



# University of North Georgia

## Institutional Mission and Student Body Profile

The University of North Georgia (UNG), a 5-campus institution of over 19,000 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 opened this past fall and has increased college access 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. 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. UNG’s commitment to educational excellence and affordability in higher education has been recognized, for the second consecutive year, by Forbes Magazine. U.S. News and World Report ranked UNG as one of America’s top colleges in 2016.

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 has demonstrated its commitment to the communities in which we serve by having a \$545 Million impact during fiscal year 2015. UNG, with an emphasis on community, diversity and international issues, prepares students to thrive 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 2017 consisted of a total of 19,122 students

UNG 2017 Demographics		UNG 2015 (Self-Reporting) Military Data	
<b>Total number of enrollment fall 2017</b>	19,122	<b>UNG Veteran Enrollment - Full-Time</b>	571
<b>Full-Time</b>	70%	<b>UNG Veteran Enrollment - Part-Time</b>	105
<b>Part-Time</b>	30%	<b>Grand Total</b>	676
<b>Adult Learners</b>	15%		
<b>First Generation</b>	24%		
<b>Low-Income</b>	31%		
<b>Underserved Minority Groups</b>	16%		

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

#### COMPLETION GOAL

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

#### DEMONSTRATION OF PRIORITY AND/OR IMPACT

Undergraduates enrolled full-time — specifically, 30 or more credits completed

in their first year — are more likely to graduate on time than students who complete fewer credits per year (CCA, 2013)

#### SUMMARY OF ACTIVITIES

Over the past five years, UNG has consistently promoted 15 to Finish to high school and college students. The marketing of this initiative has yielded a higher return every year. While our percentage of students enrolled in 15 or more credit hours have

made modest gains (from 30% to 36%), UNG’s student enrollment has increased by 24% over the past four years, and the total number of students participating in 15 to Finish has increased every year. The 15 to Finish initiative has been incorporated on all UNG campuses during orientation, resource fairs, and new student convocations to target incoming freshman and transfer students. UNG has developed the Right 15 Credit Hours (Appendix A) to encourage students to take classes that count towards college completion and to avoid accumulating excess credits.

**MEASURES OF PROGRESS AND SUCCESS**

**BASELINE MEASURES**

- Number of students enrolling in 15 or more credits hours

**INTERIM MEASURES OF PROGRESS**

- Number of students enrolling in 15 or more credits Fall Semesters

<b>15 to Finish</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
<b>Students taking 15</b>	1330	1816	2061	2033
<b>Students taking &gt; 15</b>	1650	1902	1941	2338
<b>Total # full-time students (12 or more)</b>	10,022	10,745	11,768	12,618
<b>% of full-time students taking 15 or more credits</b>	29.7%	34.6%	34%	35.6%

**FINAL MEASURES OF SUCCESS**

- Number of students completing associate degrees in 2 years.
- Number of students completing bachelor’s degrees in 4 years.
- Number of students graduating on time with an associate or bachelor’s degree

**LESSONS LEARNED**

Annual increases in enrollment and retention have made it challenging to offer 15 or more credit hours to all freshman students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. However, course availability, faculty, and space are limited. The Associate VP of Enrollment Management has developed a strategy to allow new students to choose an online only enrollment option. This strategy permits more students educational opportunities, and provides more options for students to take the right 15 credit hours online while working with each campus to ensure proper enrollment growth based on resources. Providing resources and educating students on 15 to Finish have empowered students to be more efficient with their time and money.

**PRIMARY POINT OF CONTACT**

Sheila Caldwell

**HIGH IMPACT STRATEGY:  
EXPAND MOWR PROGRAMS**

**COMPLETION GOAL**

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

**DEMONSTRATION OF IMPACT**

According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for the students who participate in these programs. There is also evidence that MOWR increases academic performance and educational attainment.

