SOUTH GEORGIA STATE COLLEGE

APPENDIX: DATA TABLES

SGSC Enrollment Demographics

Table A										
Enrollment and Demographic Trends										
	Fall 2016		**Fall 2017**		**Fall 2018**		**Fall 2019**		**Fall 2020**	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,542	100%	2,540	100%	2,482	100%	2,346	100%	2,028	100%
Enrollment Status										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Full-Time	1,638	64.44%	1,651	65.00%	1,580	63.66%	1,476	62.92%	1,164	57.40%
Part-Time	904	35.56%	889	35.00%	902	36.34%	870	37.08%	864	42.60%
Gender										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Female	1,616	63.57%	1,636	64.41%	1,612	64.95%	1,566	66.75%	1,350	66.57%
Male	926	36.43%	904	35.59%	870	35.05%	780	33.25%	678	33.43%
Race/Ethnicity										
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Hispanic	161	6.33%	162	6.38%	171	6.89%	196	8.35%	183	9.02%
American Indian, Alaskan Native, Pacific Islander, or Asian	42	1.65%	37	1.46%	30	1.21%	31	1.32%	27	1.33%
Black or African American	769	30.25%	772	30.39%	747	30.10%	674	28.73%	459	22.63%
White	1,514	59.56%	1,523	59.96%	1,478	59.55%	1,394	59.42%	1,301	64.15%
Two or More Races	36	1.42%	34	1.34%	40	1.61%	31	1.32%	36	1.78%
Race Unknown	20	0.79%	12	0.47%	16	0.64%	20	0.85%	22	1.08%

Source: USG Semester Enrollment Reports/USG ADM Census; SGSC Banner

	Table B														
	Underserved Enrollment Trends														
	Fall 2016			**Fall 2017**			**Fall 2018**			**Fall 2019**			**Fall 2020**		
	N	**% of total body**	**% excluding MOWR**	**N**	**% of total body**	**% excluding MOWR**	**N**	**% of total body**	**% excluding MOWR**	**N**	**% of total body**	**% excluding MOWR**	**N**	**% of total body**	**% excluding MOWR**
% Pell Recipient	1,365	53.74%	62.27%	1,353	53.27%	62.78%	1,292	52.05%	61.15%	1,266	53.96%	63.30%	1,015	50.05%	58.87%
% 1st Generation	589	23.19%	26.87%	601	23.66%	27.89%	583	23.49%	27.59%	551	23.49%	27.55%	505	24.90%	29.29%
% Adult Learner	365	14.37%	16.65%	333	13.11%	15.45%	381	15.35%	18.03%	378	16.11%	18.90%	338	16.67%	19.61%

Source: USG ADM Census; SGSC Banner

Table C: ZNCM and ZLCM Attributes

 The table below compares sections tagged with low-cost (ZLCM) and no-cost (ZNCM) indicators over four semesters. All eCore sections should be tagged as no-cost; if a semester's eCore no-cost percentage is below 100%, there is an eCore marking issue in the course schedule for that semester.

	Non-eCore Sections with Low-Cost Attribute				Non-eCore Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	33	29	1	30	118	109	1	120
%	7.66%	7.38%	0.75%	7.19%	27.38%	27.74%	0.75%	28.78%

	All Sections with Low-Cost Attribute				All Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	33	29	1	30	267	208	11	186
%	5.68%	5.89%	0.69%	6.21%	45.96%	42.28%	7.64%	38.51%

	eCore Sections with Low-Cost Attribute				eCore Sections with No-Cost Attribute			
	Fall 19	Spring 20	Summer 20	Fall 20	Fall 19	Spring 20	Summer 20	Fall 20
#	0	0	0	0	149	99	10	66
%	0%	0%	0%	0%	99%	100%	100%	100%

Strategy/Activity: Concierge Coaching

Table D: Concierge Coaching Model, Summer 2021, Pilot: Student Responses to Survey

Survey Questions	Average of Student Ratings (Scale: 1=Very Unsatisfied; 2=Unsatisfied; 3=Neutral; 4=Satisfied; 5=Very Satisfied)
How satisfied are you with the frequency of contact with your coach?	4.3
How satisfied are you with the quality of the coaching program at SGSC?	4.2
How satisfied are you with your ability to access needed services at SGSC?	4.2
How satisfied are you that SGSC cares about Your Success?	4.3
How satisfied are you with the quality of the contact with your coach?	4.3

Table E: Concierge Coaching Model, Summer 2021, Pilot: Coaching Contact, GPA, and Persistence

Student # (Names Redacted)	Contact with Assigned Coach: Limited (L); Established Relationship (ER); None (N)	Summer 2021 GPA	Fall 2021 Return? (Y/N)
1	L	0.00	Y
2	L	0.00	Y
3	L	3.50	Y

4	L	0.00	Y
5	ER	0.88	N
6	L	1.00	N
7	L	0.00	N
8	L	3.23	Y
9	ER	3.40	Y
10	L	4.00	Y
11	ER	4.00	Y
12	N	4.00	N
13	ER	3.36	N
14	ER	4.00	N
15	L	0.28	Y
16	N	0.00	Y
17	L	4.00	Y
18	N	4.00	Y
19	N	4.00	Y
20	ER	1.50	Y
21	N	Withdrew, all classes	N

