely to graduate on time than those who pursued a full course load.

A team of institutional research analysts investigated student course load patterns and how different patterns relate to on-time completion. These analyses indicated that many of the UGA students who took 12 credit hours in the fall and spring semesters still graduated within four years. Additionally, students who took five or six years to earn their degrees did not necessarily earn "excessive" credits; on average, five- and six-year completers earned 125 to 129 resident credits (credit hours earned at UGA). While the data demonstrate that this "excess" credit is negligible, five- and six-year completers may have received additional credit elsewhere (through AP credit, transfer credits, etc.). In future analyses we will attempt to determine total credit hours earned by four-, five-, and six-year graduates and determine where students earn non-resident credit hours. This analysis will help us identify potential barriers to timely completion.

Continued investigation into UGA student course-taking patterns is planned for the upcoming academic year. It may be the case that students who extend their time-to-degree are participating in additional educational programs, such as study abroad, an internship, or are earning a double major. The planned analysis will provide greater insight into this

issue and suggest future actions.

In summary, UGA students are being retained and are completing bachelor's degrees at exceptional rates. UGA's first-year retention rate and four- and six-year completion rates have outpaced most peer institutions and many aspirational institutions (see Tables 4 and 5). Because of these successes, a focused, two-pronged effort has supported our continued upward trajectory for retention and graduation. UGA continues to strive to create and support an engaging environment designed for the success of all students and to focus on specific programs for students who are highly at-risk. By ensuring all students are engaged with the University mission and culture, which is one of the primary objectives of the First-Year Odyssey Seminar Program, and by applying tailored interventions for students who need academic support, we seek to provide each UGA student with the resources required to succeed.

Lessons Learned

This report presents examples of initiatives that create and support an environment designed for the success of all students, with an emphasis on programs targeted to students who are highly at-risk. This concluding section on lessons learned highlights two examples. The FYOS program is an excellent example of strengthening UGA's culture of student engagement, and the CARE program is an example of a program that targets at-risk students. The success of these programs reveals important lessons to share:

- **Engaging Students in the Academic Culture of the University to Promote Student Retention.** Evaluative data from the three-year implementation of the FYOS program indicate that students are being introduced to and assimilated within the academic culture of the University. One-hundred percent of all incoming freshmen over the past three academic years have enrolled in FYO seminar courses in which they engage in small group discussions throughout the semester with tenured/tenure track faculty. Over 16,000 students have participated in the FYOS program. A majority indicate that their experiences in the FYO seminar course helped them understand the importance of taking responsibility for their learning experience. Further, the first-year students indicated that their experiences in the FYO seminar course helped them understand their personal goals for learning and helped them make plans for their future learning. This emphasis on intentional learning has long-term implications for student retention and completion.
- **Early Intervention Leads to Student Success.** Results

from the Collaborative Academic and Retention Effort (CARE) reinforce the importance of early intervention when students are placed on academic probation. This effort also reinforces the importance of campus partnerships that link central academic support to schools and colleges. Students who participate in CARE see significant increases in their GPAs and are often back in good academic standing within one semester of

participation. By identifying struggling students early, and helping them get back into good academic standing, retention and completion become more realistic outcomes for these students.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/UGA.pdf>



University of North Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia (UNG), a 4-campus institution of over 15,000 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. 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. 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, 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 degree pathways provide a fundamental level of access to higher education for the population of Northeast Georgia.

UNG ENTERING STUDENT DEMOGRAPHICS FALL 2013

Total number of entering students Fall 2013	4,174
Full-Time	76%
Part-Time	24%
Adult Learners	17.5%
First Generation	10%
Low-Income	35%
Underserved Minority Groups	20%

UNG SPRING 2014 MILITARY DATA

Received GI Bill	800+
Veterans Classification	348

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

Goal 2: Increase the number of degrees earned on time.

Strategy: 15 to Finish Campaign

In examining enrollment patterns of part-time and full time students at UNG, we noticed that more of our full-time students were taking 12 credit hours than were taking 15 credit hours. Realizing that this was not a reflection of academic ability, but an issue of a culture accustomed to 12 credit hours as full time, we decided to increase the number of

degrees earned on time by launching a Fifteen to Finish campaign. In our campaign we focused on the economic and academic benefits to students, citing national data. Students that complete 30 or more credit hours during their first year of college have a 62% chance of earning an associate degree within two years and a 79% chance of earning a bachelor’s degree within four years (CCA, 2013). The 15 to Finish initiative was aimed at students who intended to be full-time, not our substantial part-time student population. Another concern was increasing course production to meet the increased demand for classes. For this reason, we began the marketing campaign by targeting high schools so that students would enter college expecting to take 15 credit hours. We have added a promotional piece to orientation this fall that not only emphasizes taking 15 credit hours, but speaks to the various ways in which 30 credit hours can be achieved in the freshman year: by combining AP credit, online courses, attendance in the summer term, and CLEP credit with traditional face to face courses on campus.

Goal 6: Shorten time to degree completion.

Strategy: Allow students to earn college credit while still in high school by expanding dual enrollment programs.