**SUMMARY OF ACTIVITIES**

UNG conducted MOWR Recruitment Events and Counselor Workshops on each campus during fall 2016 and spring 2017. Parents and students visited our campuses to learn about dual credit opportunities. Each campus has assigned a MOWR academic advisor for high school students, parents, and counselors to provide information to assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. UNG has developed a model to strategically deliver MOWR courses to rural high schools in our service area. For the 2016 school year, UNG partnered with Jackson and Hall County high schools to include high-ability students who may be economically disadvantaged.

**MEASURES OF PROGRESS AND SUCCESS**

**BASELINE MEASURES**

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

**INTERIM MEASURES OF PROGRESS**

Overall participation statistics for UNG’s MOWR program document **an increase of 224.91%** from fall 2013 to fall 2016. During spring 2017, seven MOWR students earned associate degrees at UNG. Additionally, UNG **retained 56%** of MOWR students who graduated spring 2017.

<b>UNG MOWR</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b># MOWR students</b>	265	462	625	865
<b># credits earned</b>	3789	6684	8862	13,138
<b>% of participating Seniors who matriculate to UNG after high school</b>	43%	50.2%	54.7%	56%

**FINAL MEASURES OF SUCCESS**

- Number of students enrolled in MOWR
- Percent of MOWR students who matriculate into UNG immediately following high school completion
- Number of MOWR students who graduate college early or on time

**LESSONS LEARNED**

Due to the significant growth rate of the UNG MOWR program, on-campus participation has been capped. The option of online only, however, continues to allow the UNG MOWR program to expand. UNG’s online-only designation and two offsite campuses foster continued success and enhanced diversity in the MOWR program. During summer 2017, UNG will begin offering a Cyber Security Camp where MOWR students can obtain eight Computer Science credit hours. UNG will also transition to group orientation sessions for newly enrolled MOWR students beginning spring 2018. Spring 2017 also marked the first semester the new UNG MOWR Academic Progress Plan was implemented. All MOWR students must meet not only all UNG Financial Aid standards but also newly established UNG MOWR Academic Standards. The 2.5 minimum UNG MOWR GPA is designed to keep students in a competitive position for success beyond high school. Their GPA has an impact on their future HOPE eligibility beyond high school and UNG chooses to position students for success beyond high school. The MOWR students who matriculate into UNG upon high school completion receive assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion.

**PRIMARY POINT OF CONTACT**

Charles Bell, Dual Enrollment Coordinator

**High Impact Strategy**

Promote the CLEP exam

**COMPLETION GOAL**

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.

**DEMONSTRATION OF IMPACT**

A 2010 study by the Council for Adult and Experiential Learning, funded by the Lumina Foundation, showed that students with prior-learning assessment (PLA), such as CLEP, had better academic outcomes than students without prior learning assessment. The study showed that PLA students earning bachelor’s degrees saved an average of 2.5 to 10.1 months of time in earning their degrees.

#### **SUMMARY OF ACTIVITIES**

During the 2016--2017 academic year, Academic Advisors and the UNG Testing Center have encouraged incoming freshman, adults, transfer, and military students to take advantage of prior learning credit. Information regarding prior learning credit is now incorporated into our 15-to-Finish presentation at New Student Orientations. Annual UNG Resource Fairs also provide the opportunity to present CLEP Data to all new students and parents to inform on the benefits of prior learning assessment.

#### **MEASURE OF PROGRESS AND SUCCESS**

##### **BASELINE MEASURES**

- Number of tests administered.
- Number of credits awarded based on CLEP scores.

##### **INTERIM MEASURES OF PROGRESS**

UNG has been 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 for the past four years. The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. In the 2015-2016 academic year, UNG administered 1087 exams and awarded 4,147 credits. In 2017, UNG administered 1,064 exams and surpassed last year's results and awarded 5,570 credits.

