Georgia Highlands College
Complete College Georgia Status Report
September 2013

Part One: Updates, Progress, and Future Work

Since the initial Complete College Georgia (CCG) report, Georgia Highlands College (GHC) has expanded existing completion strategies and initiated new strategies. Several strategies are highlighted in this status update, and a complete list is included as Appendix A. The three main completion goals of the college included in the initial CCG report involved retention, graduation and degree production. GHC set as a goal a 10% increase in each of these areas. Although the college saw increases in all areas, we only met one of those target goals, in degree production:

1) Retention – for full-time students, the Fall to Fall retention rate used in last year's CCG as a baseline was 60.23%. This year, the Fall to Fall retention rate for full-time students was 62.58% for a 4% increase, which is short of the 10% increase goal.
2) Graduation – for full-time students, the four-year graduation rate used in last year's CCG as a baseline was 12.01%. This year, the four-year graduation rate for full-time students was 12.81%, for a 7% increase, which is closer to our 10% increase goal, but still slightly short.
3) Degree Production – the college conferred 500 degrees last year as a baseline in the CCG report. This year, the college conferred 600 degrees, for a 20% increase, which is double our 10% increase goal.

The higher success for degree production is attributed in large part to the college's new strategy of reaching out to students who have acquired the appropriate credits for a degree, but who have not applied for graduation. The college has done away with a graduation fee to facilitate the process, and the Registrar's Office has worked with students personally to have degrees conferred.

While GHC did not meet the 10% increase goal for retention and graduation, the college believes in the efficacy of the strategies that have been put into place and will continue to pursue them. There has not been significant change to the plans outlined in the original CCG report. While many strategies are listed in Appendix A, some of the higher-impact practices include the following:

- In terms of remediation, GHC has piloted both the flipped classroom model and the co-requisite classroom model in all three curricular areas of reading, English and mathematics. The co-requisite model presents exciting possibilities in accelerating students through their remedial courses, as this model allows students to participate in the credit-level course while receiving tutoring and support in a co-requisite course taken simultaneously. Following the pilot sections last year, the college has created additional sections (nine sections are running total this fall semester). Over the course of the next two academic years, the college will make the transition away from a traditional remedial model (stand-alone remedial courses) to the co-requisite model. During the pilot phase, the co-requisite classes showed no decline in student success rates. (In fact, no student in a co-requisite class made below a grade of C.)
- As part of the college's expansion of eLearning (distance education), during the 2012-2013 academic year, the college hired a full-time Director of eLearning. This hire was a part of the initial CCG plan. Over the course of the year, that person has worked to expand the college's offering of distance opportunities, as well as improve teacher training and eLearning policies. One exciting venture has been the creation of Collaborate classrooms. The college purchased Blackboard Collaborate, which provides students with webinar-style access to classes. This access allows the college to run a course at a home campus while having other students at other campus locations join in via Collaborate, which expands the course offerings at the smaller campuses thus accelerating students through a program of study at their home location. Two Collaborate classes piloted last year, and this fall semester eleven Collaborate classes are running. The success rates in the two piloted classes were comparable to a traditional class. The piloted classes had a 75% success rate (grade of C or above); traditional classes had a 74% success rate.

- As mentioned above, GHC has long been aware that some students who transfer to a four-year institution are eligible to graduate with an associate's degree, yet do not apply to graduate and do not have a degree conferred. The college has developed a protocol to identify such students who may be eligible for a degree and work with these students towards conferral of that degree. There is double benefit to this situation, as it obviously benefits college completion rates and also provides an additional credential to these eligible students.

Part Two: Partnerships

Since the last CCG Summit, GHC has engaged with its educational partners in the effort to find meaningful ways to improve student success. Two areas illustrate these efforts:

- Regional Team – following up on the regional sessions that were held at the most recent CCG Summit, the colleges of Region 1 (GHC, Dalton State College, and Georgia Northwestern Technical College) decided to continue the discussion with additional work sessions. The first of these was held in April at Dalton State. We have found this continued conversation to be extremely informative and beneficial, as we learn best practices from each other. Determining ways to share resources is one of our goals. The ongoing discussions focus on working as a team within our communities to educate high school students about their post-secondary options as well as looking for ways to share information such as transcripts across institutions to facilitate students navigating through both higher education systems.
- P-12 Work – since P-12 initiatives have moved into the Office of Community Outreach and Engagement, work has started towards reinvigorating existing programs and initiating new programs. One of the most promising P-12 programs at GHC is Fabulous Fridays, an opportunity for sixth grade students to visit campus and interact with faculty members in a classroom setting. In order to strengthen this program, the insight of school superintendents from across GHC's service area will be gathered in a series of summits. Administrators and curriculum specialists will gather with GHC staff to discuss ways to improve the program and tie it more closely to learning objectives. Although several counties have approached the college this year to offer a Fabulous Friday program in their area, the college is currently concentrating on the Floyd County area, to preserve resources and perfect

the model. One meeting with the local superintendents has already taken place, and another is scheduled for September. Spring semester will be the time when we begin to offer the re-tooled programming.