When UNG was formed, we had dual-enrollment admissions for both the bachelor and the associate degree pathways. The state pays tuition for dual enrollment, but not fees. The result was that students had to pay academic fees and books out of pocket. This cost was a barrier to participation for lower income students. We wanted to waive the fees, but with the associate level tuition, this was not a financially sustainable model. We conducted an analysis of the success rate of dual enrolled students by entering SAT scores, and determined that we could slightly lower the SAT requirement for admission to the bachelor pathway and end the associate dual enrollment pathway while maintaining access for most students. The higher state university tuition rate of the bachelor pathway made it feasible for us to waive all fees for dual enrolled students, thus reducing financial barriers to participation. Another barrier to participation for high school students is the distance from our campuses. This

academic year we offer dual enrollment opportunities on high school campuses. Our goal through our dual enrollment program is to help students earn college credit while still in high school, and encourage them to matriculate directly to UNG upon high school graduation. 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 degree.

GOAL 6: SHORTEN TIME TO DEGREE COMPLETION

Strategy: Allow students to earn college credit by awarding credit learning that is verified by appropriate assessment: College Level Examination Program (CLEP)

UNG has a well-developed program for awarding credit for prior learning that is verified by appropriate assessment. These strategies support the overall goal of shortening time to degree, and serve not only our high-achieving traditional aged students, but also our adult learners and veteran students. We award credit based on Advanced Placement scores, International Baccalaureate scores, CLEP scores, DSST scores and scores on the Foreign Language Achievement Testing Services (FLATS) administered through Brigham Young University which offers college credit for over 60 different foreign languages. The College Board has selected UNG to highlight in its Spotlight on Best Practices in using CLEP.

Goal 6: Shorten time to degree completion

Strategy: Allow students to earn college credit by awarding credit learning that is verified by appropriate assessment: American Council on Education (ACE) recommendations.

UNG awards credit for military training and experience and corporate training based on the American Council of Education (ACE) credit recommendations, as well as an approved process for awarding credit based on portfolio

review. The two biggest challenges to these strategies have been ensuring faculty support and communicating these opportunities to students. In the process of creating the UNG policies that support credit for prior learning, we have used national data, recommendations of the American Council on Education and comparison studies of cut scores conducted by the Adult Learning Consortium to assure faculty of the validity of these assessments. Our Center for Adult Learners and the Military, admissions team, and academic advisors work to inform students of these opportunities. These strategies not only shorten time to degree, but they also validate and acknowledge the experience and learning our adult learners and veterans bring with them, encouraging and motivating them to pursue their educational goals.

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

Strategy: Expand completely online opportunities.

UNG has chosen to restructure instructional delivery to support educational excellence and student success by expanding completely online opportunities. Not only do online courses provide flexibility for students' schedules, but as an institution with four campuses, they provide greater access to more programs of study across the whole university. In order to rapidly expand access to general education core courses, UNG became an eCore affiliate in spring of 2014. We have elected to focus our own course development on courses in the major and graduate programs, as a more strategic use of institutional resources. We take very seriously the charge to make sure that our online courses are of comparable quality to our face-to-face courses. In the process of consolidating the new university, we required that all existing courses as well as all new courses developed by UNG faculty undergo a Quality Matters review, which verifies the quality of the course design. We have also implemented Smarter Measurer as an orientation and screening tool to help students be successful in their online courses.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

Goal 2	Increase the number of degrees that are earned "on time" (associate degrees in 2 years, bachelor's degrees in 4 years)
<i>High-impact strategy</i>	<i>Fifteen to Finish campaign, Promote full-time enrollment of 15 credit hours per semester (See Appendix A & B)</i>
Summary of Activities	<ul style="list-style-type: none"> • Developed 15 to Finish (Learn More, Save More with 15 to Finish) posters and disseminated in high schools to change the culture from 12 credit hours per semester to 15 credit hours per semester. • Presented to over 5,000 middle and high school students, parents, and counselors on the benefits of 15 to Finish. • Incorporated 15 to Finish Video in orientations to target incoming freshman and transfer students. • The Advising Center has also adopted 15 to Finish marketing materials to encourage current students to increase enrollment to a minimum of 15 credit hours per semester. • Advanced scheduled incoming freshmen on the Dahlonega Campus. • The admissions team has ordered t-shirts, notebooks, mugs, and Frisbees to promote 15 to Finish to new and existing students.
Interim Measures	A comparison of enrollment by credit hours from fall 2013 to fall 2014 show a 25% increase in the

Of Progress number of students taking fifteen or more credit hours.

	Fall 2013	Fall 2014
12 credit hours	3186	3269
13 credit hours	2689	2705
14 credit hours	1343	1150
15 credit hours	1329	1851
>15 credit hours	1690	1907

- 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 semesters.
 - Number of students completing 30 or more credit hours in their first academic year.

Goal 6 Shorten time to degree completion.

High-impact strategy Allow students to earn college credit while still in high school by expanding dual enrollment program

- Summary of Activities**
- UNG conducted ACCEL Recruitment Events and Counselor Workshops on each campus during fall 2013 and spring 2014.
 - Over 1,500 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.
 - Developed a model to strategically deliver dual enrollment courses to high schools in our service area. For the 2015 school year, UNG has partnered with Jackson, Oconee, Towns, Fannin, and Union County School Systems in the delivery of ACCEL courses at the high schools.

Interim Measures Of Progress Statistics based on fall 2014 enrollment to date show a **74% increase** over last fall in combined ACCEL/MOWR registered students from **268** in **fall 2013** to **469** students in **fall 2014**.