##### **FINAL MEASURES OF SUCCESS**

- Number of students who graduate on-time or early due to CLEP

#### **LESSONS LEARNED**

The CLEP program, which is sponsored by College Board, has been in existence for approximately 40 years. The CLEP program offers a variety of examinations which awards credit through examination. One of the many benefits of the CLEP exam is the opportunity for students to test, receive credit, and reduce the time spent to complete their degree. CLEP testing has increased significantly over the past few years on UNG's Dahlonega, Gainesville, and Oconee campuses. One known limitation to the CLEP program is not all University System of Georgia Institutions award credit on transcripts for these examinations. UNG has made provisions to communicate policies with parents and students who seek to transfer CLEP credit. Additionally, at times, students' idea of completing and being awarded CLEP credit maybe somewhat misinterpreted. Testing staff advise students that it is important to prepare for the subject in which they intend to test to ensure they receive the required minimum cut score needed for credit.

#### **PRIMARY POINT OF CONTACT**

Dr. Kara Kennebrew, Director of Testing

#### **HIGH IMPACT STRATEGY: EXPAND ONLINE OPPORTUNITIES**

##### **COMPLETION GOAL**

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

##### **DEMONSTRATION OF PRIORITY AND IMPACT**

Students who enroll in eCore courses can complete core courses online towards fulfillment of a two-year Associate of Arts or Sciences degree, or complete core courses to earn a baccalaureate degree. This strategy promotes 'Go Back, Move Ahead' for adult learners and overall student success. Students can take courses conveniently online without interrupting their college careers due to a lack of available courses on campus or a lack of resources.

#### **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. To date, UNG has hired three student success coaches to serve as a primary point of contact for eCore students. We have also implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses.

#### **MEASURES OF PROGRESS AND SUCCESS**

##### **BASELINE STATUS**

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

**INTERIM MEASURES OF PROGRESS**

From fall 2013 to fall 2017, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 4,088 participants. When comparing online headcounts from fall 2013 to fall 2016, the overall increase is **60%**. Greater gains were made in online course registrations. From fall 2013 to fall 2016, course registrations **increased by 77%**. Completion rates for online courses average **82.34%**.

	<b>Online Headcount</b>	<b>Online Course Registrations</b>	<b>Successful Completion</b>
<b>Semester</b>	<b>Total</b>	<b>Total</b>	<b>Total</b>
<b>Fall 2013</b>	2158	3025	80.99%
<b>Spring 2014</b>	2411	3446	80.56%
<b>Summer 2014</b>	1514	2055	86.37%
<b>Fall 2014</b>	2535	3756	78.75%
<b>Spring 2015</b>	2864	3995	79.85%
<b>Summer 2015</b>	2320	3107	88.89%
<b>Fall 2015</b>	3081	4832	81%
<b>Spring 2016</b>	3274	5054	83.06%
<b>Summer 2016</b>	2541	3545	87.90%
<b>Fall 2016</b>	3457	5354	82.24%
<b>Spring 2017</b>	4088	6293	81.98%

**FINAL MEASURES OF SUCCESS**

- Number and % of degrees conferred in which at least one course has been fully online.
- Number of degrees conferred to adult students in which at least one course has been fully online.

**LESSONS LEARNED**

The implementation of online orientations has been a successful strategy to inform students about expectations in an online course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the online orientation have consistently earned higher grades point averages than students who did not participate over the past two years. UNG also found that in 2016, **61% of all students who earned a degree completed an online course while 64% of all adult learners who earned a degree completed at least one course online.**

**PRIMARY POINT OF CONTACT**

Stephanie Hulseley, Coordinator of Online Student Success

**HIGH IMPACT STRATEGY:**

**PROVIDE TUTORING TO STUDENTS WHO ARE RISK FOR FAILING MATH COURSES WITH HIGH DROP, FAILURE, AND WITHDRAWAL (DFW) RATES.**

**COMPLETION GOAL**

Provide intrusive advising to keep students on track to graduate.

**DEMONSTRATION OF IMPACT**

UNG students who visited the Academic, Computing, Tutoring and Testing (ACTT) Center for math tutoring demonstrated significantly higher pass rates in math courses with DFW rates than students who did not attend the tutoring center for assistance with math. Students who are not successful in Math courses will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompleton.

**SUMMARY OF ACTIVITIES**

The Director of Tutoring Services attended department meetings with math faculty advisors, presented at New Faculty Orientations, and ensured math instructors communicated to students during the first week of class about the services and benefits of attending the ACTT Center early in the semester. The Tutoring Director also worked with faculty advisors on each campus to ascertain comparison data for students who attended ACTT versus students who did not.