% of Total Summer 2021 Students in Pilot in Contact with Coach: Total 76%; Limited 47.6%; Established 28.5%

Average Summer 2021 GPA of All Students in Pilot: 2.15

Average Summer 2021 GPA of Students in Pilot Having Any Contact with Coach: 2.07

Average Summer 2021 GPA of Students in Pilot with Established Relationship with Coach: 2.86

% of Total Students in Pilot Returning Fall 2021: 67%

% of Total Students in Pilot and in Any Contact with Coach Returning Fall 2021: 69%

% of Total Students in Pilot and in Established Relationship with Coach Returning Fall 2021: 50%

Strategy/Activity: BOOST Mindset Workshops

Table F

BOOST Mindset Workshops and Student Participation, AY 2019-2020 & 2020-2021

Fall 2019	Student Participants	Spring 2020	Student Participants	Fall 2020*	Student Participants	Spring 2021*	Student Participants
BOOST Session		**BOOST Session**		**BOOST Session**		**BOOST Session**	
**Get the Most out of Studying	26	Strategies for Success	26	Strategies for Success	0	Strategies for Success	0
		Mindset & How the Brain Learns	20	Mindset and How the Brain Learns	0	Mindset and How the Brain Learns	0
Grade First-Aid	13	Thinking about How You Think	17				
Total	**39**		**63**		**0**		**0**

*fall 2020 and spring 2021: Virtual sessions were offered; however, no students attended. There were plans for a spring in-person option, but that was not possible due to the COVID-19 pandemic.

**"Get the most out of studying" was modified into two more in-depth sessions: "Strategies for Success" & "Thinking about how you think"

Table G

BOOST Mindset Workshops Held in STEM Classes and Student Participation, Spring 2020

Douglas Campus Only: Course, Section	Total Number of Students Attending	Course Enrollment	% Utilization of BOOST	DFW Rate, Overall *	DFW Rate, BOOST Attendees *	DFW Rate, Non-Attendees *
Biol 2107	18	22	82%	82%	0%	100%
Chem 1211	23	23	100%	52%	52%	0%
Chem 1212	10	10	100%	20%	20%	0%

*Note on DFWI rate: There was only one grade of "F," but there were 11 withdrawals (W).

Strategy/Activity: Area A Completion

Table H

			Area A Audit for First-Time Full-Time Freshmen			
Term	N Cohort	% Area A1 Attempted	% Area A1 Completed	% Area A2 Attempted	% Area A2 Completed	% Area A Completed
Fall 2013	878	54.78	41.57	53.64	36.67	25.74
Fall 2014	819	55.68	47.74	62.64	47.62	35.65
Fall 2015*	907	61.41	52.26	80.15	61.19	44.43
Fall 2016	812	64.90	56.90	85.84	66.87	48.89
Fall 2017	768	65.10	56.38	89.19	68.49	50.39
Fall 2018	778	60.93	50.00	89.85	61.18	41.77
Fall 2019	666	70.57	59.31	93.24	69.07	53.15
Fall 2020	426	63.15	55.87	91.31	66.67	53.29

Source: USG ADC Census; SGSC Banner

Note: (1) The asterisk (*) represents where the cohort did represent the official count.(2) The above table accounts for transfer credit, CLEP credit, and institutional credit earned for Area A through the summer of their first academic year.

Strategy/Activity: Academic Advisors Create Fuller Schedules

Table I Number and Percentage of Students Enrolling in 15 or More Credit Hours		
	N Enrolled	% of Enrollment
Fall 2015	737	**27.83%**
Fall 2016	613	**24.11%**
Fall 2017	666	**26.22%**
Fall 2018	610	**24.58%**
Fall 2019	472	**20.12%**
Fall 2020	345	**17.01%**

Source: USG ADC Census

Table J
Number and Percentage of Students Successfully Earning 15 or More Credit Hours

	N Enrolled in 15 or More CH	N Successfully Earning 15 or More CH	% Successfully Earning 15 or More CH
Fall 2015	734	369	**50.27%**
Fall 2016	614	288	**46.91%**
Fall 2017	662	337	**50.91%**
Fall 2018	613	217	**35.40%**
Fall 2019	471	207	**43.95%**
Fall 2020	345	189	**54.78%**

Source: SGSC Banner
Note: (1) "Earning 15 or More CH" represents students who were enrolled in 15 or more credit hours that successfully completed 15 or more hours which includes CLEP credit; however, this does not include learning support credits.

Strategy/Activity: Promote Undergraduate Research

Table K: Undergraduate Research Symposium Faculty Mentor Survey Results
(SD=Strongly Agree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Response Items	SD	D	N	A	SA
I spent more time in one-on-ones, or small group sessions preparing students to present than I would have in preparing them for exams	0%	0%	43%	29%	29%
My student-researchers reviewed more course-relevant literature than they would have if not for the symposium	0%	0%	14%	43%	43%
I assisted my student-researchers with some aspect of the literature review	0%	0%	0%	14%	86%
My students were better able to demonstrate mastery of course materials by presenting at the symposium	0%	0%	0%	67%	33%
I viewed most or all of my students' presentations	0%	0%	0%	28%	72%
My student-researchers developed communication skills as a result of the symposium	0%	0%	0%	72%	28%
As a result of working on symposium presentations, my students and I got to better know each other	0%	0%	0%	72%	28%
I would be able to write a stronger letter of recommendation for a student based on their participation in the symposium	0%	0%	0%	43%	57%
I viewed presentations from student-researchers other than those in my classes	14%	14%	14%	14%	43%