DUAL ENROLLMENT FALL 2013

Total Participants	268
Earned six or more credits	73
Earned 12 or more credits	82
Earned 16 or more credits	113
Total college credits earned	3,789
Matriculated immediately after High School Graduation	43%
Number of participating high schools in service region	59

- Measures of Success**
- 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.

Goal 6 Shorten time to degree completion.

High-impact strategy Provide programs that allow students to earn college credit by awarding credit learning that is verified by appropriate assessment - CLEP

- Summary of Activities**
- Approved policies to support this goal.
 - Implemented policies with the 2013-2014 undergraduate catalog.
 - Educated academic advisors and the coordinator of the Center for Adult Learners and the Military for the purpose of encouraging students to take advantage of programs.
 - Incorporating information on prior learning credit into New Student Orientation.
 - Added information about prior learning assessment and CLEP is included in a variety of places on our website.

Interim Measures Of Progress For 2014 year-to-date, UNG administered 784 CLEP exams, awarding 3,389 credit hours as a result.

- Measures of Success**
- Number of exams administered
 - Number of credits awarded based on CLEP scores

Goal 6 Shorten time to degree completion.

High-impact strategy Provide programs that permit students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment – ACE credit recommendations

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.
- Coordinator makes a recommendation of credit to the academic department for approval.
- Finalize credit that has been approved by the academic department so it does not have to be approved again.
- Built database of articulated credit, streamlining the process for future students.
- Follow ACE guidelines in awarding credit based on CLEP or DSST scores.
- Awarded credit for corporate training transcript

Interim Measures Of Progress

ACE CREDIT AWARDED FOR MILITARY TRANSCRIPTS FALL 2013

Credit hours	266
Academic Disciplines	13

- Measures of Success**
- Credit hours awarded

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

High-impact strategy Expand completely online opportunities

Summary of Activities

- UNG requires all online courses to undergo a Quality Matters review.
- UNG 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.
- UNG hired an eCore advisor to serve as a single point of contact for eCore students and to contact and assist at-risk students.
- Implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses.

Interim Measures Of Progress

ONLINE COURSE ENROLLMENT AND CREDIT ATTEMPTED

Semester	UNG Online & eCore Headcount	Credit Hours
Fall 2013	2,161	8, 516
Spring 2014	2,409	10, 155
Summer 2014	1,516	6,162
Fall 2014	2,555	11,163

- Measures of Success**
- Offer fully online courses to students at UNG.
 - Number of credits attempted in Fall 2013 for courses offered completely online.
 - Number of credits successfully completed in fall 2013 for courses offered completely online.
 - Number and % of degrees conferred in which at least one course has been fully online in the 2013-2014 academic years.

Aspirational Goals

The state of Georgia was chosen by Complete College America as a Guided Pathways to Success (GPS) state to participate in the GPS Institute 2014, and the University of North Georgia was chosen by the University System of Georgia as a GPS Institution. The Guided Pathways to Success Initiative helps students develop a clear path to on-time completion from freshman year to senior year in college. In our implementation of the GPS initiative, UNG will focus on 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.

Additionally, UNG has collaborated with Pioneer RESA and local high schools to develop fifteen career road maps

that illustrate how specific UNG classes and majors align with the Georgia Department of Education Career Clusters (See Appendix E). The career road maps have been disseminated to high school students, parents, and counselors throughout the UNG service region. The goal of GPS and the high school career road maps is to help students understand the relevance between education and the workforce.

OBSERVATIONS

UNG has implemented several completion strategies that have proven to be successful. Some of them, such as expanding online course availability and awarding credit for prior learning were a part of the completion strategies from the beginning. Others, such as the expansion of the dual

enrollment program and the Fifteen to Finish campaign emerged from the analysis of our student data during the initial year combined with strategies that were emerging in national trends as high impact strategies. We have chosen to prioritize the strategies we are pursuing in a different order over the last three years. Strategies that were producing significant results were moved up the priority list, while others were moved down the list. 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.

In addition to the strategies highlighted in this report, the University is engaged in transforming remediation through a series of pilot projects in math, English and reading. Although technically not a reverse transfer program, UNG is utilizing

the expertise of the National Institute for the Study of Transfer Students, which is housed on our Dahlonega campus, to develop similar degree completion procedures for students transitioning internally from Associate Degree programs to Bachelor degree programs.

Appendices:

<http://completecollegegeorgia.org/Plans2014/Appendices/UNG.pdf>

- Appendix A: What's Your 15?
- Appendix B: Learn More, Save More with 15 to Finish
- Appendix C: The Outcome is Income
- Appendix D: Your New BFF's
- Appendix E: High School Career Road Map



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 2,183 degrees in fiscal year 2013. The number conferred has risen since fiscal year 2009 when the university awarded 1,895 degrees. This represents an increase of 16%.

There were 11,929 students enrolled in the Fall 2013 semester: 9,959 at the undergraduate level (83%) and 1,970 at the graduate level (17%). The overall enrollment at the university rose 6% from 11,252 in Fall 2008 to 11,929 in Fall 2013. It is important to note, too, that UWG's increasingly diverse population is linked to growing numbers of students who are eligible for the Pell grant, a federal grant issued to students with financial need. To illustrate, in Fall 2008, 23% of our undergraduate students were Pell-eligible. That number jumped to 45% in 2009 and 52% in 2010. The Pell-eligible figure remained steady at 52% until Fall 2013 when it increased again to 55%. Although trends in average SAT scores have decreased somewhat over the past five years, UWG has a history of success with our students in that 80% of undergraduate credits are successfully completed and fall-to-fall retention rates are at 74%.

