Kennesaw State University Complete College Georgia (CCGA) Campus Plan

Part I: Goals and Data Analysis

KSU has averaged 4% growth in undergraduate students each year from 2004-2011. During that same timeframe the institution has averaged a 9% per year increase in baccalaureate degrees awarded. However, that time period contains a couple of years of extraordinary increases in both growth and degrees awarded (>15%). In the last three years, the growth of degrees has averaged closer to 6%. A more modest, and probably more realistic, projection model has been developed using various predictor variables such as GA population, our eight feeder county populations, and projected numbers of high school graduates. Projecting outward, we would expect the number of degrees awarded in 2020 to be 4,244 (an increase of 27.9%) if growth in degrees awarded parallels projected enrollment growth. However, if degrees awarded continue at the more rapid rate of 6% per year due to programs in place to accelerate degree completion, the number awarded in 2020 could be over 5,500, an increase of more than 65%.Therefore, KSU's past and projected degree completions will play an important role in advancing CCGA's goal attainment of 250,000 additional graduates in Georgia by 2020.

It is clear from the data, and projections, presented above that KSU already has practices and procedures in place that promote growth in degrees awarded at a rate faster than the rate that would be projected from enrollment growth alone. Specifically, KSU's degree completion achievements are the result of its efforts to help traditional-age (< 25 years) and nontraditional-age (>= 25 years) students, part-time and full-time, attain their education goals through a variety of practices such as first-year experiences, transfer student orientation, adult learner support, military learner services, disabled student support services, tutoring, advising, coaching, and counseling, already targeting student success. The additional strategies outlined in this plan should result in additional increases in baccalaureate degree output. To ensure CCGA goals are achieved, KSU will continue focusing on all significant student subgroups including first-time, full-time first-year students, transfer students at all classifications levels, students who start as part-time students, and dual enrollment students.

While the ultimate goal is an increase in degrees awarded, unfortunately, the long lead time between implementation of some specific strategy and a measurable increase in degree completion does not allow the use of degree completion as the metric by which strategy implementation can be adjusted quickly enough to meet the 2020 targets. Instead, intermediate short-term measures must be used to make course corrections in the CCGA campus plan. These intermediate metrics include direct measures such as year-to-year retention rates and progression rates (the latter measured by credit hours completed per academic year) as well as indirect measures such as D,F,W rates in specific (gateway) courses. Qualitative assessments (surveys, focus groups, etc.) will also be used where appropriate to measure the success of a particular strategy. These intermediate data can then be used to make mid-course corrections in the choice of strategies to pursue and in the implementation of those strategies. Given the success experienced in the last eight years in increasing the number of degree completions, KSU recognizes the need for continuous improvement to meet both institutional goals and CCGA goals. To help establish goals as part of the plan, KSU analyzed students using the following two approaches:

- A degree-completions analysis system was constructed that utilized completions and degrees conferred data available as part of the Integrated Postsecondary Data System (IPEDS) and USG Data Warehouse (USG123). This data system enabled KSU to identify graduating student

characteristics by annually tracing credential completion pathways backwards through the education pipeline. KSU's annual pool of baccalaureate graduates can be disaggregated into component subgroups, allowing the system to be used for targeted intervention.

- A progression model was developed using an annual fiscal year unduplicated headcount methodology with enrollment data from USG123. This approach permitted KSU to focus on two outcomes: 1) annual tracking of students entering college and following their progressiondisaggregated into component subgroups; and 2) tracking enrollment forward to degree completion. A data analysis system was developed for this progression model.

