

INSTITUTIONAL MISSION AND STUDENT BODY PROFILE



Columbus State University

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 2015, CSU enrolled 8,440 students, including an undergraduate student population of 6,937. Enrollment increased by three percent over Fall 2014. The institution's population is comprised of 65% full-time students. CSU also follows national trends with the female population representing 60% of the student body. The student population is 53% white, 36% black, 2% Asian, 5% Hispanic, and 4% other (American Indian or Alaskan Native, international, two or more races, or unknown). Since Fall 2010, the number of transfer students has risen by 15.7%. In Fall 2015, the institution increased the number of new transfer students by 11 (1.6%) from the previous year. Of the new transfer students in Fall 2015, 60 (9%) transferred from Columbus Technical College, with whom the university has a robust articulation agreement. Of the total undergraduate student population, 2,059 (30%) of these students were first generation college students.

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

The University System of Georgia (USG) designates CSU as one of the three "access" institutions within the state because no state colleges in the USG are located within the geographic service area. The service area of Columbus State University is defined in terms of the following Georgia counties: Chattahoochee, Harris, Marion, Meriwether, Muscogee, Stewart, Talbot, Taylor, and Troup. In Fall 2015, 42.9% of the new student population was drawn from these counties.

The University takes pride in its role as an access institution, but this role also presents challenges in student recruitment and retention. As noted in Tables 1.1 and 1.2 below, first-time, full-time 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. These tables display FT/FT because total retention or graduation rates would include transfer students.

Table 1.1: CSU Retention Rate Trends for First-Time, Full-Time Freshmen: 2008-2009 through 2014-2015

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Learning Support	67.9%	72.1%	70.4%	67.7%	67.7%	72.8%	72.1%
Learning Support	46.3%	54.7%	59.5%	49.6%	51.9%	47.7%	64.3%
Total	63.3%	68.1%	68.2%	65.6%	66.2%	70.1%	71.2%

Table 1.2: CSU Bachelor’s Degree Six-Year Graduation Rate Trends for First-Time, Full-Time Freshmen: 2003-2009 through 2009-2015

	2003-2009	2004-2010	2005-2011	2006-2012	2007-2013	2008-2014	2009-2015
Non-Learning Support	319	288	312	335	274	331	345
	36.0%	34.9%	34.2%	39.5%	35.2%	37.7%	36.5%
Learning Support	24	30	15	26	26	28	26
	14.6%	19.0%	9.0%	11.4%	12.7%	12.0%	9.3%
Total	343	318	327	361	300	359	371
	32.6%	32.3%	30.3%	33.6%	30.5%	32.3%	30.3%

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

INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES AND ACTIVITIES

GOAL 1.2 INCREASE DEGREE COMPLETION IN STEM FIELDS.

CSU has been and will continue to be successful in attracting students to and graduating students from our STEM programs. In 2015-2016, we focused our efforts on recruitment and retention.

Meeting this goal would make Columbus State a contender in the competition for math, science, computer science and engineering students. CSU is striving to become a “First Choice” institution for STEM study.