**MEASURES OF PROGRESS AND SUCCESS**

**BASELINE MEASURES**

- Number of tutoring requests
- Number of tutoring sessions
- Pass rates for students who participated in tutoring sessions

**INTERIM MEASURES OF PROGRESS**

In fall 2015 and fall 2016, data findings revealed that students at all levels of math are more successful when they use math tutors on UNG campuses to improve academic success. The average success rate was 20% higher in fall 2015 and 11% higher in fall 2016 for students who used math tutors compared to students who did not (Appendix B). The gains are significant for fall 2016 and spring 2017 because 16 math courses were measured in fall 2015 and spring 2016 compared to 43 math courses in fall 2016 and spring, 2017.

**FINAL MEASURES OF SUCCESS**

- Pass rates for students who participated in tutoring sessions
- Pass rates for students who did not participate in tutoring sessions

**LESSONS LEARNED**

The Director of the ACTT Center disaggregated data based on UNG campuses. The ACTT Center (Gainesville) and the Learning and Testing Center (LTC-Oconee) math tutors continue to improve academic performance. In all math classes on both the Gainesville and Oconee campuses, students who utilized the math tutoring labs in fall, 2016 and spring, 2017 consistently scored better than those who did not, based on pass rate comparisons. The Gainesville Math Lab boasts higher pass rates in all three calculus courses, which often serve as prerequisites for many STEM majors, among tutoring-lab students in both semesters, with at least a 15% difference between Tutoring Lab % pass rate and Non-Lab % pass rate.

**PRIMARY POINT OF CONTACT**

Hieu Huynh, Director of Tutoring Services

## **HIGH IMPACT STRATEGY: PROVIDE TUTORING TO STUDENTS WHO ARE RISK FOR FAILING ENGLISH 1101 COURSES**

### **COMPLETION GOAL**

Provide intrusive advising to keep students on track to graduate.

### **DEMONSTRATION OF PRIORITY AND/OR IMPACT**

UNG students who visited the Writing Center for English 1101 tutoring demonstrated significantly higher pass rates than students who did not attend the Writing Center for assistance with English 1101. Students who are not successful in English 1101 will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompleton.

### **PRIMARY POINT OF CONTACT**

Hieu Huynh, Director of ACTT Center

### **SUMMARY OF ACTIVITIES**

The UNG Writing Center was very proactive in educating new and returning students about the effective and free services provided to UNG students. During the 2016-2017 academic school year, the Writing Center conducted several Writing Center tours and in-class workshops with English 1101 Faculty Advisors. As a result, approximately 1,200 students learned about topics on analyzing journal articles, formatting, note-taking, and plagiarism. Sessions lasted 30-60 minutes. Faculty and student evaluations were favorable.

### **MEASURE OF PROGRESS AND SUCCESS**

#### **BASELINE MEASURES**

- Students who visit the Writing Center 2 or more times
- Number of students registered to visit the Writing Center
- Students who request revisions

#### **INTERIM MEASURES**

#### **OF PROGRESS**

In fall, 2014, 93% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 61% who did not attend. In fall, 2015, 94% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 56% who did not seek tutoring assistance. In Fall 2016, 90% of students in English 1101 who sought tutoring earned an A, B, or C compared to 76% who did not use the tutoring lab. See Appendix C for detailed pass rates for English Courses.

#### **FINAL MEASURES OF SUCCESS**

- Comparison data to show college completion rates for students who utilize The Writing Center compared to those do not

#### **LESSONS LEARNED**

The Writing Center data reveals significant increases in pass rates for students who took advantage of tutoring services. The Writing Center also learned to work more closely with instructors in African American Literature and World Literature II because pass rates were significantly higher for students who did not attend the Writing Center for tutoring services. Further research is needed to determine causation. Results may show a misalignment in class curriculum compared to services being provided in the Writing Center. The Writing Center will continue to focus on collaborating with faculty advisors in the English Department to increase the numbers of students contacted and educated on the services and effectiveness of the Writing Center.

