



University of North Georgia

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia (UNG), a 4-campus institution of over 16,000 students, was created in January 2013 from the consolidation of North Georgia College & State University (NGCSU) and Gainesville State College (GSC), and includes campus locations in Cumming, Dahlonega, Gainesville, and Oconee. UNG’s fifth campus in Blue Ridge will open this fall and will increase college opportunities for more students in northeast Georgia. The combined strengths and history of the two previous institutions are reflected in the mission of the new university. UNG focuses on academic excellence in liberal arts, pre-professional, professional and graduate programs, military education, service, and leadership as part of its legacy from the former NGCSU. In addition, UNG retains NGCSU’s status as one of only six senior military colleges in the United States, and is designated by the Georgia General Assembly as The Military College of Georgia. UNG has earned renewal of the elective Carnegie Community Engagement Classification. This highlights our ongoing commitment to community partnerships that enrich our educational experience. Carried over from the former GSC, UNG emphasizes broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia and seeks to assure the success of its students and contribute to the quality of life in the surrounding region. UNG, with an emphasis on diversity and international issues, prepares students to function in a global society.

This combined focus on academic excellence, military education, leadership, engagement, and access has resulted in a UNG legacy that allows multiple pathways for degree completion and career preparation. These pathways provide opportunities and support for students with a wide range of academic preparation as well as academic and career goals within a single institution. The goals and strategies we have chosen to focus on in our Complete College Georgia plan reflect the breadth of our mission and these multiple pathways, which include certificates, associate degrees, bachelor degrees and graduate programs. The two-tiered tuition model for our associate degree and bachelor’s degree pathways provide a fundamental level of access to higher education for the population of Northeast Georgia. UNG enrollment for fall 2014 consisted of a total of 16,064 students

UNG 2014 Demographics		UNG 2014 Military Data	
Total number of enrollment fall 2014	16,064	UNG Veteran Enrollment - Full-Time	617
Full-Time	68%	UNG Veteran Enrollment - Part-Time	116
Part-Time	32%	Grand Total	733
Adult Learners	18%		
First Generation	20%		
Low-Income	40%		
Underserved Minority Groups	14%		

By choosing to increase the number of undergraduate degrees awarded, shorten time to degree completion, and restructure instructional delivery to support educational excellence and students success (Goals 2, 6 and 8), we have focused on strategies that serve this diverse student body. We target academically strong high school students through our dual enrollment program, and students attending full-time with our Fifteen-to-Finish campaign, while providing flexibility for adult learners, veterans and part-time students by expanded online course offerings and opportunities to receive credit for prior learning. When we focus on strategies that reduce time to degree, and thus reduce the cost of the degree, we benefit not just our low income students, but all students and their families.

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES

High-impact strategy	Fifteen to Finish campaign, Promote full-time enrollment of 15 credit hours per semester
Related Goal	2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)
Summary of Activities	While it is too early to report graduation rates of students impacted by 15 to Finish, UNG has successfully implemented the 15 to Finish Game Changing Strategy. This past academic year, over 15,000 college, middle, and high school students, parents, and counselors have heard the benefits of 15 to Finish and previewed the Georgia 15 to Finish Video. The 15 to Finish initiative has been incorporated on all UNG campuses during orientation to target incoming freshman and transfer students. The Advising Center advises new freshman to enroll in 15 or more credit hours and has adopted 15 to Finish marketing materials to encourage current students to increase enrollment to a minimum of 15 credit hours per semester (See Appendices A-E).

Complete College Georgia | Campus Plan Updates 2015

Baseline Status

- Number of students completing associate degrees in 2 years.
- Number of students completing bachelor’s degree in 4 years.
- Number of students enrolling for 15 or more credit hours in fall and spring.
- Number of students completing 30 or more credit hours in their first academic year.

Interim Measures Of Progress A comparison of enrollment by credit hours from fall 2013 through fall 2015 enrollment to date indicates an increase in the number of students taking 15 or more credit hours.

15 to Finish	Fall 2013	Fall 2014	Fall 2015
Students taking 15	1330	1816	2061
Students taking > 15	1650	1902	1941
Total # full-time students (12 or more)	10,022	10,745	11,768
% of full-time students taking 15 or more credits	29.7%	34.6%	34%

Measures of Success

- Number of students completing associate degrees in 2 years.
- Number of students completing bachelor’s degree in 4 years.
- Number of students enrolling for 15 or more credit hours in fall and spring.
- Number of students completing 30 or more credit hours in their first academic year.

Lessons Learned UNG increased enrollment by 3.9% from fall 2013 to fall 2014. Retention rates have also increased for first-time, full-time freshman from 76.04% in fall 2012 to 82.24% in fall 2013. An increase in enrollment and retention has made it challenging to offer 15 or more credit hours to current students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. UNG has purchased Ad Astra software to measure and predict demand for courses. The software has also served as a resource to predict hiring needs for courses.