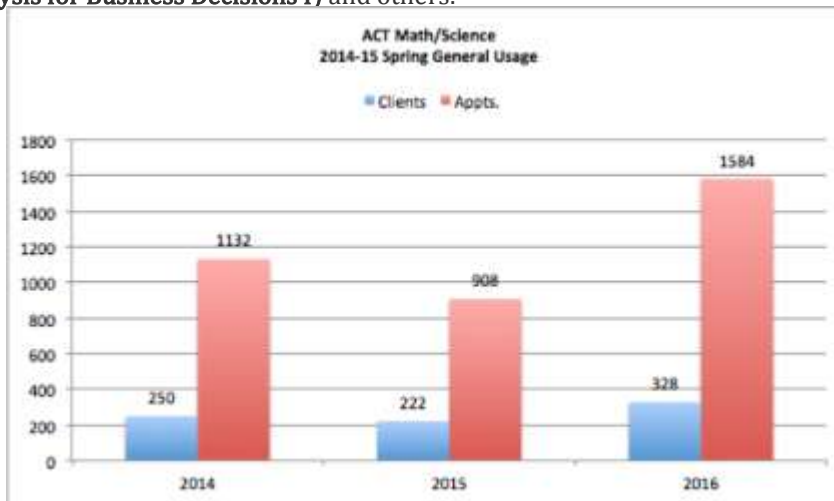
Strategy 1.2 Increase degree completion in STEM fields.	
Goal	Increase the number of students graduating with degrees in the STEM fields.
High-Impact Strategy	Focus on recruitment and retention.
Demonstration of Impact	Targets the kinds of students we want to recruit and retain. Currently, STEM majors constitute 18% of the student body.
Principle Points of Contact	Dr. Kim Shaw, UTeach Project Co-Director Dr. Deborah Gober, UTeach Project Co-Director Dr. Tim Howard, Associate Dean of the College of Letters and Sciences Dr. Eliot Rendleman, Director of Academic Center for Tutoring (ACT)
Summary of the Activities	<ul style="list-style-type: none"> Recruitment Participated in the Robert Noyce Teacher Scholarship Program. In the past, we have offered these scholarships to CSU juniors and seniors but have attempted to attract more transfer students into the UTeach Program. In 2015-2016, nine students were awarded Robert Noyce Teacher Scholarships, five of whom transferred in with 60 or more semester hours of credit. So far, we have offered seven scholarships for 2016-2017, including two students who transferred in 60+ hours, but we project that we will have nearly 10-15 total award recipients by spring semester. In 2015, CSU was one of three schools in the state to offer Woodrow Wilson Teaching Fellowships. CSU had 1/3 of the fellows (12/36); all twelve of them are now teaching in Georgia. In Fall 2016, CSU is one of five schools in the state to offer this Fellowship. It has twelve new students in the program, with eight of the twelve from outside of Georgia. Graduates from the Woodrow Wilson MAT commit to teaching in high schools in Georgia for three years after they finish the program.

Projected FOCUS replication via the first two courses in the UTeach Columbus program.

In 2015-2016, we offered 4 sections of UTCH 1201 that enrolled 39 students, and two sections of UTCH 1202 that enrolled 25 students.

In 2014-2015, CSU offered 6 sections of UTCH 1201 that enrolled a total of 43 students, and offered 2 sections of UTCH 1202 that enrolled a total of 25 students.

- **Retention**
- Provided tutoring to students in gateway STEM courses. In FY16, 328 students logged 1584 visits to seek tutoring in gateway courses (4.82 visits per student). Just to emphasize – this does not capture all of the tutoring that was conducted. It omits tutoring for Learning Support courses, some upper division STEM courses, math/science courses for Early Childhood Education majors, and non-STEM courses such as BUSA 3115 (**Quantitative Analysis for Business Decisions I**) and others.



Trained and provided Peer Instruction Leaders for targeted STEM introductory level courses. Provided peer leader support program for CHEM 1211 (Fall 2015) and CHEM 1212, MATH 1111, and MATH 1113 (Spring 2016). In Fall 2015, the Peer Leader Program had 100 clients with 583 appointments. In Spring 2016, the program had 170 clients with 805 appointments. In half the cases, students attending the ACT had higher GPAs than those students not attending the ACT.

Course and Year	Overall Class GPA	Overall GPA ACT Client
CHEM 1211—Fall 2015	1.49	2.56
CHEM 1212—Spring 2016	2.03	1.78
MATH 1111—Spring 2016	2.98	3.83
MATH 1113—Spring 2016	2.82	2.75