Degree Completions Analysis

KSU admits both beginning freshmen and transfer students in relatively equal numbers. Students who matriculate at KSU as beginning freshmen in the fall term, on either a full or part-time basis, represented nearly 44% of all baccalaureate graduates, with transfer and other students comprising the remaining 56% in FY 2011. Given this, the commonly employed analysis of first-time, full-time freshmen who remain continuously enrolled on a full-time basis each fall term and graduate within four to six years, excludes a substantial portion of students graduating from KSU. KSU's SAS-powered Degree Completions Report for FYs 2004-2011 and other analytics available at the institution's Virtual Information Center (https://vic.kennesaw.edu) reveal numerous patterns on baccalaureate graduates. Some of the more notable patterns relevant to the CCGA Plan are as follows:

- Continuous enrollment out of high school entering as beginning freshmen (Appendix A.1). In 2004 57% of baccalaureate degrees conferred went to non-traditional-age students (>= 25 years of age) while only 47% were conferred on traditional-age students (< 25 years of age). By 2011 this trend had reversed with 56% of baccalaureate degrees awarded being conferred on traditional-age students and 44% being conferred on non-traditional-age students. Furthermore, the data presented in Appendix A.2 show that the trend is toward traditional-age students who remain enrolled continuously and are therefore, graduating in 4 years at 22 years of age rather than taking 5 or 6 years graduating at 23 or 24 years of age. The combined subgroups of traditional-age graduating in 5 or 6 years has not increased significantly since FY 2004, which may indicate that a relatively constant percentage of KSU's traditional-age students periodically "stop out," change to a part-time status, change majors with loss of useable credit-hours, or simply take additional courses unnecessary for their degrees, thus resulting in delayed graduation. The clear implication of these data is that strategies need to be implemented that target the increased success of traditional-age students as measured by progression toward a 4-year degree-completion time

- Nontraditional students and adult learners. Appendix A.2 also shows that KSU continued to graduate a significant portion of nontraditional-age students, 44% in FY 2011. During that time nearly 27% of baccalaureate graduates were age 28 or older, indicating KSU has a strong contingent of adult learners in the educational pipeline. It is clear that, although declining in percentage of degree completions this continues to be a significant population for KSU and strategies for their success must be part of KSU's CCGA plan.

- Transfer students. Annual intakes of new undergraduate transfer students (Appendix D, column 2) typically equal or exceed the intakes of first-time, full-time freshmen (Appendix C, column 2)

at KSU. As seen in Appendix A.3 transfers also represent a higher percentage of baccalaureate graduates (56% in FY 2011) than those who started at KSU as first-time freshmen (44% in FY 2011). Although decreasing from 81% in FY 2004 to 56% in FY 2011, KSU continues to graduate each year more students who transferred in from other colleges than those who start and finish at KSU. Therefore, KSU needs to continue expanding "onboarding" support for transfer students as well as enhancing relationships with KSU's top TCSG and USG feeder institutions. The need to target success strategies for transfer students has been further emphasized by KSU's participation in the Foundations of Excellence – Transfer Focus Self Study facilitated by the John N. Gardner Institute for Excellence in Undergraduate Education. The recommendations emerging from that self-study are presented in Appendix F and are discussed later in this document

- Time to completion. Nearly one-quarter (24%) of first-time freshmen who graduated in FY 2011, transferred an average of 15 cumulative earned hours back to KSU. Over 12% of transfer students matriculated multiple times, bringing in additional earned hours. While there are multiple reasons, including financial, for these patterns, survey data and other analyses indicate that course availability is a significant contributing factor. A complete analysis and understanding of course bottlenecks will provide data to department chairs that will allow them to schedule courses/sections as a function of demand, thereby reducing the "bottleneck" effect.

