

SOUTH GEORGIA STATE COLLEGE

APPENDIX: DATA TABLES

SGSC Enrollment Demographics

Table A										
Enrollment and Demographic Trends										
	Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	N	%	N	%	N	%	N	%	N	%
Total Enrollment	2,540	100%	2,482	100%	2,346	100%	2,028	100%	1774	100%
Enrollment Status										
	N	%	N	%	N	%	N	%	N	%
Full-Time	1,651	65.00%	1,580	63.66%	1,476	62.92%	1,164	57.40%	1013	57.10%
Part-Time	889	35.00%	902	36.34%	870	37.08%	864	42.60%	761	42.90%
Gender										
	N	%	N	%	N	%	N	%	N	%
Female	1,636	64.41%	1,612	64.95%	1,566	66.75%	1,350	66.57%	1176	66.30%
Male	904	35.59%	870	35.05%	780	33.25%	678	33.43%	598	33.70%
Race/Ethnicity										
	N	%	N	%	N	%	N	%	N	%
Hispanic	162	6.38%	171	6.89%	196	8.35%	183	9.02%	181	10.20%
American Indian, Alaskan Native, Pacific Islander, or Asian	37	1.46%	30	1.21%	31	1.32%	27	1.33%	19	1.07%
Black or African American	772	30.39%	747	30.10%	674	28.73%	459	22.63%	396	22.32%
White	1,523	59.96%	1,478	59.55%	1,394	59.42%	1,301	64.15%	1118	63.02%
Two or More Races	34	1.34%	40	1.61%	31	1.32%	36	1.78%	47	2.65%
Race Unknown	12	0.47%	16	0.64%	20	0.85%	22	1.08%	13	0.73%

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

Table B: Underserved Enrollment Trends		% Pell Recipient	% 1 st Generation	% Adult Learner
Fall 2017	N	1,353	601	333
	% of total body	53.27%	23.66%	13.11%
	% excluding DUAL ENROLLED	62.78%	27.89%	15.45%
Fall 2018	N	1,292	583	381
	% of total body	52.05%	23.49%	15.35%

Table B: Underserved Enrollment Trends		% Pell Recipient	% 1st Generation	% Adult Learner
	% excluding DUAL ENROLLED	61.15%	27.59%	18.03%
Fall 2019	N	1,266	551	378
	% of total body	53.96%	23.49%	16.11%
	% excluding DUAL ENROLLED	63.30%	27.55%	18.90%
Fall 2020	N	1,015	505	338
	% of total body	50.05%	24.90%	16.67%
	% excluding DUAL ENROLLED	58.87%	29.29%	19.61%
Fall 2021	N	914	637	328
	% of total body	51.60%	35.96%	18.52%
	% excluding DUAL ENROLLED	61.13%	42.60%	21.94%

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

Strategy/Initiative: Benchmark Institution and Student Achievement

Table C: First-Time Full-Time Associate Degree-Seeking Freshmen One-Year Retention Rates						Institution-Specific for All State Colleges	System-Wide for All State Colleges
Institutional Rate for SGSC				System-Wide Rate for SGSC		(the average institution-specific retention rate for all 8 USG state colleges)	(retention rate within the System for all 8 USG state colleges)
Year	N Cohort	N Retained	% Retained	N Retained	% Retained	% Retained	% Retained
Fall 2016	812	403	49.63%	572	70.44%	55.8%	65.6%
Fall 2017	849	345	40.60%	520	61.20%	51.5%	59.7%
Fall 2018	773	342	44.20%	468	60.50%	55.2%	64.1%
Fall 2019	664	307	46.25%	452	68.10%	56.6%	65.8%
Fall 2020	419	210	50.10%	258	61.60%	51.7%	58.8%
Fall 2021	380	191	50.30%	230	60.50%	53.2%	58.5%