Baseline Status	FY10: 86 students completing bachelor’s degrees in STEM fields
Interim Measures of Progress	<ul style="list-style-type: none"> • Number of students currently enrolled in STEM programs. <ul style="list-style-type: none"> ○ Bachelors: Fall 2015—1,217 or 6% increase since 2013 ○ Bachelors: Fall 2014 - 1,154 or .8% increase since 2013 ○ Bachelors: Fall 2013 - 1,144 • Number of currently enrolled students making satisfactory academic progress (Overall GPA of 2.0 or higher). <ul style="list-style-type: none"> ○ Bachelors: Fall 2015—1,085 or 4% increase ○ Bachelors: Fall 2014 - 1,040 or 2% increase ○ Bachelors: Fall 2013 - 1,019
Measures of Success	<p>Increase of 3% per year of students completing bachelor’s degrees in STEM fields (mathematics, environmental science, chemistry, biology, computer science, geology, secondary science, or mathematics education). We attribute these increases to tutoring in Gateway STEM courses and peer instruction. Target of 150 students by FY20.</p> <ul style="list-style-type: none"> • FY 16: 123 or 3.25% increase • FY 15: 119 or 5.04% increase

	<ul style="list-style-type: none"> • FY 14: 113 • FY 13: 92 • FY 12: 83 • FY 11: 98 • FY 10: 86
Lessons Learned	We have made great strides in keeping STEM students by emphasizing tutoring and peer instructional leaders. Retaining them has resulted in an increase in number of graduates of 3+% per year (since FY10).

GOAL 2.1 CHANGE INSTITUTIONAL CULTURE TO EMPHASIZE TAKING FULL-TIME COURSE LOADS (15 OR MORE CREDITS PER SEMESTER) TO EARN DEGREES “ON TIME.”

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

Since Fall 2014, we have provided information on the 15-to-Finish campaign to incoming students through our orientation presentations and to faculty staff advisors through our advising training sessions throughout fall and spring semesters.

Strategy 2.1 Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees “on time.”	
Goal	Increase the number of students enrolled in 15 or more credits per semester.
High-Impact Strategies	<p>Improve core course opportunities to accelerate progression.</p> <p>Encourage students to enroll in 15 hours: freshman orientation, advisor training, program maps.</p>
Demonstration of Impact	These high-impact strategies are designed to motivate students enroll full time rather than part time.
Principle Points of Contact	<p>Dr. Tina Butcher, Interim Provost</p> <p>Dr. Melody Shumaker, Coordinator of Learning Support and of First-Year Experience</p> <p>Dr. Barbara Hunt, Project Manager, CSU’s CCG Initiative</p>
Summary of the Activities	<ul style="list-style-type: none"> • Worked on redesigning first-year experience—currently a bottleneck with freshmen learning communities. A First-Year Experience Committee met multiple times during the year to discuss everything related to first-year experience. The committee decided to continue both the freshmen learning communities and the “common read.” The freshmen learning communities are now better balanced and reflect a better distribution of college participation in course offerings. • Improved scheduling of courses—number of sections, number and types of Freshman Learning Communities, distribution/balance of core courses needed—to improve student access to needed classes and to allow students to follow the program maps published in the catalogs. Using the program maps developed in 2015-2016, the Provost’s Office created a tentative “course demand” schedule indicating the number of seats needed in certain core courses, both in core areas with multiple course offerings and in core areas with courses specified by the USG. This “course demand” schedule will be better defined in the coming years. • Continued using preference survey. The University is pro-actively sending preferences surveys to new students ahead of orientation and creating schedules prior to them attending orientation. This ensures students are taking 15 credit hours, courses related to their major, and a balanced schedule that fosters success. • Continued using 15-to-Finish video at freshman orientations. • Stressed 15-to Finish philosophy to faculty and professional advisors through training each semester. • Produced greater buy-in from departments to use program maps published in catalog.

Baseline Status	In Fall 2013, 1,951 students (27.8%) were enrolled in 15 hours or more.
Interim Measures of Progress	Increased number of students enrolled in 15 hours or more.
Measures of Success	<p>Increased number of students enrolled in 15 hours or more—increase of 4.4% from Fall 2013 to Fall 2016.</p> <ul style="list-style-type: none"> • Fall 2016: 2,235 (32.2%) • Fall 2015: 2,228 (32.1%) • Fall 2014: 2,115 (30.7%) • Fall 2013: 1,951 (27.8%) <p>See Appendix I for cohort progression of earned credits.</p>
Lessons Learned	Creating a precise “course demand” schedule is extremely difficult but necessary if we are going to offer the right number and kinds of courses students need to progress.