### **PRIMARY POINT OF CONTACT**

Hieu Huynh, Director of ACTT Center

## **HIGH IMPACT STRATEGY: INTENTIONAL ADVISING**

### **COMPLETION GOAL**

Provide intentional advising to keep students on track to graduate.

### **DEMONSTRATION OF PRIORITY AND IMPACT**

On Time and On Target Advising is a priority because it was selected by President Jacobs, her Cabinet, and faculty members to be the Quality Enhancement Plan (QEP) as part of SACSCOC reaffirmation. The blended advising model aims to strengthen students, faculty, and professional advisors role in advising to increase college completion on all five campuses.

### **SUMMARY OF ACTIVITIES**

“On Time and On Target: Improving Student Learning Through Blended Advising” was selected by UNG for their Quality Enhancement Plan (QEP) as part of SACSCOC 2016 reaffirmation. The blended advising model, orientation, advising design, and advising tools are intended to enhance the academic environment supporting students, while seeking improvement in student learning through specific outcomes. UNG’s QEP uses intentional advising and faculty mentoring to develop students’ confidence in their ability to achieve their educational goals and to support student responsibility for the actions leading to those educational goals.

### **MEASURES OF PROGRESS AND SUCCESS**

#### **BASELINE MEASURES**

- Number of students participating in Maximizing Major Orientation Sessions
- Number of students participating in On Time and On Target Academic Blended Academic Advising Model

#### **INTERIM MEASURES OF PROGRESS**

- Number of students participating in Maximizing Major Orientation Sessions
- Number of student meeting expectations in learning outcomes
- 

#### **FINAL MEASURES OF SUCCESS**

- Number of students progressing and completing college

### **LESSONS LEARNED**

UNG has learned it is important to design an advising model that is based on the interests and abilities of each student that will permit success in their personal and professional goals. The blended advising model is a collaborative effort between students, professional advisors and faculty members. The QEP has improved advising at UNG due to the hiring of dedicated professional advisors who meet with students for mandatory advisement. Faculty and professional advisors have instituted advising tools such as program of study sheets and degree sequence guidelines, while establishing Maximize Your Major sessions at New Student Orientations. Data reveals students are seeking advising earlier than previous academic years to ensure enrollment in the right courses and on time college completion.

### **PRIMARY POINT OF CONTACT**

Terri Carroll, Executive Director of Advising

## **REFLECTIONS**

For the University of North Georgia, our Complete College Georgia plan has coincided with the work of consolidating Gainesville State College (GSC) and North Georgia College & State University (NGCSU). We strategically leveraged consolidation and used it as an opportunity to be innovative when providing services and resources to all students. The process of consolidation has given us the opportunity to integrate the goals and strategies of our Complete College Georgia plan into the fabric of the university and into our strategic planning process. As a result, we have been consistent with successfully executing CCG strategies at UNG. For example, 15 to Finish, Move on When Ready, Prior Learning Assessment, and Distance Education have served as a foundation to increase student achievement and college completion. For the past three years, the percentage of students who are enrolled in 15 or more credits hours has hovered at 35%. However, the total number has increased, which is significant, because UNG has experienced a 24% enrollment growth over the past four years as a consolidated institution. We also learned that full-time students have higher GPA’s than part-time students. This has permitted us to be more effective in marketing the benefits of 15 to Finish. Another successful completion strategy is Move on When Ready. The number of participants increased from 265 to 865 from fall, 2013 to fall, 2016, with over 78 school partners. We have successfully used this strategy to target and serve economically disadvantaged students in Jackson, Union, and Hall



counties. Due to distance and transportation challenges, UNG partnered with local school districts and allowed instructors to teach MOWR courses on high school sites to ensure traditionally underserved students have access to college. We have 7 students who have simultaneously earned an associate degree and high school diploma, while retaining 56% of MOWR participants who matriculate upon high school completion.