Table L: Undergraduate Research Symposium Student Presenter Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Presenter Response to #s of Symposia Presentations					
How many SGSC UR symposia have you presented at prior to spring 2021?	0 30%	1 30%	2 20%	3 0%	4 or more 20%
How many presentations did you give at the spring 2021 UR symposium? (Include both solo and group presentations)	1 70%	2 30%	3 0%	4 0%	0%
Presenter Response to Survey Statements	**SD**	**D**	**N**	**A**	**SA**
I learned more about my topic(s) presenting on it than I would have by being tested on it.	0%	0%	10%	50%	40%
The time I spent preparing my presentation(s) negatively affected other aspects of my courses, such as studying or completing work	60%	30%	10%	0%	0%
I have received positive feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	0%	0%	10%	60%	30%
I have received negative feedback about my presentation(s) from someone at SGSC other than the instructor for the course related to the presentation	50%	40%	0%	10%	0%
I plan to present research again, whether at SGSC or at another institution.	10%	0%	10%	40%	40%

Table M: Undergraduate Research Symposium Student Attendee Survey Results
(SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree)

Attendee Response Items	SD	D	N	A	SA
I learned about topics not learned about in class	0%	0%	25%	12%	63%
I attended presentations from a subject area I have not yet taken a class in	0%	12%	0%	50%	38%
I feel interested in learning more about something I learned in one (or more) of the presentations	0%	0%	0%	75%	25%
Whether or not I ever will do research, seeing my peers' presentations makes me more confident that I could do research if I chose to	0%	12%	0%	50%	38%
I did not see any presentations that were interesting	63%	38%	0%	0%	0%
Questions Asked of Attendees					
How many presentations did you attend	0 0%	1 0%	2 12%	3 38%	4 or more 50%
How many of the classes you have taken at SGSC have had a research component?	0 0%	1 12%	2 38%	3 0%	4 or more 50%
My current opinion of research compared to when I first started at SGSC is	much lower 0%	lower 0%	the same 12%	higher 63%	much higher 25%

Strategy/Activity: Gateways to Completion

Table N Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K						
	FY15*	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
DFWI Rate by Cohort						
Development Ed.	54.8%	59.2%	31.4%	32.9%	30.8%	40.4%
First Year	51.3%	54.1%	41.3%	45.5%	51.9%	26.3%
Second Year	33.8%	40.0%	25.0%	21.6%	26.2%	21.3%
Other Undergrad	29.4%	50.0%	21.1%	30.8%	6.3%	40.0%
DFWI Rates by Method of Instruction Delivery						
Face-to-Face	44.2%	49.8%	34.7%	36.2%	38.9%	27.3%
Blended	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Online	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
DFWI Rates by Gender						
Male	54.3%	58.4%	44.4%	44.8%	45.8%	19.7%
Female	38.2%	42.9%	28.1%	30.1%	34.5%	32.4%
DFWI Rates by Full-time or Part-Time Status						
Full-Time	46.8%	50.5%	36.3%	37.9%	44.3%	25.0%
Part-Time	36.1%	47.7%	28.3%	29.3%	22.2%	37.1%
DFWI Rates by Age						
Age 22 and under	44.4%	51.0%	36.3%	33.7%	39.5%	26.2%
Age 23-30	48.0%	33.3%	30.4%	50.0%	35.7%	34.8%
Age 31-40	35.7%	56.3%	12.5%	50.0%	25.0%	27.3%
Age 41 and older	40.0%	75.0%	0.0%	66.7%	40.0%	25.0%
DFWI Rates by Race/Ethnicity						
Nonresident alien	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Hispanic or Latino	50.0%	56.3%	35.3%	46.7%	36.8%	36.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	64.4%	63.8%	36.7%	47.1%	44.4%	39.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	35.6%	48.0%	33.8%	31.6%	37.5%	21.2%
Two or More Races	0.0%	40.0%	0.0%	33.3%	75.0%	75.0%
Race/ethnicity Unknown	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%

Table N
Gateways to Completion Disaggregated DWFI Rates for BIOL 2107K

	FY15*	FY16	FY17	FY18	FY19	FY20
DFWI Rates by Pell Eligibility and First-Generation Status						
Pell Eligible Students	49.4%	50.6%	34.6%	41.6%	40.7%	30.6%
Not Pell Eligible Students	36.1%	45.6%	34.8%	29.9%	35.5%	22.4%
First Generation College Students	41.7%	45.2%	27.3%	46.2%	53.1%	42.3%
Not First-Generation College Students	44.8%	54.3%	35.9%	34.8%	35.9%	24.8%

Source: USG ADC Census; SGSC Banner
Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY17.