Part Three: Key Observations and Evidence

Key evidence on course success is gathered and analyzed in two main areas of the college. The Office of Strategic Planning, Assessment and Accreditation carries out grade distribution analyses each semester for all courses (not only experimental or piloted versions), and passes that information to the academic divisions. This office also analyzes student course evaluation data, which goes to the division level and individual faculty member level. Higher-level USG data, such as graduation and retention reports, are gathered through this office. Comparison reports on these metrics are compiled using local Banner data system information. This local data allows the college to break out data by race, gender, campus location, and other pertinent demographic markers, which aids in targeting certain strategies to certain groups. The college's Brother 2 Brother program, for example, utilizes data broken out by race to create mentoring and tutoring opportunities in the needed academic areas for their membership, a traditionally underserved group.

Another area for data analysis is the Academic Success and eLearning Division. Because many of the completion strategies relate to remedial courses, the academic dean of this division charts the success of any new strategy (as well as of the overall remedial program) at multiple points during the semester. One creation of this division two years ago was the Early Warning Program, whereby all faculty members in all courses now mark the progress of their students at two times during the semester (week two and week six). This intervention strategy is designed to provide time for the faculty member and the student to assess success (or lack thereof) early on in the semester and make adjustments to improve the student's chance of being successful in the course. This office also regularly charts course pass rates for all remedial courses and exit rates for the three different remedial curricular areas, plus comparative studies of any new pilot. An example of such a comparison study for the mathematics experimental sections is included as Appendix B.

As the college has tracked success in these and other initiatives, some trends have emerged. For example, in the time that the college has piloted the three experimental versions (using

a flipped model or an emporium-style model) of each remedial classroom (reading, English, mathematics), we have discovered that the reading and English versions are meeting with success equal to or better than the traditional version of the class, but the mathematics experimental version has met with inconsistent course completion rates. Remedial English success rates using an emporium model averaged 67% during 2012-13; remedial reading averaged 84%. Remedial mathematics has traditionally demonstrated lower successful completion rates (in the low 60% range); success rates in the new experimental courses in math have varied widely, as low as 14% and as high as 80%. The volatile nature of these success rates, coupled with qualitative evidence provided by student course evaluations, has caused the college to move away from the flipped model in mathematics and focus more intentionally on the co-requisite model, as described earlier in this report. The college's internal grade distributions as well as course evaluations clearly pointed to the students' discomfort with the flipped model in mathematics, traditionally the most difficult remedial area for students to successfully exit.

Part Four: Sharing Lessons Learned

Because GHC has focused on retention, graduation and degree production, the CCG plan has become an extension of the college Retention, Progression and Graduation plan. Over the past three years, these two efforts have led the college to become more intentional about tracking student success, which in turn led to new student success initiatives. These initiatives have been instrumental in helping the college achieve an increase in the graduation rate last year, both in three-year rates (from 6.8% to 9.7%) and four-year rates (from 12.01% to 12.81%, as mentioned earlier in this report). The CCG plan itself has generated many conversations about completion as a concept that have been useful to the college. Prior to this activity, we identified ourselves as a transfer institution. We encouraged graduation, but we did not see graduation as our mission – rather, it was a byproduct of our transfer mission. Over the past three years, the college has worked to create a culture of graduation and to emphasize the merits of the associate's degree as a final product as well as a step to the baccalaureate degree. To this end, the college now promotes graduation more fully as an expected part of the access mission at GHC.

In addition, GHC has become more flexible, adaptable, and willing to experiment with pedagogy and student services. The faculty members are excited about new possibilities

and have taken on additional responsibilities (such as organizing cohort learning communities or modifying the traditional methodology of the remedial classroom) in order to create new learning experiences for the students. We have also learned that every strategy may not produce the intended results, but each experiment adds to our knowledge base and gives the college the experience necessary to make quality judgments about what works and does not work for our student population.