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

Table D: First-Time Full-Time Associate Degree-Seeking Freshmen Three-Year Graduation Rates						Institution-Specific for All State Colleges	System-Wide for All State Colleges
Institution-Specific Rate for SGSC			System-Wide Rate for SGSC			(the average institution-specific rate for all 8 USG state colleges)	(rate within the System for all 8 USG state colleges)
Cohort	N Cohort	N Graduated	% Graduated	N Graduated	% Graduated	% Graduated	% Graduated
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%
Fall 2018	773	119	15.40%	124	16.00%	16.3%	16.7%
Fall 2019	664	133	20.03%	135	20.33%	16.3%	16.4%

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

Table E: USG State College Sector Degrees Awarded, with Number and Percent Change Since FY 2019						
Institution	FY 2019	FY 2020	FY 2021	FY 2022	# Change Since FY 2019	% Change Since FY 2019
ABAC	729	715	637	648	-81	-11.1
Atl. Metro	281	213	208	207	-74	-26.3
Coastal	576	556	782	661	+85	+14.8
Dalton	783	812	757	703	-80	-10.2
East Georgia	322	304	323	280	-42	-13.0
GA Highlands	817	020	979	875	+58	+7.1
Gordon	578	535	576	495	-83	-14.4
SGSC	374	413	468	373	-1	-27

Source: USG by the Numbers

Table F: SGSC Degrees Conferred by Degree Offered						
	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022
Associate Degree	236	265	261	302	312	223
Career Associate	60	41	48	42	44	61
Bachelors	33	58	65	69	96	81
Total	329	364	374	413	452	365

Source: USG ADC Census; USG Degrees Conferred Reports

Strategy/Activity: Concierge Coaching

Table G: Concierge-Coached Student GPAs and “Good Standing” Conversion

Term assigned to Concierge Coach after suspension /probation	N	Previous Term		End-of-Term with Concierge Coach (all GPAs increased)		Change (all positive)	
		Semester GPA	Institutional GPA	Semester GPA	Institutional GPA	Semester GPA	Institutional GPA
Fall 2021	53	1.59	1.60	1.74	1.68	0.15	0.08
Spring 2022	154	1.14	0.99	1.24	1.11	0.10	0.12
Summer 2022	47	1.83	1.59	1.87	1.61	0.04	0.02
Term with Concierge Coach	N	"Good Standing" conversion after term with coaching		Progression			
		N	%				
Fall 2021	53	16	30%	Fall-to-Spring = 26% Spring-to-Summer = 20%			
Spring 2022	154	20	13%				
Summer 2022	47	6	13%				

Source: SGSC Banner

Table H: Concierge Coaching Student Responses to Satisfaction Survey, Fall 2021 and Spring 2022

Survey Questions	Average of Student Ratings (Scale: 1=Very Unsatisfied; 2=Unsatisfied; 3=Neutral; 4=Satisfied; 5=Very Satisfied)	
	Fall 2021	Spring 2022
How satisfied are you with the frequency of contact with your coach?	4.1	4.3
How satisfied are you with the quality of the coaching program at SGSC?	4.1	4.1
How satisfied are you with your ability to access needed services at SGSC?	4.1	4.5
How satisfied are you that SGSC cares about Your Success?	4.2	4.7
How satisfied are you with the quality of the contact with your coach?	4.2	4.3

Source: Institutionally developed survey

Strategy/Activity: BOOST Mindset Workshops

Table I

BOOST Mindset Asynchronous Virtual Workshop Student Participation and DFW Rates, Fall 2021

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	13	30	43.33%	56.66%	46.66%	64.7%
Chem 1211	6	24	25.5%	41.66%	0.00%	55.55%
Chem 1212	n/a	n/a	n/a	n/a	n/a	n/a
Chem 2401	9	12	75%	25%	11%	100%
Chem 2402	n/a	n/a	n/a	n/a	n/a	n/a
Math 1111	19	70	27%	37%	26%	41%
Math 1101	4	22	18%	45%	25%	50%
Math 0999	4	29	13.7%	48%	25%	52%