Table O
Gateways to Completion Disaggregated DWFI Rates for ENGL 1101

	FY17*	FY18	FY19	FY20
Overall DFWI Rate	25.2%	30.4%	35.9%	33.0%
DFWI Rate by Cohort				
Development Ed.	33.1%	25.0%	43.5%	36.4%
First Year	25.3%	30.3%	35.8%	32.4%
Second Year	25.0%	36.4%	55.6%	40.6%
Other Undergrad	0.0%	0.0%	0.0%	20.0%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	23.8%	28.1%	32.5%	32.2%
Blended	30.0%	50.0%	25.0%	22.2%
Online	43.1%	44.4%	45.7%	38.7%
DFWI Rates by Gender				
Male	27.4%	33.2%	40.0%	38.1%
Female	23.7%	28.3%	33.1%	29.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	23.1%	30.3%	34.5%	32.4%
Part-Time	39.3%	31.1%	43.1%	37.0%
DFWI Rates by Age				
Age 22 and under	25.1%	30.6%	35.4%	33.2%
Age 23-30	30.6%	27.6%	47.9%	29.0%
Age 31-40	17.2%	28.6%	31.0%	46.7%
Age 41 and older	16.7%	33.3%	21.1%	22.2%

Table O
Gateways to Completion Disaggregated DWFI Rates for ENGL 1101

	FY17*	FY18	FY19	FY20
DFWI Rates by Race/Ethnicity				
Nonresident alien	12.5%	0.0%	0.0%	25.0%
Hispanic or Latino	19.3%	28.6%	37.1%	29.3%
American Indian or Alaska Native	33.3%	33.3%	40.0%	0.0%
Asian	33.3%	28.6%	16.7%	50.0%
Black or African American	23.7%	31.3%	41.4%	38.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	33.3%
White	27.8%	28.9%	26.6%	26.4%
Two or More Races	30.0%	46.7%	51.9%	45.0%
Race/ethnicity Unknown	25.0%	33.3%	33.3%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	26.5%	32.1%	39.4%	34.3%
Not Pell Eligible Students	22.2%	25.8%	25.8%	29.3%
First Generation College Students	26.8%	43.2%	45.1%	36.5%
Not First-Generation College Students	24.9%	28.3%	34.5%	32.4%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table P
Gateways to Completion Disaggregated DWFI Rates for MATH 1111

	FY17*	FY18	FY19	FY20
Overall DFWI Rate	33.7%	38.8%	44.0%	35.1%
DFWI Rate by Cohort				
Development Ed.	41.4%	35.3%	51.0%	33.8%
First Year	34.5%	40.5%	45.0%	31.1%
Second Year	23.9%	24.6%	30.9%	42.5%
Other Undergrad	40.0%	21.1%	75.0%	40.5%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	32.6%	38.7%	40.8%	30.1%
Blended	0.0%	0.0%	0.0%	75.0%
Online	46.0%	37.5%	48.6%	45.3%
DFWI Rates by Gender				

Table P Gateways to Completion Disaggregated DWFI Rates for MATH 1111				
	FY17*	**FY18**	**FY19**	**FY20**
Male	36.7%	41.8%	49.6%	38.6%
Female	31.3%	36.5%	40.1%	32.3%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	33.4%	36.8%	43.7%	32.9%
Part-Time	35.4%	50.0%	45.2%	44.6%
DFWI Rates by Age				
Age 22 and under	33.5%	39.1%	43.5%	33.4%
Age 23-30	32.8%	35.5%	51.2%	47.5%
Age 31-40	45.0%	34.6%	41.7%	46.2%
Age 41 and older	33.3%	50.0%	37.5%	25.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	0.0%	25.0%	0.0%	50.0%
Hispanic or Latino	28.3%	27.3%	44.2%	27.9%
American Indian or Alaska Native	33.3%	0.0%	0.0%	100.0%
Asian	0.0%	100.0%	33.3%	33.3%
Black or African American	34.8%	47.9%	45.6%	38.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	33.1%	26.9%	42.5%	33.2%
Two or More Races	42.1%	62.5%	50.0%	54.5%
Race/ethnicity Unknown	60.0%	20.0%	50.0%	28.6%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	35.5%	42.3%	47.3%	36.8%
Not Pell Eligible Students	29.7%	30.5%	37.8%	31.9%
First Generation College Students	33.3%	46.4%	46.9%	35.3%
Not First-Generation College Students	33.8%	37.7%	43.6%	35.1%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table Q Gateways to Completion Disaggregated DWFI Rates for HIST 2112				
	FY17*	**FY18**	**FY19**	**FY20**
Overall DFWI Rate	36.3%	41.9%	49.4%	44.1%
DFWI Rate by Cohort				
Development Ed.	35.9%	42.0%	45.6%	51.7%
First Year	39.4%	44.6%	52.7%	46.0%
Second Year	18.8%	29.7%	35.4%	43.9%
Other Undergrad	25.0%	0.0%	0.0%	32.4%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	36.6%	40.9%	50.1%	49.3%
Blended	24.3%	0.0%	0.0%	34.5%
Online	43.8%	70.0%	45.7%	36.4%
DFWI Rates by Gender				
Male	39.0%	49.8%	55.1%	49.7%
Female	34.4%	35.5%	45.8%	41.0%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	36.8%	43.3%	49.5%	45.2%
Part-Time	33.0%	33.7%	48.8%	39.2%
DFWI Rates by Age				
Age 22 and under	37.9%	43.3%	50.8%	46.8%
Age 23-30	31.4%	41.7%	46.3%	31.9%
Age 31-40	19.4%	26.1%	44.4%	33.3%
Age 41 and older	20.0%	0.0%	15.4%	22.2%
DFWI Rates by Race/Ethnicity				
Nonresident alien	20.0%	50.0%	0.0%	0.0%
Hispanic or Latino	28.9%	41.5%	45.1%	50.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian	25.0%	0.0%	0.0%	33.3%
Black or African American	51.1%	53.8%	60.3%	54.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	25.8%	30.4%	38.2%	34.7%
Two or More Races	33.3%	33.3%	69.2%	33.3%
Race/ethnicity Unknown	20.0%	50.0%	62.5%	60.0%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	38.8%	45.0%	53.6%	47.3%