Appendix A: Complete College Georgia 2013 Analysis

Overall goals from 2012 CCG Plan
Increase fall-to-fall retention rate by 10%
Increase four-year graduation rate by 10%
Increase degree production by 10%

Actual results for retention: rates increased from 60.23% to 62.58%
Actual results for four-year graduation: rates increased from 12.01% to 12.81%
Actual results for degree production: number increased from 500 to 600

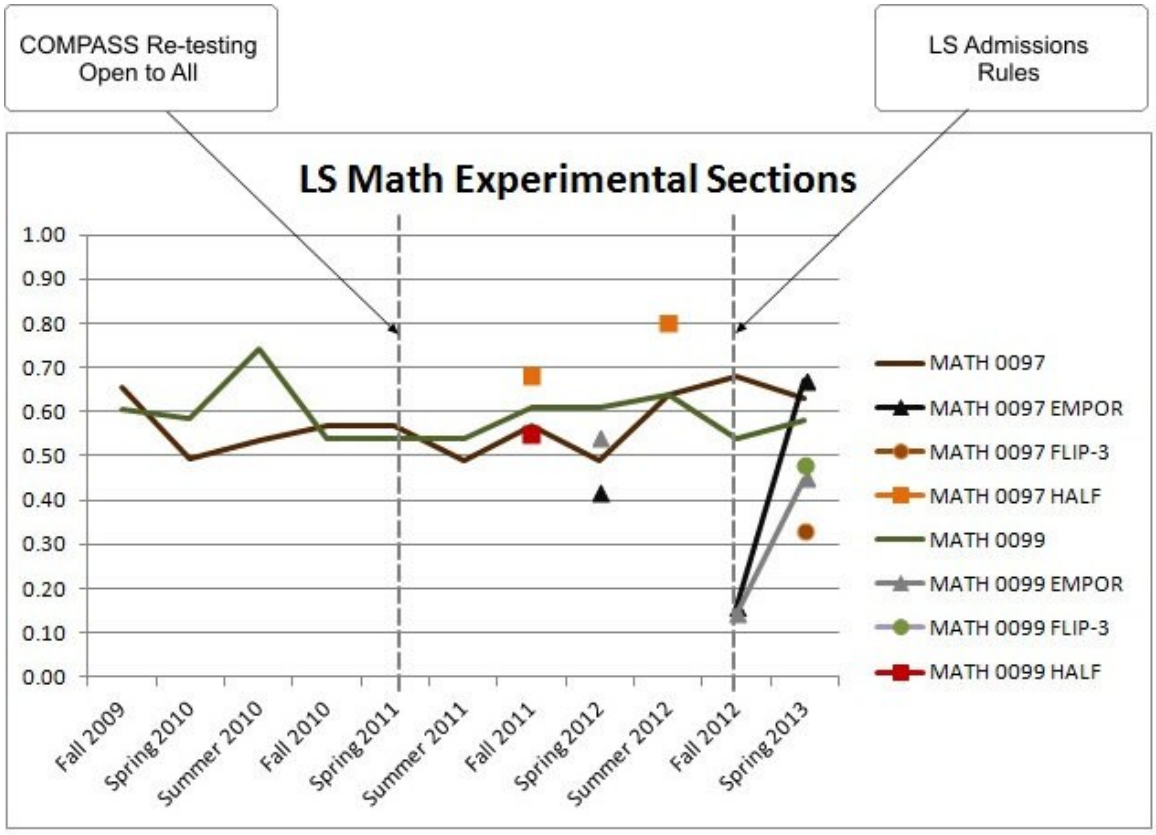
New or Expanded Completion Strategies

Complete College GA Target Areas	Strategy	Explanation	Status
1. Partnerships with P-12			
	Dual Enrollment	ACCEL and Move On When Ready protocols set	In place
	Fabulous Fridays	Grade 6 attendees, follow-ups in grades 8 and 10	In place
	Performance Learning Center	College student workers work as mentors in this Floyd County alternative high school	In place
	Foundation Camp	One week summer program for middle-school minority males	In place
	Campus Dean local activities	Chambers of Commerce, local school districts	In place
2. Traditionally Underserved			
	Community Outreach Office	Service learning, adult learning and veterans' affairs placed in one office	In place
	Brother 2 Brother	The college's local branch of the African American Male Initiative is successful and a model across the region	In place
	Diversity Director and committee	Creation of college committee dedicated to expanding diversity	In place
	ADA compliance for electronic materials	Work is in progress to make all electronic materials ADA compliant	Started
	Special classes	FCST 1010 and FCCS 1100 for military or veteran students	Piloting
	eLearning focus	Brochure and outreach for military and veteran students to bring awareness to online options	Started
	Adult Learning Consortium	Join the ALC when opportunity is available	Not started