Changes in our student population certainly influenced the initiatives we selected for our Complete College Georgia campus plan. We purposely targeted interventions we believed would benefit first generation students, working students, and those who could profit from more directed guidance. Those strategies include intrusive academic advising; early, proactive academic interventions; online offerings attractive to working students; and block scheduling that enhances success for new freshmen transitioning from high school to college. Further, we are moving toward shortening the time required to earn a degree. As a result, we have strengthened options for earning credit by exam and are exploring prior learning assessment through membership in the Adult Learning Consortium. Lastly, UWG's dedication to access to higher education through dual enrollment has resulted in a tripling of these students over the past five years (to 103 in FY 2013-2014) and in credits earned by these students (to 992 in FY 2013-2014).

In sum, the University of West Georgia is 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 has taken and will continue to take a more directed approach to helping our students with course

progression and degree attainment. The details of our FY14 completion work are outlined in Focus Area 2: Institutional Goals and Strategies and described more fully in Focus Area 3: Strategies and Activities Update.

INSTITUTIONAL GOALS AND STRATEGIES

This FY14 Status Update (Narrative Overview) addresses the five most prominent strategies targeted by UWG's Complete College Georgia Campus Plan. In this section (Focus Area 2), each strategy is introduced by answering three questions:

1. How will meeting the goal increase completion for our students?
2. What needs or challenges to achieving the completion goal have been identified?
3. What steps or programs has our campus taken to address the identified challenges?

1. Intrusive Academic Advising

Intrusive advising, also known as proactive advising, is a research-based approach that deliberately structures student intervention at the first sign of academic difficulty in order to motivate the student to seek help. The intrusive model emphasizes the role of trained and responsive professionals to guide the student toward degree completion.

For more than a decade, the UWG Excel Center provided advising for first and second year students and tutoring or supplemental instruction for all students. However, continuing enrollment growth made it difficult for the unit to keep pace with increased demand for its services. In Fall 2013, UWG responded to this challenge by dividing the unit into two centers: the Advising Center and the Center for Academic Success. Two new directors were hired in Spring 2014 to lead the units in their expanded missions.

Additionally, UWG partnered with the Education Advisory Board – Student Success Collaborative to implement a technology-driven, intrusive advising model that is grounded in predictive analytics. The EAB-SSC model is under development and will be piloted with three groups of UWG students in Spring 2015 (i.e., Nursing, Business, and students served by the Advising Center).

2. Dual Enrollment and Credit-by-Exam

Both strategies help shorten time-to-degree for those students who take advantage of these initiatives.

Dual enrollment: UWG's dual enrollment efforts began in the fall of 1995 with the opening of the Advanced Academy of Georgia, which is the state's residential program for high school students that allows them to concurrently enroll in high school and college level courses. The highly selective admission standards for the Academy are appropriate for this demographic group; however, many more high school students are capable of performing well in college courses through dual enrollment programs with more typical admission standards. Thus, it was not surprising when local K-12 superintendents identified UWG's dual enrollment admission policies as out-of-step with our peer institutions, as well as USG policy, and asked that they be revised (note: at that time our admission standards were the Advanced Academy standards). In response, UWG examined trends in student performance data (dually-enrolled students vs. regularly-admitted freshmen students). The Faculty Senate approved revised admission standards for dual enrollment (exclusive of standards for the Advanced Academy) after reviewing the performance data that demonstrated student success in the dual enrollment program. Dual enrollments have steadily increased since this change.

Credit-by-Exam: Several faculty members asked the Faculty Senate to address the issue of out-of-date and/or overly restrictive credit-by-exam policies. In response, the Senate directed all departments to review their credit-by-exam policies. As a result, updated departmental policies have expanded credit-by-exam options for students. The President approved the Senate recommendations, which were implemented in Fall 2014.

3. Early Alert –Early Intervention

The EA-EI initiative was introduced in FY13, with a simple electronic alert that faculty members could send to Student Services indicating that a particular student in one of their classes was at risk of not succeeding.

The Excel Center, which was charged with coordinating interventions, realized that it was overly burdened and inadequately prepared to take on the additional duties associated with the EA-EI initiative. This recognition partially drove the decision to divide the center into two new units with new hires (see Intrusive Academic Advising above). Student Affairs implemented the *Grades First* software in FY14 to provide logistical support for the initiative.

4. Online Offerings

Online courses, to include fully online and hybrid sections, as well as fully online undergraduate degree programs have the potential to serve working students and/or adult learners exceptionally well. Many UWG departments are enthusiastic providers of high-quality online programming.

The need for additional faculty to teach in growing online programs remains a significant challenge for the institution. For example, course sections in the fully online B.S. in Criminology program continue to fill the first day of registration each term.

5. Block Scheduling (ACCESS Pilot Project)

This pilot program (Accelerated Core Curriculum: Expanding Student Success, ACCESS), a specialized Learning Community, gives incoming freshmen an attractive scheduling option to ease their transition to college. For example, students enroll in 15 hours for the entire term, but take only three courses at a time. One of the three runs the length of the entire term, while two are finished in eight weeks. When those two are complete, students enroll in two more eight-week courses. This scheduling arrangement allows students to experience the rigor of college work in a highly supportive environment, but allows them to focus on a reduced number of classes at any one time.