GOAL 4.2 USE PREDICTIVE ANALYTICS (EAB, D2L, OR ELLUCIAN) TO HELP IDENTIFY STUDENTS WHO ARE OFF-TRACK AND HELP STUDENTS UNDERSTAND THEIR LIKELIHOOD OF SUCCESS IN PARTICULAR PROGRAMS.

In an effort to boost RPG, in 2014 CSU developed an advising information system that included an early alert system and academic analytic functionality. After viewing demos of similar software and consulting with our Information Technology department, CSU decided to build its own Student Advising Portal (SAP) to meet its specific needs. The system complemented DegreeWorks and included student information such as demographic data, contact information, academic history, standardized test scores, and academic analytics that assisted students in choosing appropriate majors. The Academic Center for Excellence (ACE) spent the three semesters (fall '15, spring '16 and summer '16) loading data and customizing the software for advisors’ and students’ specific needs.

The creation of SAP resulted in targeted, timely interventions for underclassmen, allowing advisors to create action plans and/or refer students to appropriate resources on a daily basis. During the past academic year, ACE continued using the home-grown portal to identify at-risk students and provide timely interventions.

However, during fall 2015, the decision was made to move from the home-grown SAP in order to partner with Education Advisory Board’s (EAB) Student Success Collaborative (SSC) technology. EAB is going into production in Fall 2106. The decision to move away from the home-grown system in lieu of EAB was due to limited internal resources, needed on other projects; therefore, we lacked the resources to create and implement phases II and III of the project. Institutional leadership felt that a third party vendor was a better long-term return on investment.

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	<ul style="list-style-type: none"> • Provide intentional advising to keep students on track to graduate. • Increase use of D2L Brightspace to report in-progress grades.
High-Impact Strategies	<ul style="list-style-type: none"> • Identify students who may need special interventions in the semester. • Offer training workshops for faculty.
Demonstration of Impact	Identify and aid at-risk students; train faculty in use of Brightspace
Principle Points of Contact	<p>Ms. Lisa Shaw, Director, Academic Center for Excellence (ACE) Mr. Dustin Worsley, Assistant Director, ACE Mr. Sri Sitharaman, Director, Institutional Research and Effectiveness Ms. Amy Thornton, Director, Center of Online Learning (COOL)</p>
Summary of the Activities	ACE met with at-risk students identified through its Early Alert System (EAS) and referred identified students to appropriate and effective campus resources, such as Tutorial Services, Counseling, Office of Disability Services, and the Center for Career Development. Every day, ACE advisers check their list of students with new alerts in the portal. Within 24 hours they contact the student (via email, phone, etc., depending on the student’s preference). The adviser then refers the student to an appropriate resource or creates an action plan to monitor the student