UNG has also experienced similar success by partnering with eCore to expand access to online courses beyond what is offered with UNG online. From fall 2013 to fall 2016, the overall headcount increased by 60% and the student success completion rate is 82%. Furthermore, over 60% of UNG college completers participated in an online course. Many of our completers also take advantage of CLEP and prior learning assessments to shorten time to degree completion. For the past four years, UNG has led the nation in the number of CLEP exams administered and credits awarded. All of the above initiatives have been successful because we have been deliberate in marketing the benefits of resources and its positive effects on college completion. Over the past five years, UNG has developed over 28 original marketing materials and relied heavily on social media tactics to reinforce all aspects of Complete College Georgia. This year, we have refreshed and reloaded our websites and materials with the *Right Way to Go and Graduate*. This new campaign includes five original concepts and a video that was created with the UNG Public Relations team. We will engage existing students and students within our high school pipeline as a strategy to set the tone and increase long term college success. We have come to understand that marketing and branding has helped UNG change and redirect students to better results with respect to academic excellence and student success.

While the goals we established remained the same, we did make adjustments when initiatives lacked progress or when more effective initiatives emerged. Initially we reported on the number of students served by the Veteran and Adult Learner programs, and the number of credits awarded to military transcripts. However, over the past two years, the numbers have remained steady. UNG has hired more dedicated team members to serve more students in the Veteran and Adult Learner Programs. Although, the Veteran's program is steadily improving, the Academic, Computer, Tutoring and Testing (ACCT) Center data was added to the report because the ACCT Center has produced positive results for students enrolled in courses with high DFW rates. Findings consistently revealed that students who commit to three or more tutoring sessions in classes with high DFW rates were more likely to pass than students who did not. Only two classes within the English department showed negative results. Further research is needed to show why students were less likely to pass when taking advantage of tutoring resources. One new tactic includes working directly with English instructors to ensure alignment with curriculum. Working with faculty members directly has worked well when implementing our new Quality Enhancement Plan (QEP). Our new *On Time and On Target* advising model has empowered students by developing their confidence to achieve their educational goals by working directly with faculty members and professional advisors to ensure on-time completion. We will continue to monitor, evaluate, and improve all CCG initiatives with the goal of optimizing student success.

## OBSERVATIONS

We have realized that our success has been the result of strategy, creativity, communication and relationships. UNG has relied heavily upon internal research data and evidence in the field to guide CCG efforts. Complete College America and the University System of Georgia has provided sound strategic solutions for increasing college completers from underserved communities. The data was shared with influence leaders within UNG who had the capacity to provide an infrastructure to build sustainable CCG initiatives. As a result of their teamwork and commendable efforts, we were able to award influence leaders at our inaugural Complete College Georgia Champion Awards. In February 2016, UNG honored state and local team members who were instrumental in enhancing CCG initiatives. This tradition will continue in 2018. We will also continue to communicate challenges, victories, and areas of research as it relates to student success and college completion.

## PLANS FOR NEXT YEAR

In the upcoming academic year, we will continue our efforts to boost student success by shortening time to degree completion with the following strategies; 15 to Finish, Move on When Ready, Prior Learning Assessments, Online enrollment, and Tutoring. Additionally, UNG has been awarded two Upward Bound grants in the amount of 2.6 million dollars from the U.S. Department of Education. The Upward Bound grants will increase our capacity to target economically disadvantaged students at Johnson High and Gilmer County schools to improve high school completion, college access, and college completion. Grant participants will be informed of The Right Way to Go and Graduate College, and encouraged to enroll in Move on When Ready programs. We will also continue to collaborate and expand partnerships with UNG faculty members to instruct students on how to be efficient with their time and financial resources. We are proud to have received a USG Collaboration Grant to develop a Georgia College Care resource page (<http://blog.ung.edu/gccrp/>) with the goal of serving students beyond their financial aid needs. Furthermore, we will continue to address food insecurity by providing meals and non-food items through our food pantries on our Gainesville and Dahlonega campuses. UNG is committed to ensuring opportunities, access, and success for all students, and we are tactical with providing resources to focus on increasing achievement for low-income, first generation, and underserved racial/ethnic students.