The ACCESS program was recently awarded funding as part of the USG CCG Innovation Grants program, in response to the faculty's proposal noting that recent high school students would benefit from block scheduling during their first year in college. The pilot project enrolled its first students in Fall 2014.

STRATEGIES AND ACTIVITIES UPDATE

1. INTRUSIVE ACADEMIC ADVISING

CCG Goal 4: Provide intrusive academic advising to keep students on track to graduation.

Two High Impact Strategies.

UWG implemented two significant, complementary advising initiatives in FY14.

- Advising Center. The former Excel Center was redesigned as the new Advising Center with a proactive case management approach that assigns an individual student to the same professional advisor until the student declares a major and begins to work with a faculty advisor.
- Education Advisory Board-Student Success Collaborative (EAB-SSC). UWG partnered with the EAB-SSC to build a technology-driven, intrusive advising model that is grounded in predictive analytics.

Summary of Activities

- Advising Center. Students are classified into four tiers, dependent on their academic status regarding progress toward graduation. Advisors proactively intervene with students in a timely manner, based on students' particular needs.
 - Tier 1 (students on track for graduation in four years in their current major)
 - Tier 2 (students off track for graduation in six years in their current major)
 - Tier 3 (students new to the University of West Georgia)
 - Tier 4 (students on track to graduate in five or six years in their current major; these are the students who can benefit the most from meeting with their academic advisor)
- Education Advisory Board-Student Success Collaborative. The Vice President for Student Affairs and Associate Vice President for Academic Affairs

attended the EAB-SSC Intensive Launch, a two-day orientation to the partnership in early Spring 2014. EAB-SSC's technology team is working with UWG to develop the academic advising algorithm. Steps are underway to begin the pilot program with three groups of students in Spring 2015 (Nursing, Business, and students served by the Advising Center).

Interim Measures of Progress

- Advising Center. (1) 95% or more of Tier 4 students meet with academic advisor as needed.
- Education Advisory Board-Student Success Collaborative. EAB-SSC's Project Readiness goals are on track (i.e., Program Leadership, Communication, Accountability, Workflow). The technical implementation is moving forward as expected (i.e., Status = green, Concerns = none, Outstanding Requests = none).

Measures of Success

- Advising Center. (1) Number of students in each tier who meet with their advisors each semester. (2) Progress toward degree. (3) 30-60-90 hour benchmarks. (4) Four and six year graduation rates.
- EAB-SSC. Successful pilot project in Fall 2014 and Spring 2015 with three groups of students and their professional advisors. Successful scaling up to entire campus in Fall 2015.

2. DUAL ENROLLMENT AND CREDIT-BY-EXAM (See data in Appendix Tables 7, 8, 31 – 34)

CCG 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.

UWG employs a two-pronged approach related to CCG Goal 6. (1) Promote and expand opportunities for high school students to participate in dual enrollment on campus and online, to include the UWG Advanced Academy. (2) Promote and encourage students to submit AP and IB scores and take advantage of appropriate CLEP exams.

Summary of Activities

- UWG created the position of Pre-College Coordinator to work with area high school counselors and students to promote dual enrollment opportunities. UWG is also creating a second position to work with students who will attend the UWG Newnan Center.
- UWG continues to promote Credit-by-Exam opportunities for students and has provided exam times for incoming students at each orientation session.
- UWG has created a re-enrollment program targeting dual/joint enrollment students to encourage them to stay at UWG to complete their college degree.
- The university recently submitted its request for membership to the USG Adult Learning Consortium for consideration by the ALC Executive Committee at its

November 17, 2014, meeting. Further, the UWG College of Social Sciences formed a Steering Committee that is developing policies and procedures to guide Prior Learning Assessment (PLA) opportunities to award academic credit in some programs.

Interim Measures of Success.

Fall 2014 applications for Dual Enrollment (exclusive of the Advanced Academy) are up 76% over Fall 2013 (167 compared to 95 last year). In the incoming freshmen class there are 200 students, roughly 9% of the expected 2200 freshmen, who will not be required to take ENG 1101 because of dual/joint enrollment credit, sufficient AP or IB scores, or passing a departmental challenge exam.

Measures of Success.

- (1) Number of students enrolled in dual/joint enrollment each semester.
- (2) Number of credit hours generated by AP, IB, and CLEP credit-by-exam opportunities.
- (3) Number of PLA-generated credit hours.

3. EARLY ALERT – EARLY INTERVENTION (See data in Appendix Tables 37-39 and Figures 1, 2)

CCG Goal 2: Increase the number of degrees that are earned "on time."

High Impact Strategy.

UWG implemented a system that identifies "at-risk" students and provided a mechanism for faculty/staff to alert appropriate personnel of at-risk behaviors and poor academic performance in order to provide meaningful interventions.

Summary of Activities.

UWG purchased and launched *Grades First*, an early alert software package that allows faculty to alert our Center for Academic Success (CAS) of students with poor academic performance. Further, the *Grades First* system allows CAS staff to: 1) communicate with students via text and email, 2) create and save contact reports, and 3) create and save Academic Success Plans. It also allows students to schedule tutoring and academic coaching appointments online. A *Grades First* training program was held in Summer 2013 and a user's guide was created and distributed to help faculty learn how to use the system.