	<p>and hold them accountable. The adviser then logs all activity in the notes section of the portal.</p> <p>ACE educated faculty to use the Early Alert System (EAS). EAS is designed to assist undergraduate students who demonstrate difficulty in their classes by making them aware of support services available and by encouraging them to use these resources to promote academic success and student retention. We are shifting our workflow to EAB to include Early Alert.</p> <ul style="list-style-type: none"> • ACE emailed faculty the link to the online Early Alert System referral form (https://ace.columbusstate.edu/early_alert.php). Faculty members completed the referral at a secured site and students were contacted by the Academic Center for Excellence. • COOL continued offering workshops for faculty to learn how to use D2L Brightspace to report in-progress grades and to understand why such communication is important 																												
Baseline Status	<p>Baseline for EAS was 48 for 2013-2014.</p> <ul style="list-style-type: none"> • Fall 2009 percentage of credits successfully completed was 70%. • Fall 2014 - Fall 2015 retention rates for all students was 71.4%. • Fall 2014 - Fall 2015 retention rates for FT/FT freshmen was 71.1%. • Graduate rate 28.7% of FT/FT Freshmen in 2002. 																												
Interim Measures of Progress	<p>Increase faculty referral rate of EAS.</p> <p>Increase number of faculty using D2L Brightspace as their grade book through training and consultations. Center of Online Learning (COOL) collected data based on number of consultations and number who attend training, but not a headcount of individual faculty who use the services. Below are the numbers provided by the Center of Online Learning (COOL) for June 1, 2015 - May 31, 2016:</p> <ul style="list-style-type: none"> • Number of faculty used service: 311 • Amount of time spent: 600 hours • Number of workshops: 60 • Number attended workshops: 185 • Number of consultations: 1930 																												
Measures of Success	<p>Success is measured by EAS referral rates, percentage of credits successfully completed, retention rate, and graduation rate.</p> <p>EAS referral rates.</p> <table border="1" data-bbox="386 1171 1154 1430"> <thead> <tr> <th>Term</th> <th># of students referred</th> <th>Total</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>25</td> <td>94 for 2015-2016</td> <td>56%</td> </tr> <tr> <td>Fall 2015</td> <td>69</td> <td></td> <td></td> </tr> <tr> <td>Spring 2015</td> <td>37</td> <td>75 for 2014-2015</td> <td>20%</td> </tr> <tr> <td>Fall 2014</td> <td>38</td> <td></td> <td></td> </tr> <tr> <td>Spring 2014</td> <td>20</td> <td>48 for 2013-2014</td> <td>Base</td> </tr> <tr> <td>Fall 2013</td> <td>28</td> <td></td> <td></td> </tr> </tbody> </table> <p>Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester for the past 5 years.</p> <p>For freshmen, the percentage of earned to enrolled credits were:</p> <ul style="list-style-type: none"> ○ Fall 2015: 83% ○ Fall 2014: 83% ○ Fall 2013: 82% ○ Fall 2012: 74% ○ Fall 2011: 73% ○ Fall 2010: 66% ○ Fall 2009: 70% • Retention rate: <ul style="list-style-type: none"> ○ Fall 2015-Spring 2016 retention rates for all students: 91.8% ○ Fall 2015-Fall 2016 retention rates for all students: 72.4% ○ Fall 2014 - Spring 2015 retention rate for all students: 91.3% ○ Fall 2014 - Fall 2015 retention rates for all students : 71.4% • Overall Retention increase from FY15 to FY 16 was 1.0% <ul style="list-style-type: none"> ○ Fall 2015-Spring 2016 retention rates for FT/FT freshmen: 92.4% 	Term	# of students referred	Total	% Change	Spring 2016	25	94 for 2015-2016	56%	Fall 2015	69			Spring 2015	37	75 for 2014-2015	20%	Fall 2014	38			Spring 2014	20	48 for 2013-2014	Base	Fall 2013	28		
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	<ul style="list-style-type: none"> ○ Fall 2015-Fall 2016 retention rates for FT/FT freshmen: 73.2% ○ Fall 2014 - Spring 2015 retention rate for FT/FT freshmen: 92.0% ○ Fall 2014 - Fall 2015 retention rates for FT/FT freshmen: 71.1% ● Overall Retention increase from FY15 to FY16 was 2.1% <ul style="list-style-type: none"> ○ In 2013, we established our retention rate goal as 75% by 2020. ● Graduation rate: <ul style="list-style-type: none"> ○ Our 2020 goal is 36%. We are currently at 30.3% for FT/FT freshmen.
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GOAL 7.2 COMBINE REMEDIATION IN ENGLISH AND READING.

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

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

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

Creating these two new courses (ENGL 0989 and ENGL 0999) required having numerous committee meetings, offering training sessions (for advisors, enrollment services staff, and instructors), and working with UITs. Below we chart the success of this endeavor, begun in Fall 2015, because we now have some data to report.