SGSC Banner

Table J

BOOST Mindset Asynchronous Virtual Workshop Student Participation and DFW Rates, Spring 2022

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	10	19	52.6%	80%	80%	78%
Chem 1211	5	17	29.4%	53%	40%	58%
Chem 1212	3	14	21%	28.5%	33.33%	27%
Chem 2401	n/a	n/a	n/a	n/a	n/a	n/a
Chem 2402	9	9	100%	22.2%	22.2%	n/a
Math 1111	17	67	25.3%	20.8%	11.7%	24%
Math 1101	16	67	23.8%	49.2%	12.5%	60.7%
Math 0999	-	-	-	-	-	-

Source: SGSC Banner

Table K

BOOST Mindset Workshops and Student Participation, AY 2019-2020, 2020-2021, & 2021-2022

Fall 2019	Student Participants	Spring 2020	Student Participants	Fall 2020*	Student Participants	Spring 2021*	Student Participants	Fall 2021	Student Participants	Spring 2022	Student Participants
BOOST Session		BOOST Session		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	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	Mindset & How the Brain Learns	114	Mindset and How the Brain Learns	288
Grade First-Aid	13	Thinking about How You Think	17					Thinking about How You Think	0		0
								Time Management	0	Time Management	18
Total	39		63		0		0		114		306

Notes:

Fall 2019: "Get the most out of studying" was modified into two more in-depth sessions: "Strategies for Success" & "Thinking about how you think."

Fall 2020 and Spring 2021: Synchronous 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

Strategy/Activity: Academic Advisors Create Fuller Schedules and Encourage Area A Completion

Table L: Number and Percentage of Students Enrolling in 15 or More Credit Hours		
	N Enrolled	% of Enrollment
Fall 2017	662	26.22%
Fall 2018	613	24.58%
Fall 2019	471	20.12%
Fall 2020	345	17.01%
Fall 2021	319	18.01%

Source: USG ADC Census

Table M: 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 2017	662	337	50.91%
Fall 2018	613	217	35.40%
Fall 2019	471	207	43.95%
Fall 2020	345	189	54.78%
Fall 2021	319	186	58.30%

Source: USG ADC Census (Note: Does not include Learning Support completion)

Table N: Area A Completion

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 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	74.48	59.31	93.24	69.07	53.15
Fall 2020	426	47.41	57.42	91.31	66.67	53.29
Fall 2021	411	52.31	44.28	66.91	40.39	49.88

Source: USG ADC Census; SGSC Banner

Note: This table accounts for transfer credit, CLEP credit, and institutional credit earned for Area A through the summer of their first academic year.

Strategy/Activity: Promote Undergraduate Research

**Table O
QEP SLOs and Percentages of Students Achieving Outcome Targets, Years One through Five**

(All Outcome Targets = 70% of students in QEP courses will demonstrate “good” or “excellent” proficiency)

QEP SLOs	Year 1	Year 2	Year 3	Year 4	Year 5
Identify ethical practices in research	Not assessed	Not assessed	72.0	72.0	85.0
Generate answerable research questions	65.3	66.0	63.5	74.0	78.5
Analyze prior research	61.0	80.0	82.3	84.2	79.6

Develop a hypothesis from research question	62.5	54.0	69.6	75.3	78.3
Construct a research plan	43.0	61.0	69.5	80.0	82.5
Collect relevant data	46.5	62.5	82.3	86.8	81.0
Analyze relevant data	59.6	66.5	64.3	74.9	76.6
Draw appropriate conclusions based on analysis	27.0	53.0	57.5	78.5	77.8
Present research	41.0	59.0	83.0	80.3	93.8

Source: SGSC faculty-generated rubric assessment and analysis

Strategy/Activity: “Getting to Know Our Students” Survey

(next several pages)

Table P

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

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 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
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

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'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
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

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 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
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

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
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

Table Q: SGSC Student Success/Completion Team and Primary Planning and Decision-Makers

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