A proactive campaign was launched in Summer 2013 to identify students with poor academic profiles/performance and begin outreach before classes began in Fall 2013. A retention analysis was conducted and revealed that freshmen with an index score below 2,350 were at a higher risk for attrition, so all incoming freshmen in Fall 2013 with the 2,350 index or lower were contacted and encouraged to use CAS services prior to the start of fall classes. Additionally, returning students who were on academic warning or were returning to UWG from probation were contacted prior to the start of the fall term.

The CAS also restructured our mentoring program and altered the role of mentors to serve as Peer Academic Coaches. Students needing assistance were assigned to a Peer Coach who met weekly with the student and an Academic Success

Plan was created to identify and monitor the specific areas of need for the student. Further, the CAS expanded tutoring and supplemental instruction offerings during the 2013-2014 academic year. For example, extended tutoring hours ran from noon to 11 pm and additional sites were established to provide tutoring in designated residence halls and Ingram library locations.

Interim Measures of Progress.

2013-2014 academic year data will establish the baseline for future comparisons, because usage data for tutoring and supplemental instruction had not been kept previously. Additionally, this was the first year of operation for the *Grades First* system.

Measures of Success.

- (1) Number of students using tutoring/supplemental instruction each semester.
- (2) Number of students who meet 30-60-90 hour benchmarks.
- (3) Freshmen retention rates.

4. ONLINE OFFERINGS (See data in Appendix Tables 2, 35, 36, 40)

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

High Impact Strategy.

UWG provides fully online and hybrid courses, as well as one fully online undergraduate program (B.S. with a major in Criminology, housed within the College of Social Sciences), to help working students and adult learners achieve their academic goals.

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. What began as a gradual addition to the traditional full term course plan, with three courses offered in Summer 2012, has now evolved into 20 of the 24 eCore® courses being offered in multiple 8-week sessions. The 8-week courses and full term courses require identical course learning outcomes and rigor. Restructuring course delivery, thus shortening time to degree completion, is in direct response to the CCG plan.

Several departments are significantly strengthening their online offerings. For example, the UWG College of Social Sciences' fully online B.S. in Criminology program recently completed an articulation agreement with West Georgia Technical College that facilitates the smooth transfer of 15 lower division units in Area F to directly transfer to UWG. The UWG Department of Management in the Richards College of Business is working with West Georgia Technical College with the goal of signing articulation agreements for CISM 2201 and BUSA 2106. Beginning in Fall 2014, the Management Department will begin enrolling students in its new e-Flex Management Program. Additional UWG

departments that recently increased their undergraduate offerings of online courses include Accounting and Finance, Economics, English, Mass Communications, and Political Science and Planning.

UWG Online and the Faculty Development Center, with support from UWG's Center for Teaching and Learning, facilitates faculty participation in Quality Matters (QM) training to enhance effective online instruction. The B.S. in Criminology program is moving to a fully approved QM curriculum.

Interim Measures of Progress.

- (1) Number of faculty who complete the Quality Matters training.
- (2) Number of new online undergraduate courses.
- (3) Number of online undergraduate course sections.
- (4) Number of fully online, undergraduate programs.

Measures of Success.

- (1) Number of students who successfully complete undergraduate online or hybrid courses (grades of A, B, C, S).
- (2) Graduation rates from the fully online B.S. in Criminology program.

5. BLOCK SCHEDULING (ACCESS PILOT PROJECT)

(See data about Learning Communities Appendix Tables 23, 24)

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

High Impact Strategy.

The ACCESS pilot project, a type of block scheduling, provides structured scheduling for new freshmen. Students enroll in full schedules – designed within restructured delivery timeframes – that allow students to focus on a reduced number of courses at any given time. Additionally, courses are scheduled to allow students to complete more credits per semester, thus saving them time and money as they complete their degrees.

Summary of Activities.

The pilot project is called ACCESS – Accelerated Core Curriculum: Expanding Student Success. Its purpose is to study the effectiveness of structured scheduling on student achievement, retention, and progression (RPG). Two freshman cohorts (one pursuing a 120-hour B.A. degree and the other pursuing a 132-hour B.F.A. degree) will take courses during Fall 2014 and Spring 2015 under a modified schedule, allowing B.A. students to complete 30 course credits and B.F.A. students to complete 36 in their first year.

A unique aspect of this project is its emphasis on faculty development. UWG's Center for Teaching and Learning will facilitate this work through a faculty learning community (FLC) of administrators and ACCESS instructors from the Colleges of Social Science, Science and Mathematics, and Arts and Humanities. Beginning in the Summer 2014, the ACCESS FLC met to review current RPG data for B.A. and B.F.A. students, discuss best practices in course design for block scheduling, investigate ways to increase student engagement, and evaluate methods for supporting students in the cohort

model. Faculty will also be guided through a scholarship of teaching and learning (SoTL) process to identify an area of research related to the teaching of their ACCESS course. The FLC will continue to meet during the fall and spring semesters to discuss their projects and their findings. Results of these SoTL projects, along with data on students' academic achievement and retention, will be valuable for understanding the effectiveness of the ACCESS model on student learning and for planning for scale-up at UWG and beyond.