Table Q Gateways to Completion Disaggregated DWFI Rates for HIST 2112	FY17*	FY18	FY19	FY20
Not Pell Eligible Students	30.6%	35.9%	39.8%	37.1%
First Generation College Students	34.8%	49.4%	63.4%	43.1%
Not First-Generation College Students	36.6%	40.8%	47.3%	44.3%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table R Gateways to Completion Disaggregated DWFI Rates for POLS 1101	FY17*	FY18	FY19	FY20
Overall DFWI Rate	24.5%	27.8%	26.4%	26.2%
DFWI Rate by Cohort				
Development Ed.	28.8%	31.3%	26.1%	37.8%
First Year	25.3%	29.8%	28.6%	26.4%
Second Year	18.6%	14.3%	12.9%	25.4%
Other Undergrad	20.0%	14.3%	0.0%	24.3%
DFWI Rates by Method of Instruction Delivery				
Face-to-Face	21.9%	26.3%	24.9%	24.5%
Blended	0.0%	0.0%	0.0%	0.0%
Online	45.5%	34.6%	25.6%	24.1%
DFWI Rates by Gender				
Male	24.8%	30.4%	29.2%	31.4%
Female	24.3%	26.3%	24.7%	23.2%
DFWI Rates by Full-time or Part-Time Status				
Full-Time	22.7%	26.3%	26.0%	27.2%
Part-Time	34.1%	34.8%	28.4%	22.8%
DFWI Rates by Age				
Age 22 and under	24.8%	28.1%	27.6%	28.1%
Age 23-30	21.1%	28.8%	28.3%	17.7%
Age 31-40	29.4%	23.3%	7.1%	14.3%
Age 41 and older	16.7%	14.3%	6.3%	20.0%
DFWI Rates by Race/Ethnicity				
Nonresident alien	14.3%	25.0%	0.0%	0.0%
Hispanic or Latino	24.5%	11.6%	27.1%	26.1%
American Indian or Alaska Native	50.0%	0.0%	0.0%	0.0%

Table R
Gateways to Completion Disaggregated DWFI Rates for POLS 1101

	FY17*	FY18	FY19	FY20
Asian	0.0%	14.3%	0.0%	0.0%
Black or African American	27.6%	38.9%	38.3%	46.8%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	21.3%	21.0%	18.2%	17.0%
Two or More Races	50.0%	38.9%	35.7%	28.6%
Race/ethnicity Unknown	37.5%	50.0%	0.0%	33.3%
DFWI Rates by Pell Eligibility and First-Generation Status				
Pell Eligible Students	28.1%	31.0%	30.3%	30.8%
Not Pell Eligible Students	18.5%	2130.0%	19.1%	17.5%
First Generation College Students	31.3%	34.0%	43.9%	29.0%
Not First-Generation College Students	23.0%	26.9%	24.3%	25.7%

Note: (1) The data above excludes dual enrolled students. (2) The asterisk (*) represents the baseline year for the cohort; however, course redesign began in FY20 and data is not currently available.

Table S

Disaggregated DFWI Rates, BIOL 2107, for G2C and Non-G2C Students

Overall DFWI Rates

		FY15	FY16	FY17	FY18	FY19
G2C Faculty	Number of Records	201.0	185.0	168.0	160.0	136.0
	Distinct count of SECTION	9.0	10.0	9.0	9.0	9.0
	Count - A, B, C, S, K	120.0	111.0	122.0	117.0	93.0
	Count - D, F, U, W, WF, I, IP	81.0	74.0	46.0	43.0	43.0
	DFWI Rates	40.30	40.00	27.38	26.88	31.62
Non-G2C Faculty	Number of Records	50.0	68.0	57.0	50.0	49.0
	Distinct count of SECTION	3.0	4.0	3.0	3.0	3.0
	Count - A, B, C, S, K	20.0	16.0	25.0	17.0	20.0
	Count - D, F, U, W, WF, I, IP	30.0	52.0	32.0	33.0	29.0
	DFWI Rates	60.00	76.47	56.14	66.00	59.18
Grand Total	Number of Records	251.0	253.0	225.0	210.0	185.0
	Distinct count of SECTION	12.0	14.0	12.0	12.0	12.0
	Count - A, B, C, S, K	140.0	127.0	147.0	134.0	113.0
	Count - D, F, U, W, WF, I, IP	111.0	126.0	78.0	76.0	72.0
	DFWI Rates	44.22	49.80	34.67	36.19	38.92

Source: USG ADC Census, SGSC Banner
Note: The above table represents DFWI rates for BIOL 2107K; however, this data excludes dual enrolled students.