Achievement data shows that full-time students at UNG have higher grade point averages than part-time students (See Appendix F). We have learned that educating students and parents on the benefits of on-time college completion has empowered students to make better choices.

High-impact strategy Expand dual enrollment programs

Related Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school

Summary of Activities UNG conducted ACCEL Recruitment Events and Counselor Workshops on each campus during fall 2014 and spring 2015. Over 2,300 parents and students visited our campuses to learn about dual credit opportunities. Each campus assigned an ACCEL academic advisor for high school students, parents, and counselors to provide information, assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. We have developed a model to strategically deliver dual enrollment courses to rural high schools in our service area. For the 2015 school year, UNG is partnering with Fannin, Jackson, Oconee, and Union County School Systems in the delivery of ACCEL/MOWR courses at the high schools.

Baseline Status

- Number of students enrolled in dual enrollment
- Number of credits awarded to dual enrolled students
- Number of high schools from which we draw dual enrolled students
- Percent of dual enrolled students who matriculate into UNG immediately following high school completion

Interim Measures Of Progress UNG had 462 students participate in ACCEL fall 2014 compared to 265 fall 2013. UNG awarded a total of 3,789 credits for the 2013 academic year compared to 6, 684 credits for the 2014 academic year. This represents a 76% increase in credit hours awarded. Additionally, UNG **retained 50.2%** of dual enrolled students who completed high school in spring 2015 compared to 43% of ACCEL students who completed high school in spring 2014. Students in the dual enrollment program participated from 62 different high schools in fall 2014 compared to 59 high schools in fall 2013.

Preliminary statistics based on fall 2015 enrollment to date show **an increase of 135%** from fall 2013 to fall 2015.

UNG Dual Enrollment	2013	2014	2015
# students dual-enrolled	265	462	625
# credits earned	3789	6684	
% of participating Seniors who matriculate to UNG after high school	43%	50.2%	

Complete College Georgia | Campus Plan Updates 2015

Measures of Success	<ul style="list-style-type: none">• Number of students enrolled in dual enrollment• Number of credits awarded to dual enrolled students• Number of high schools from which we draw dual enrolled students• Percent of dual enrolled students who matriculate into UNG immediately following high school completion
Lessons Learned	Due to high matriculation rates of dual enrolled students, UNG Dual Enrollment Advisors developed a customized orientation to help students progress and complete programs of study at UNG. Dual enrollment students who transition into the fall cohort are unique because they have earned college credit. However, many are new to full-time course work. Students received assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion. UNG has created a Dual Enrollment Coordinator position for FY 16 to provide more college opportunities for students, support relationships with high school counselors, and coordinate student advising.
High-impact strategy	Promote the CLEP exam
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment.
Summary of Activities	During the process of consolidation of the new university, all the necessary policies and procedures to support this goal were approved through our academic policy approvals process and implemented with the 2013-2014 academic undergraduate catalog. Academic advisors and the coordinator of the Center for Adult Learners and the Military (CALM) are familiar with these programs so that they can appropriately encourage students to take advantage of them. Information regarding prior learning credit is being incorporated into our 15-to-Finish presentation at New Student Orientation. Information about prior learning assessment is included on our website.
Baseline Status	<ul style="list-style-type: none">• Number of tests administered.• Number of credits awarded based on CLEP scores.
Interim Measures Of Progress	The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. For the third consecutive year, UNG is number one in the state of Georgia for total number of CLEP exams administered and in the top 100 in the nation for total number of CLEP exams administered. In the 2014-2015 academic year the institution administered a total of 970 CLEP tests and awarded 3,668 credits.
Measures of Success	<ul style="list-style-type: none">• Number of tests administered• Number of credits awarded based on CLEP scores
Lessons Learned	Although CLEP is an effective strategy for shortening time to degree completion, UNG has learned that all USG institutions do not accept CLEP credit on transcripts from other USG institutions. Some institutions require students to take additional assessments. We have made provisions to communicate policies with parents and students who seek to transfer CLEP credit.
High-impact strategy	Award credit based on ACE credit recommendations
Related Goal	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment
Summary of Activities	Through our Center for Adult Learners and the Military, we carefully review a student's experience, corporate training, and military transcripts using ACE recommended guidelines. The coordinator then makes a recommendation of credit to the academic department for approval. Once credit for a particular type of training has been approved by the academic department, it does not have to be approved again. Thus with each military or corporate transcript reviewed, we continue to build our database of articulated credit, streamlining the process for future students. We follow ACE guidelines in awarding credit.
Baseline Status	<ul style="list-style-type: none">• Number of credit hours awarded
Interim Measures Of Progress	In fall 2013, we were able to award 266 hours of credit to military transcripts across thirteen different academic departments, including two students who earned graduate credit. In fall 2014, we awarded 238 hours to military transcripts across sixteen different academic departments. Additionally, we developed an automatic approval list for military credits. At this time, UNG is the only institution within the USG system that has an automatic approval list for military credits.
Measures of Success	<ul style="list-style-type: none">• Number of credit hours awarded.