Strategy 7.2. Combine remediation in English and reading.	
Goal	Reduce time for completion of gateway courses.
High-impact strategies	<ul style="list-style-type: none"> ● Combined English and Reading into one Foundations course (ENGL 0098) for students with significant English and/or reading deficiencies at the college level. ● Provided a co-curricular course for students with minimal writing deficiencies (ENGL 0999).
Summary of the Activities	<ul style="list-style-type: none"> ● Created appropriate English Placement Index (EPI) to determine students’ placement at the Foundations level or the co-curricular level. ● Provided training and assistance for instructors of the new courses, especially the Foundations course. ● Provided adequate technological support for these courses, including an online reading program. ● Offered ENGL 0989, the foundations course, for the first time in Spring 2015. <p>Started teaching ENGL 0999 in Fall 2015.</p>
Baseline Status	Metric 7.2: Number of students receiving co-requisite remediation in Fall 2015 in English (or combined English/reading): 29
Interim Measures of Progress	Completed progression of activities on schedule and placed students in appropriate courses.
Measures of Success	<p>We can validate the following goals:</p> <p>→60% of students assigned to ENGL 1101/0999 will exit LS and pass ENGL 1101 on the first attempt.</p> <p>□ % of students assigned to ENGL 1101/0999 who passed ENGL 1101 on first attempt—</p> <p>Spring 2016: 75% (18/24)</p> <p>Fall 2015: 73% (22/30)</p> <p>→60% of students assigned to the IRW foundations course (ENGL 0098) will successfully</p>

	complete ENGL 1101 within one year of enrollment. □ % of students assigned to ENGL 0989 who successfully completed ENGL 1101 within 1 year (F 2015 only since Spring 2016 information not yet available): 61.5% (16/26)
Lessons Learned	Teachers of the IRW Foundations course and of the co-requisite ENGL 1101/0999 courses are English teachers trained to teach writing; they needed to be cross-trained to teach reading as well, quite a different discipline from that of their primary SACS qualifications.

With this goal, we have increased completion rates for our students needing English and/or reading remediation by removing obstacles to entering college credit courses, while providing appropriate support for those who need remedial help.

GOAL 8.1: EXPAND COMPLETELY ONLINE OPPORTUNITIES.

Strategy 8.1: Expand completely online opportunities.	
Goal	Restructure online support services to enhance educational excellence and student success.
High-Impact Strategy	Improve online opportunities and experiences at CSU.
Demonstration of Impact	Access to administrative functions is an obstacle to completion. The lack of online forms and processes affects many students, especially those who are enrolled in completely online programs. CSU has 1,545 fully online students (18%); 3,292 students are taking some online courses (39%).
Principle Points of Contact	Dr. Barbara Hunt, Project Director, CSU's CCG Initiative Dr. Ellen Roberts, Associate Provost for Online Education Dr. John McElveen, Associate Vice President for Enrollment Management
Summary of the Activities	<p>Put these forms online (2015-2016) for ease of use by all students:</p> <ul style="list-style-type: none"> • Change of Major form, • DegreeWorks Adjustment form (for transfer students), and • Exception Petition form (for students requesting an exception to policy or <p>The Change of Major workflow automation is live, as of 8/15/16. The DegreeWorks Adjustment form and the Exception Petition form as available as online forms, but not yet as workflow automations.</p> <ul style="list-style-type: none"> • Identified, reviewed, edited (as necessary) and then prioritized all existing academic administrative forms in 2015-2016 to ensure ease of access by all students. A number of priority enhancements have been identified and are in process of being developed: <ul style="list-style-type: none"> ○ Financial Aid verification, while forms are already on line, will be further automated by our recent agreement to buy into the first cohort of institutions participating in the One USG financial aid project. This will allow for submission of required verification documentation fully on-line. Implementation will commence September 1, with completion in 4-6 weeks. ○ On-line Orientation programs for Veterans and Active Duty is in production now and target completion is to have it available for Spring 17 orientation. ○ The VA-required Enrollment Certification process which currently requires Veterans or their dependents to submit by hand their schedules for review and verification by the VA office in the Military Enrollment Service Center is currently being converted to an automated workflow process with completion and implementation scheduled for October 16. ○ A single on-line application form is being developed which will use branching logic so that the single form for all types of applicants can replace the now multiple on-line forms we use. Target date for implementation is during Spring 17 for use for Summer and Fall 17 applicants. • Identified and inventoried which student services are not online but should be. Then prioritized and prepared a project plan for ensuring online students have equal access. <ul style="list-style-type: none"> ○ We are proposing a project to automate the First Academic Exclusion Appeal process built on a similar design as the new Major Change workflow process.