Strategy/Activity: Academic Advising

Table T First-Time Full-Time Associate Degree-Seeking Freshmen One Year Retention Rates						Institution-Specific for All State Colleges (the average institution-specific retention rate for all 8 USG state colleges)	System-Wide for All State Colleges (retention rate within the System for all 8 USG state colleges)
	Institutional Rate for SGSC			System-Wide Rate for SGSC			
Year	N Cohort	N Retained	% Retained	N Retained	% Retained	% Retained	% Retained
Fall 2015	910	409	**44.95%**	591	**64.95%**	**58.00%**	**66.50%**
Fall 2016	812	403	**49.63%**	572	**70.44%**	**55.80%**	**65.60%**
Fall 2017	849	345	**40.60%**	520	**61.20%**	**51.50%**	**59.70%**
Fall 2018	773	342	**44.20%**	468	**60.50%**	**55.20%**	**64.10%**
Fall 2019	664	307	**46.25%**	452	**68.10%**	**56.60%**	**65.80%**

Source: USG ADC Census; USG Retention Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table U First-Time Full-Time Associates Degree-Seeking Freshmen Three-Year Graduation Rates						Institution-Specific for All State Colleges (the average institution-specific rate for all 8 USG state colleges)	System-Wide for All State Colleges (rate within the System for all 8 USG state colleges)
	Institution-Specific Rate for SGSC			System-Wide Rate for SGSC			
Cohort	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated	% Graduated	% Graduated
Fall 2013	878	105	**11.96%**	108	**12.30%**	**13.4%**	**13.8%**
Fall 2014	818	118	**14.43%**	123	**15.04%**	**13.8%**	**14.2%**
Fall 2015	910	120	**13.19%**	125	**13.74%**	**15.2%**	**15.5%**
Fall 2016	812	130	**16.01%**	132	**16.26%**	**14.5%**	**14.8%**
Fall 2017	768	147	**19.14%**	149	**19.40%**	**15.6%**	**15.9%**

Source: USG Graduation Rate Reports. https://www.usg.edu/research/usgbythenumbers

Table V Degrees Conferred by Degree Offered					
	FY2017	FY2018	FY2019	FY2020	FY2021
Associate Degree	236	265	261	302	312
Career Associate	60	41	48	42	44
Bachelors	33	58	65	69	96
Total	**329**	**364**	**374**	**413**	**452**

Source: USG ADC Census; USG Degrees Conferred Reports

Table W

First-Time Full-Time Student Math Placement						
	Fall 2018		Fall 2019		Fall 2020	
Correct Math?	N	%	N	%	N	%
No Math Required (ASN majors)	4	0.51%	0	0.00%	1	0.23%
Placed in Correct Math w/no associated requirements	313	40.23%	280	42.04%	225	52.82%
Placed in Correct Math w/ Learning Support Requirements	350	44.99%	313	47.00%	140	32.86%
Placed in Correct Math w/ Pre-requisite Requirements	29	3.73%	35	5.26%	20	4.69%
Not Placed in Correct Math	82	10.54%	38	5.71%	40	9.39%
Total	778	100.00%	666	100.00%	426	100.00%

Source: SGSC Banner

Strategy/Activity: "Getting to Know Our Students" Survey

Table X

SGSC "Getting to Know Our Students" Survey Participation Rates			
Term	Total Population (as of 1st Week of Class)	Total Participants	% Participated
Fall 2017	844	45	5.33
Fall 2018	801	121	15.11
Fall 2019	700	97	13.86
Fall 2020	438	54	12.33

Table Y

GETTING TO KNOW OUR STUDENTS SURVEY CAMPARISON TABLES

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
Growth Mindset ("You can learn new things.")									
Math Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	**3.59**	**3.32**	**-0.28**	**3.59**	**3.45**	**-0.14**	**3.50**	**3.67**	**0.17**
You can learn new things, but you can't really change your basic math intelligence.	3.79	3.85	0.06	3.88	4.06	0.18	4.17	5.00	0.83
Your math intelligence is something about you that you can't change very much.	3.55	3.84	0.29	3.31	3.47	0.16	3.54	3.00	-0.54
You have a certain amount of math intelligence and you really can't do much to change it.	2.89	3.32	0.42	2.99	3.12	0.13	2.78	2.00	-0.78
English Growth Mindset Composite* (measured as Fixed Mindset - reverse coded)	**3.97**	**3.71**	**-0.27**	**3.91**	**4.33**	**0.42**	**4.44**	**3.67**	**-0.77**
You can learn new things, but you can't really change your basic English intelligence.	3.30	3.67	0.37	3.38	3.00	-0.38	2.98	5.00	2.02
Your English intelligence is something about you that you can't change very much.	3.13	3.39	0.26	3.00	2.64	-0.36	2.62	2.00	-0.62
You have a certain amount of English intelligence and you really can't do much to change it.	2.67	2.83	0.16	2.80	2.36	-0.44	2.10	3.00	0.90
Expectancy ("I can do this.")									
Math Expectancy Composite	**4.68**	**4.80**	**0.12**	**4.43**	**4.65**	**0.22**	**4.21**	**5.00**	**0.79**
I believe that I can be successful in math.	4.64	4.70	0.06	4.40	4.76	0.36	4.09	5.00	0.91
I am confident that I can understand the material in math.	4.71	4.90	0.19	4.48	4.53	0.04	4.33	5.00	0.67
English Expectancy Composite	**5.03**	**5.03**	**0.00**	**5.04**	**4.71**	**-0.32**	**5.08**	**5.00**	**-0.08**
I believe that I can be successful in English.	5.01	5.00	-0.01	5.04	4.64	-0.40	5.12	5.00	-0.12
I am confident that I can understand the material in English.	5.04	5.06	0.02	4.97	4.79	-0.18	5.05	5.00	-0.05
Math Preparedness Composite	**3.10**	**2.95**	**-0.16**	**2.99**	**2.76**	**-0.22**	**2.76**	**3.50**	**0.74**
I sometimes feel like other students on campus have math skills that I don't.	3.95	4.42	0.47	4.13	4.41	0.28	4.43	4.00	-0.43
I feel more academically prepared in math than other students at this college/university.	3.17	3.32	0.15	3.10	2.94	-0.16	2.96	4.00	1.04