Complete College GA Target Areas	Strategy	Explanation	Status
3. Reduce Time to Degree/Accelerate Success			
	Placement Test Prep	A course set up in MyFoundationsLab, free COMPASS study materials from our online tutoring vendor, and a Continuing Ed class in COMPASS math	In place
	Pre-requisite review	In high-DFW courses to set student expectations properly	Started
	Early Bird Advising	For making academic plans	In place
	Group advising by interest or major	Underway at Paulding Campus for business majors	Started
	Materials for staying on track	Program Maps, 2-Year Schedule, curriculum development plans by major	In place
	Early Warning Program	Notify students of academic difficulty early on in the semester to create intervention strategies	In place
	Intrusive early pre-Nursing advising	Identify students who are not succeeding at key courses for Nursing and do career advising with them. Create supporting brochure.	Started
	Academic Intervention	Specialized, required advising for students who go onto warning, probation, or dismissal	In place
	Drop outs and stop outs	Registrar's office identifying students who are 90% or more complete with degrees and contacting about completion steps	Started
	FCST 1010	Strengthen readiness for academically underprepared and those who choose to have extra success focus	In place
	FCST 1020	Career class to help students select majors or areas of focus	In place
	Common read	Strengthen engagement with the college for all students, all campuses by sharing a common read and programming around it (retention focus)	In place
	Career Center	Plan in progress Summer 2013 by one advisor and one counselor taking an online course on career advising. To include placement assistance for 2-year graduates.	Started
	Articulation agreements	To smooth transitions to higher degrees.	Started
	Auto credentialing for transfers	Associates awarded based on transfer credits from 4-year school for those who transfer at 30 hours	Not started
	Auto credentialing for those with correct credits	Associates awarded as soon as a student qualifies for it. Expected to raise graduation rates by an addition 10% over the general target.	In place

Complete College GA Target Areas	Strategy	Explanation	Status
4. Transform Remediation			
	Emporium model	ENGL 0099 and READ 0099 re-designed, piloted, and changed to follow flipped classroom that allows for self-pacing. MATH re-design and pilots continue with a focus on a half-flip approach (lecture one day, in-class work time the next)	Started
	Fast-track options	For those who can move ahead. Included in ENGL 0099 and READ 0099 revisions, not yet in place for MATH.	Started
	Co-requisite LS classes	Fall 2013 will bring extensive pilots of our LS co-reqs in all areas with co-enrollment in corresponding credit-level classes	Piloting
	Alternate math pathway	New non-algebraic mathematics model for non-STEM majors	Piloting
	Teacher training for flipped models	ENGL 0099 and READ 0099 training in place	Started
	Provide LS course and follow-on course success	For ENGL 0099, success in ENGL 1101 is measured. For READ 0099, success in POLS 1101. For MATH 0099, success in either MATH 1001 or MATH 1111. For new MLCS 0099, success in MATH 1001.	Started
5. Restructure Delivery			
	Fully online degrees	Three associate degrees are available now with only science having some on-site requirements	Started
	Increase quality of online offerings	Improve DFW rates, use Quality Matters	Started
	Online New Student Orientation	For fully online students. Targeted for Fall 2013 using Collaborate	Plan
	Training for teaching online	Key modules for training of adjunct faculty to teach online with focus on student engagement to be complete by August 2013. Expand to other teachers.	Started
	Hybrids	Vigorous and successful set of hybrids for flexibility in scheduling.	In place
	Director of eLearning – New role as of July 2012	Understand and coordinate the various work areas in eLearning, such as interstate requirements, ADA, verifying identity, teacher training, tool selection, and so on.	In place
	Enable students to complete at site of choice	Using Collaborate, link sections of low-enrollment classes at locations where they would not normally make to create viable classes.	Piloting

Appendix B: Learning Support Mathematics Course Success Rates



MATH 0097/0099 base conditions: GHC's long-standing LS Math classes (lecture with homework)
EMPOR: Flipped classes with MyMathLab, self pacing, and required lab/tutorial time
FLIP-3: Flipped classes with MyMathLab, not self-paced, 3 class hours/week plus 70 minutes lab
HALF: Flipped classes with MyMathLab, not self-paced, 4 class hours/week, lecture one day/week