Interim Measures of Progress.

- (1) Faculty indicator: Collaborative planning of courses.
- (2) Faculty indicator: SoTL projects focused on student achievement designed in Summer 2014, implemented in Fall 2014, data analysis in Spring 2015, and writing completed in Summer 2015.

Measures of Success.

- (1) Student indicator: Completion of 15 (B.A.) or 18 (B.F.A.) semester credit hours during first term.
- (2) Student indicator: Completion of 30 (BA) or 36 (BFA) semester credit hours during first year.

OBSERVATIONS

UWG has been successful with our intentional approach to the Early Alert - Early Intervention program, tiered advising, assigned advisors using a case advising approach, aggressive recruiting for dual enrollment, and online offerings of high-quality programming (courses and one undergraduate, fully online degree program) that are attractive to working and

adult students. Further, we anticipate that our new partnership with the Education Advisory Board - Student Success Collaborative will be a game-changer in terms of improving academic advising to support progress toward degree completion.

UWG faculty and administrators engaged in a year-long examination and discussion of the principles that support adult learning. The ongoing dialogue resulted in the Faculty Senate's unanimous support that UWG request membership in the USG Adult Learning Consortium. This year-long process modeled best practices in faculty governance that will serve our campus well as we continue to improve programming and services for adult learners.

Lastly, the grand opening of our new Center for Adult Learners and Veterans will take place on Veterans' Day (November 11, 2014). The center will aid the retention, progression, and graduation of students through services and support programs for adult learners, veterans, and their families. It will function as a first point of contact for these populations, much like a concierge service, which then connects students to various units across campus that can provide needed assistance. The center is one of many strategies UWG has embraced to make our campus more attractive to adult learners and veterans who are returning to school to achieve their academic goals.

Appendix:

<http://completecollegegeorgia.org/Plans2014/Appendices/UWG.pdf>



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 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:

VSU OFFICIAL ENROLLMENT, FALL 2009-FALL 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Enrollment	12,391	12,898	13,089	12,515	11,885
Undergraduate	10,328	10,794	10,728	10,290	9,718
Pell Eligible	3,768	4,642	4,978	4,715	4,575
% Pell Eligible	36.5%	43.0%	46.4%	45.8%	47.1%
First Generation Undergraduate	3,089	3,253	3,314	3,176	2,870
% First Generation	29.9%	30.1%	30.9%	30.9%	29.5%
Adult Learners	1,162	1,365	1,468	1,419	1,454
% Adult Learners	11.3%	12.6%	13.7%	13.8%	15.0%

Valdosta State University is committed to educating our diverse student population consisting of students from our local, state, national, and international communities. Our commitment to student success over the past year has led to

partnerships with our technical and two-year institutions to implement our Pathways Program, restructuring to create Centralized Advising, and cross campus collaborations to develop both the Faculty and Advisor Portal and Math Placement.

INSTITUTIONAL COMPLETION GOALS AND STRATEGIES

High Impact Strategy 1: Pathways Programs (Goal 1, Strategy 1.1)

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.

High Impact Strategy 2: Centralized Advising (Goal 4, Strategy 4.2)

In August of 2013, VSU hired a Director of Centralized Advising to support the development of an intake model for first time, first year students. Over the course of the 2013-2014 academic year, the Centralized Advising Center established a team of eight professional academic advisors using five existing staff members and three new hires to serve incoming first year students. Advising assignments are based on major, and the goal of the Center is maintain an advisor to student ratio of no more than 1:300. The advisors developed and implemented a communication plan to expand communication with applicants in order to facilitate the “hand-off” from applicant to student. Additionally, advisors will gather qualitative data currently not being collected in regards to student engagement, motivation, and other issues impacting student success. As a result of these new strategies, VSU expects a 3% increase in retention rate of the fall 2014 cohort from the retention rate of the fall 2013 cohort.

The implementation of Centralized Advising will provide first year students with intrusive advising, a proven approach for enhancing student success, that has never been available across the incoming class 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 address these challenges, the Director of Centralized Advising and Center staff met with the leadership team from each college to discuss partnerships to create an environment of support to enhance student success. Each professional advisor serves as a liaison to an assigned college and works to keep the communications 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.

High Impact Strategy 3: Faculty and Advisor Portal (Goal 4, Strategy 4.2)

During the 2013-2014 academic year, we have continued to expand our data warehouse in size and scope to include some of the following: orientation tab, student contact information tab, textbook adoption, email tab, color coding for at-risk tab, advisor worklist, and departmental specific portals. Students

about whom a faculty member utilized the portal had a **4.9% higher retention rate** than those who did not. A chi-square test for independence was conducted to determine the significance of the relationship. The relationship was found to be significant, $\chi^2(1, N=1,880)=4.776, p=0.029$. This means that students who had a faculty member utilizing the portal are more likely to retain at a higher rate than those who did not.

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.

High Impact Strategy 4: Math Placement (Goal 4, Strategy 4.2)

Starting in Fall 2013, upon admission to VSU, students were 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. The VMI assignments are:

- 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. See APPENDIX TABLE 6.

SUMMARY OF GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

High Impact Strategy 1: Pathways Programs

Goal	Target increases in access and completion for students traditionally underserved in postsecondary education.
High Impact Strategy	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.