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
English Preparedness Composite	**3.49**	**3.58**	**0.10**	**3.67**	**3.04**	**-0.63**	**3.46**	**4.00**	**0.54**
I sometimes feel like other students on campus have English skills that I don't.	3.64	4.06	0.42	3.40	3.93	0.53	3.52	3.00	-0.52
I feel more academically prepared in English than other students at this college/university.	3.61	4.22	0.61	3.74	3.00	-0.74	3.45	4.00	0.55
Value & Purpose ("What I am doing is important and useful.")									
Math Value Composite	**4.42**	**4.47**	**0.05**	**4.56**	**4.88**	**0.32**	**4.24**	**5.00**	**0.76**
Math is important to me.	4.31	4.60	0.29	4.81	4.94	0.13	4.72	5.00	0.28
I think math is useful.	4.76	4.53	-0.23	4.88	5.18	0.30	4.76	5.00	0.24
What I learn in my math classes will be useful in the future.	4.44	4.16	-0.28	4.38	4.71	0.32	3.80	5.00	1.20
What I learn in my math classes will help me in my future career.	4.18	4.63	0.45	4.43	4.94	0.51	3.98	5.00	1.02
I value math.	-	-	-	4.31	4.65	0.34	4.02	5.00	0.98
English Value Composite	**4.76**	**4.97**	**0.21**	**4.99**	**4.65**	**-0.34**	**4.97**	**5.00**	**0.03**
English is important to me.	4.84	4.61	-0.23	5.17	4.93	-0.24	5.31	5.00	-0.31
I think English is useful.	4.94	5.11	0.17	5.22	5.00	-0.22	5.14	5.00	-0.14
What I learn in my English classes will be useful in the future.	4.65	5.06	0.41	4.81	4.64	-0.17	4.64	5.00	0.36
What I learn in my English classes will help me in my future career.	4.64	4.83	0.19	4.85	4.46	-0.38	4.69	5.00	0.31
I value English.	-	-	-	4.86	4.14	-0.71	5.07	5.00	-0.07
Cost ("It requires too much to do this.")									
Math Cost Composite	**2.81**	**3.02**	**0.21**	**2.59**	**2.53**	**-0.06**	**2.77**	**2.00**	**-0.77**
I'm unable to put in the time needed to do well in math.	2.60	2.68	0.09	2.63	2.71	0.07	2.41	2.00	-0.41
I have to give up too much to do well in math.	2.54	2.84	0.31	2.54	2.35	-0.18	2.50	2.00	-0.50
My math class is too stressful for me.	3.23	3.53	0.29	3.19	3.31	0.12	3.39	2.00	-1.39
English Cost Composite	**2.37**	**3.26**	**0.89**	**2.50**	**2.79**	**0.29**	**2.19**	**2.00**	**-0.19**
I'm unable to put in the time needed to do well in English.	2.35	3.11	0.76	2.60	2.54	-0.06	2.33	2.00	-0.33
I have to give up too much to do well in English.	2.18	2.83	0.65	2.37	3.08	0.71	2.05	2.00	-0.05
My English class is too stressful for me.	2.58	3.83	1.25	2.72	2.71	-0.01	2.54	2.00	-0.54
Belonging ("I am a part of this community.")									
College Belonging Composite	**4.74**	**4.83**	**0.08**	**4.77**	**2.79**	**-1.98**	**4.74**	**5.00**	**0.26**