	<p>Student wishing to appeal will be directed to an on-line form which upon completion and submission will automatically route to College or Program designees where they can, just as in the new major change process, choose to approve, deny, or require a face-to-face or phone consultation before a decision on the appeal is rendered. Target implementation is scheduled for end of Fall 2016.</p> <ul style="list-style-type: none"> ○ While major student functions such as application and registration are already on-line, we are considering expansion of Dub Labs mobile apps to amplify our smart phone-accessible functionality over current mobile applications.
Baseline Status	0 forms online
Interim Measures of Progress	Progress in creating three specified online forms.
Measures of Success	<ul style="list-style-type: none"> ● Completion of three specified online forms. One automated form completed; the others are online, but not yet automated. ● By completing these forms, we gain efficiency. For example, using paper, it would take two weeks for students to fully implement a change of major. Online forms enable this to happen in one to three days.
Lessons Learned	Putting all forms and processes online is a time-consuming process, but a necessary one for the benefit of our online students and programs; allowing student access and helping faculty with technology are vital for the improvement of the online experience.

OBSERVATIONS

SUCCESSFUL STRATEGIES FROM LAST YEAR:

Increasing STEM recruitment and retention by using a multipronged approach. We saw an increase in the retention of students due to our emphasis on tutoring and peer instructional leaders and an increase in productive grades, as well as a 3.25% increase in the number of graduates. We also improved future recruitment opportunities through our STEM Honors Camp, Robert Noyce Teacher Scholarship Program, and Woodrow Wilson Teaching Fellowships.

- **Targeting institution culture to increase number of students enrolled in 15 or more hours.** Success here is due to preregistering students and showing the 15-to-Finish video to students and families at orientation. There was an increase of 4.4% since Fall 2013 in the number of students enrolled in 15 or more hours. We also focused efforts to offer the numbers and kinds of core classes needed as well as rewarded juniors and seniors with extra special attention (such as increased number of internships and workshops on soft-skills development).
- **Transforming the catalog to include program maps for all undergraduate degrees.** We are confident that these maps will positively impact RPG in the future and contribute greatly to the culture of “15-to-finish.” The 2016-2017 catalog represents the third year these maps are included. In addition, five interest-area metamajor maps were developed for entering freshmen who are having difficulty deciding on a major.
- **Using various methods to keep students on track and identify students at risk.** These methods range from training faculty in use of Brightspace, reminding faculty to use the Early Alert System, and using intentional and proactive advising to refer students to appropriate and effective campus resources.
- **Improving efforts at providing better targeted tutoring and peer instructional support** for all students, but especially for STEM students, thereby providing students with the skills they need to pass the collegiate course in which they are enrolled. Data indicates that about 50% of the time, students attending the ACT have higher GPAs than those who do not.
- **Working tirelessly across constituent groups to automate what were previously paper-based forms and processes** so that obstacles to efficiency are removed. Students who are 100% online are still at a disadvantage but we are working to level the playing field. We have automated one form, put all paper-forms on line for easy of submission, and have identified goals for next year.
- **Continuing to use the Discussion Board requesting suggestions for improving RPG at CSU.** We derived the specifics for our 2015-2016 goals by creating an interactive website (<http://aa.columbusstate.edu/completecollege/>) where 50+ stakeholders (faculty, students, staff, alumni, retired faculty and staff) offered suggestions for ways to improve RPG at Columbus State. CSU’s CCG Council then met to determine which ideas seemed the most feasible and the most likely to positively impact RPG. The Council continued this approach in FY 2016, deciding to continue the same goals as last year.

LEAST EFFECTIVE STRATEGIES FROM LAST YEAR:

Complete College Georgia | Campus Plan Updates 2016

All strategies tried seem to be effective but a couple of times we dropped the ball and did not do what we said we would do. Lesson learned: Sometimes we dream bigger than what we can realistically accomplish due to financial or labor restraints.