Summary of Activities

During 2013-14, VSU signed articulation agreements with nine Technical College System of Georgia institutions, as well as, Georgia Military College, North Florida Community College, and Central Texas College. We continue to accept degrees from the Community College of the Air Force into the Pathways Programs. 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.

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 2013-2014 academic year, 35 students enrolled as a direct result of the Pathways Program.

Measures of Success

The success of this program will be measured by the number of graduates who complete a degree through the Pathways Program.

High Impact Strategy 2: Centralized Advising

Goal *Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.*

High Impact Strategy

In August of 2013, VSU hired a Director of Centralized Advising to support the development of an intake model for first time, first year students. Through reorganization and an increase in staffing, the Center for Centralized Advising now has eight professional academic advisors to serve incoming first year students. Students are assigned to the advisors based on academic major.

Summary of Activities

Under the direction of the new Director, 5 existing employees and three new hires developed and implemented a communication plan implemented with the incoming class of fall 2014. The goal of the communication plan is to expand communication with students in order to facilitate the “hand-off” from applicant to student. Advisors in Centralized Advising will advise students until they have earned sophomore status; at that point, students in good standing will move to advising in the departments of their major. In addition to student support, Centralized Advising has increased the use of tools in the Faculty and Advisor Portal to support first-year student success through the implementation for the communication plan.

Interim Measures of Progress

During Summer 2014, the Centralized Advising team began advising students as part of New Student Orientation and advised 2175 students over 12 orientation sessions and months leading up to fall semester. The advisors served a major role for applicants as they transitioned to students before, during, and after orientation. This form of communication and relationship was absent prior to the development of this unit.

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.

High Impact Strategy 3: Faculty and Advisor Portal

Goal Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.

High Impact Strategy

The Faculty and Advisor Portal is an electronic portal that connects faculty, students, and support services. The portal enables faculty to view an interactive class roster with photos, reports, and easy referral methods. If an instructor marks a student as at-risk due to attendance, an email is sent to that student’s advisor, housing, & the academic support office. If an instructor flags a student as having problems with course content, a notification is sent to a professional advisor or tutor who will then reach out to the student.

Summary of Activities

During the 2013-2014 academic year, we have continued to expand our data warehouse in size and scope to include the following: orientation tab, student contact information tab, textbook adoption, email tab, color coding for at-risk tab, advisor work list, and departmental specific portals.

Interim Measures of Progress

For faculty who had 100 views or more, students in their classes had a 6.3% higher pass rate than those who had less than 100 views. In order to determine if the increased pass rates were statistically significant, a chi-square test for independence was conducted. The relation was significant, $\chi^2(1, N=7,475)=28.097, p<.001$. This means that students whose faculty had at least 100 views in the portal are more likely to have higher pass rates than students who had a faculty who had fewer than 100 views.

For faculty who set at least five flags, the pass rate of their students is 10.2% higher than the pass rates of the faculty who set fewer than five flags. In order to determine if the increase in pass rates was statistically significant, a chi-square test for independence was conducted. The relation was significant, $\chi^2(1, N=7,475)=50.078, p<.001$. This means that faculty who set at least five flags in the portal are more

likely to have higher pass rates than the faculty who had set less than five flags. Students who had a faculty member who utilized the portal had a 4.9% higher retention rate than those who did not. A chi-square test for independence was conducted to determine the significance of the relationship. The relationship was found to be significant, $\chi^2(1, N=1,880)=4.776, p=0.029$. This means that students who had a faculty member utilizing the portal are more likely to retain at a higher rate than those who did not have a faculty member who utilized the portal.

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.

Completion Priority: Math Placement

Goal	<i>Use predictive analytics to help identify students who are off track and help students understand their likelihood of success in particular programs.</i>
High Impact Strategy	Starting in Fall 2013, upon admission to VSU. Students were assigned a VSU Math Index (VMI). The VMI is based on students' admission data (SAT score, ACT score, etc. See APPENDIX TABLE 5), and it places students in mathematics courses based on these recorded math performances. Students with a Level 1 are eligible to begin college level math in either MATH 1101 or MATH111. Students with a Level 2 are eligible to begin college level math in MATH 1112. Students with Level 3 are eligible to begin college level math in MATH 1261 or MATH 1113. Students with Level 4 are eligible to begin college level math in MATH 2261. Should a student desire to start beyond the level assigned by their VMI, he or she must complete a placement exam and achieve the necessary scores to begin at a higher level math.
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.
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 70% in fall 2013; the first term math placement was implemented. For full results see APPENDIX TABLE 6.
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.

OBSERVATIONS

Of our high impact practices in support our CCG efforts, we have found the implementation of the Faculty and Advisor Portal to be our greatest success. The portal provides key data about student success in a timely manner to faculty and student success professionals. Additionally, the portal connects faculty and student success professionals in a way that allows for timely intervention across divisions. The flexibility of the portal allows our Data Warehouse team to accommodate additional data requests or enhancements to the system as we continue to seek to support students complete a

college degree at VSU.

Valdosta State University (VSU) has made observable and measurable progress toward implementing our Complete College Georgia (CCG) plan which was submitted to Governor Deal in 2012. We have reorganized staff members and redirected resources to maximize the use of our data warehouse to create additional reports and to identify major strategies to address quality completion for Georgia's citizens. VSU's original plan and subsequent status reports are available at our institution's website.