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
I belong at this college/university.	4.59	4.62	0.03	4.63	4.12	-0.52	4.57	5.00	0.43
I feel like this college/university is a good fit for me.	4.86	5.05	0.19	4.90	4.53	-0.37	4.91	5.00	0.09
Belonging Uncertainty Composite	**3.42**	**3.52**	**0.10**	**3.08**	**4.32**	**1.24**	**-**	**-**	**-**
When something bad happens, I feel that maybe I don't belong at college.	2.97	3.10	0.13	2.76	2.53	-0.23	-	-	-
Sometimes I feel that I belong at college, and sometimes I feel that I don't belong at college.	3.87	3.95	0.08	3.40	3.06	-0.34	-	-	-
College Identity Composite	**4.73**	**4.88**	**0.16**	**4.76**	**4.41**	**-0.35**	**4.78**	**4.50**	**-0.28**
Being a student at this college/university is an important part of my identity.	4.49	4.57	0.08	4.46	4.00	-0.46	4.46	4.00	-0.46
I am very proud to be a student at this college/university.	4.96	5.19	0.23	5.06	4.82	-0.23	5.11	5.00	-0.11
Relative Academic Preparedness Composite	**3.24**	**3.45**	**0.21**	**3.35**	**3.65**	**0.29**	**-**	**-**	**-**
(REVERSE CODED) I sometimes feel like other students on campus have stronger academic skills than me.*	2.85	3.00	0.15	3.22	3.41	0.19	-	-	-
I feel more academically prepared than other students at this college/university.	3.62	3.95	0.33	3.50	3.88	0.38	3.63	4.00	0.37
Campus Involvement Composite	**3.03**	**3.45**	**0.42**	**2.97**	**2.50**	**-0.47**	**3.96**	**5.00**	**1.04**
I am very involved in groups and/or activities at this college/university.	3.02	3.57	0.55	2.86	2.29	-0.56	4.07	5.00	0.93
(REVERSE CODED) I am not very involved on campus; I'm just here to take classes.*	3.03	3.33	0.30	3.10	2.71	-0.40	3.84	5.00	1.16
Grit ("I can overcome obstacles.")									
Perseverance of Effort Composite	**4.36**	**4.55**	**0.18**	**4.34**	**4.53**	**0.19**	**4.42**	**4.50**	**0.08**
I am a hard worker.	4.39	4.55	0.16	4.39	4.63	0.24	4.43	4.00	-0.43
I finish whatever I begin.	4.35	4.55	0.20	4.30	4.44	0.14	4.40	5.00	0.60
Reason for Attending College									
Independent Composite	**5.82**	**3.88**	**-1.95**	**4.86**	**4.42**	**-0.45**	**6.22**	**6.75**	**0.53**
Explore new interests.	5.30	5.76	0.46	4.56	4.29	-0.27	5.73	7.00	1.27
Expand my understanding of the world.	5.63	6.05	0.41	4.83	4.15	-0.68	6.23	7.00	0.77
Become an independent thinker.	6.15	6.29	0.13	5.28	5.40	0.12	6.46	6.00	-0.46
Learn more about my interests.	6.21	6.29	0.08	5.24	5.38	0.13	6.44	7.00	0.56

Mindset/Question	Fall 2018			Fall 2019			Fall 2020		
	Early Fall (mean) N=99	Late Fall (mean) N=22	Diff	Early Fall (mean) N=78	Late Fall (mean) N=19	Diff	Early Fall (mean) N=53	Late Fall (mean) N=1	Diff
Interdependent Composite	**5.92**	**6.12**	**0.20**	**4.33**	**3.63**	**-0.71**	**6.19**	**5.75**	**-0.44**
Be a role model for people in my community.	5.90	6.14	0.24	5.03	4.33	-0.70	6.23	6.00	-0.23
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Helping Motives Composite	**5.93**	**6.11**	**0.18**	**4.33**	**4.17**	**-0.17**	**6.18**	**5.67**	**-0.51**
Help my family out after I'm done with college.	6.07	6.19	0.12	4.59	4.57	-0.01	6.17	5.00	-1.17
Give back to my community.	5.46	6.05	0.59	4.60	4.64	0.05	5.83	6.00	0.17
Provide a better life for my own children.	6.27	6.10	-0.18	4.60	3.60	-1.00	6.54	6.00	-0.54
Family Support									
Family Support Composite (reverse coded)*	**4.95**	**5.40**	**0.45**	**5.39**	**5.50**	**0.11**	**5.49**	**5.00**	**-0.49**
My family doesn't understand why I want to go to college.	1.68	1.62	-0.06	1.59	1.47	-0.12	1.63	2.00	0.37
My family questions whether a college education is valuable.	1.61	1.57	-0.04	1.63	1.53	-0.10	1.39	2.00	0.61
Perception of Faculty Mindset									
Perception of Faculty Mindset Composite* (reverse coded)	**4.62**	**4.44**	**-0.18**	**4.49**	**4.06**	**-0.44**	**4.62**	**5.00**	**0.38**
The instructors at my college/university seem to believe that students have a certain amount of intelligence, and they really can't do much to change it.	2.19	2.44	0.25	2.40	2.50	0.10	2.10	2.00	-0.10
The instructors at my college/university seem to believe that students can learn new things, but they can't really change their basic intelligence.	2.75	2.78	0.02	2.86	2.93	0.07	2.73	2.00	-0.73
The instructors at my college/university seem to believe that students either "have it" or they don't.	2.60	3.00	0.40	2.97	3.50	0.53	2.65	2.00	-0.65
The instructors at my college/university seem to believe that every student can learn new things and significantly grow their intelligence.	5.25	4.94	-0.31	5.02	5.21	0.20	5.15	5.00	-0.15
The instructors at my college/university seem to believe that some students are smart, while others are not.	2.55	2.61	0.06	2.52	3.57	1.05	2.60	2.00	-0.60
The instructors at my college/university seem to believe that students who are less smart will always be less smart than the other students in the class.	2.31	2.44	0.14	2.30	3.36	1.06	2.35	2.00	-0.35