Lessons Learned UNG is working with academic deans and department chairs to expand the number of academic departments to award credit to military transcripts and to increase the number of credits on the automatic approval list. These efforts are important as we strive to recruit, retain and graduate students who have served in the military. Additionally, UNG has shared processes with the system office and other USG institutions to increase educational options available to military personnel and veterans.

High-impact strategy Expand completely online opportunities

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

Summary of Activities UNG continues to increase the number of courses offered online, while ensuring the quality of these courses by requiring all online courses to undergo a Quality Matters review. To expand these opportunities more rapidly, and to strategically target its own course development resources, the institution became an eCore affiliate in spring 2014. Students who enroll in eCore courses can earn a two-year Associate of Arts or Sciences degree or fulfill the first two years of their general education requirements of the baccalaureate degree. This strategy promotes student success because students can take courses conveniently on-line without interrupting their college careers due to a lack of available courses on campus or a lack of resources. UNG hired an eCore advisor to serve as a single point of contact for eCore students and to contact and assist at-risk students. We have also implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses. Smarthinking is a service that provides online tutoring to students 24 hours a day. On-line students have received over 800 hours in tutoring services since fall 2014.

- Baseline Status**
- Number of credits attempted in fall for courses offered completely online.
 - Number of credits successfully completed in fall for courses offered completely online.
 - Number and % of degrees conferred in which at least one course has been fully online

Interim Measures Of Progress From fall 2013 to fall 2015, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 2,659 participants. The overall increase for the past two academic years is 23%. Greater gains were made in online course registrations. From fall 2013 to fall 2015, course registrations **increased by 71%**. Completion rates for online courses average 81.38%.

	Online Headcount	Online Course Registrations	Successful Completion
Semester	Total	Total	Total
Fall 2013	2158	3025	
Spring 2014	2411	3446	80.56%
Summer 2014	1514	2055	86.37%
Fall 2014	2535	3756	78.75%
Spring 2015	2864	3995	79.85%
Summer 2015	2320	3107	
Fall 2015	2659	5160	

- Measures of Success**
- Number of credits attempted in fall for courses offered completely online.
 - Number of credits successfully completed in fall for courses offered completely online.
 - Number and % of degrees conferred in which at least one course has been fully online.

Lessons Learned The on-line orientation was implemented fall 2014 to inform students about expectations in an on-line course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the on-line orientation had higher grades point averages than students who did not participate.

OBSERVATIONS

The University of North Georgia has made several efforts to create a culture of 15 to Finish. However, it has been challenging to meet the demand of current students who wish to enroll in 15 or more credit hours. The availability of qualified faculty, support staff, and in some instances specialized instruction space limit our ability to meet the demand. Additionally, we want to ensure students are enrolling in the right 15 credits that will apply towards their program of study. UNG has purchased Ad Astra Software to help predict enrollment patterns, alleviate bottlenecks, reduce non-productive credits, and increase time to completion.

UNG was selected as a vanguard institution for the Guided Pathway Initiatives. This initiative, along with intrusive advising, did not progress as quickly as planned. However, we have implemented policies to target all students who have

Complete College Georgia | Campus Plan Updates 2015

not declared a major or who did not complete Area A. Students in these categories receive a registration hold and are required to meet with an advisor for guidance prior to registering for their next course load. To assist with advising and degree mapping, we have invested in Civitas Inspire for Advisors and Degree Maps technology to which will help create an infrastructure to keep students on track for degree completion. Joining eCore and expanding online courses in AREA F has also been an integral part of our infrastructure. This past year we added two courses to AREA F and will add two more courses to Area F this fall. This strategy permits more students to stay on track for graduation due to increased course availability. Additionally, we anticipate that Degree Works will be fully implemented in fall 2016 and will offer yet another avenue for students to track their progress as well for the institution to predict course needs.

Dual Enrollment has increased by 135% over the past two years. One of our priorities for our dual enrollment program is to help students, especially underserved students, earn college credit while still in high school, matriculate directly into UNG upon high school graduation, and earn a postsecondary credential. In the past, our dual enrollment program was comprised of middle-income and high-income students. We have adjusted our strategies to target high schools with high poverty rates. This past academic year, Jackson and Union County high schools participated in the Dual Enrollment University Center. Both high schools have significant populations with free/reduced lunch price. Hall County schools will be added as a dual enrollment partner in 2016. They will provide transportation to students which will enable us to reach a broader segment of academically prepared students from underserved populations. With lower income and minority students in particular, a successful dual enrollment experience can make the difference in their desire and ability to pursue a postsecondary degree.

UNG has experienced success with several college completion initiatives over the past three years. In spring 2016, UNG will host its very first Complete College Georgia Awards Ceremony. The UNG CCG Awards Ceremony will honor team members who have implemented high-impact strategies to increase retention, progression, and completion for UNG students.