- Minority characteristics. Appendix B.1 shows that from FY 2004 to FY 2011, degrees awarded by race and ethnicity closely parallel the enrollment of those racial and ethnic subgroups. The bar chart in Appendix B.2 shows that KSU has outpaced the national trend in growth of degrees awarded in every race/ethnicity/gender category examined. Hispanic females are the fastest growing segment of KSU graduates, with a 358% increase during that period. Asian females are the second fastest growing segment at 103%, followed by African American females at 71%. When analyzed by gender (Appendix B.2), female graduates outpaced male graduates 2-to-1 from FYs 2004 to FY 2011. Excluding the American Indian/Alaska Native category, which has too few individuals to be statistically significant, African American females were the only group that outpaced males of the same racial/ethnic background at a rate higher than 2-to-1 in numbers of degrees awarded in FY 1999 and FY 2009. All other racial groups were lower than a two-to-one ratio. Prior to 2004, KSU graduated slightly higher numbers of minority males than minority females. Since then, that pattern has reversed. This represents an opportunity to find additional ways to support minority male initiatives beyond existing services, or to expand and improve existing efforts.

Progression Analysis

An unduplicated disaggregation of component subgroups for students progressing toward degree completion annually for FYs 2001-05 also reveals key findings pertinent to KSU's CCGA Plan:

- First-year students. KSU has analyzed two groups of first-year students for FYs 2001-2005 that are traditionally ignored in the federal first-year retention rate and graduation rates: (1) annual first-year intakes that started with a part-time enrollment status; and (2) annual first-year intakes that started in spring semester. The part-time first-year students constituted about 2% of the annual intakes, and did not significantly affect the first-year retention rate or graduation rate when included. Therefore, no specific strategies are being proposed for this group although they will be served by strategies that apply to all students. On the other hand, nearly 15% of annual first-

year student intakes at KSU started in spring semester. Beginning freshmen that delayed entering until the spring decreased the six-year graduation rate when included, as around 22% of these students had a learning support requirement. Specific strategies for addressing the needs of learning support students are discussed later in this document. The high percentage of learning support students entering in spring semester as compared to 6% or less for students entering in the fall, suggests that traditional-age, beginning first-year student intakes who delay entry by one semester include a number who are less prepared for college and progress slower as compared to those students entering in the fall.

Appendix C shows that while the first-to-second year attrition rate (and reciprocally the retention rate) remained relatively constant for the FY 2001 to FY 2005 cohorts, the 6-year graduation rate has increased significantly. Other data (not shown) indicates that this increase in graduation rate correlates with the development of on-campus and near-campus student housing, thereby creating a more residential atmosphere on the KSU campus. Other data developed as part of the RPG initiative indicate that an increase in graduation rate without a concomitant increase in year-to-year retention rates is achieved by shortening the time to degree completion such that students who had been taking longer than 6 years to graduate now fall within the 6-year target window. Clearly, additional strategies to shorten the time to degree completion are warranted and are discussed later in this document.

- Transfer students. Over 47% of the transfer intakes in FY 2005 graduated in six-years or less (Appendix D), with the vast majority of those graduating in four-years or less(data not shown). Furthermore, this is a significantly higher rate (Appendix D, column 6) than exists for students entering as first-time first-year students (Appendix C, column 6). This is not surprising since most transfer students come to KSU with 30-60 credit hours already accumulated at one or more previous institutions. However, many new transfer students take more than four-years to graduate. It can be inferred from this that many either attend part-time, stop out one or more semesters, or transfer earned hours that do not apply toward degree completion. Further coaching is needed for these students to mitigate against those factors that cause these students to take longer than necessary to graduate.

Missing Information and Data Anomalies

During analysis of students from FY 2004 to 2011, it was evident that information was missing for key subgroups for either a degree completion analysis or progression analysis. Missing information included:

- Tracking of students that are military members. KSU tracked if a student received GI Bill benefits, but did not track students in a self-reporting capacity who served in the military (i.e., Active, Veteran, National Guard, or Reservist). Beginning in fall 2011, KSU asks future applicants to self-report their military affiliation as part of the application process. The success of strategies to increase degree completion for military personnel depends on having accurate information on this population. It will be necessary to code these students in Banner so that the database can be readily queried to track their progress and success.

- Tracking of first-generation college students. Beginning in fall 2010, KSU started collecting data on first-generation college students in a self-reporting capacity for students applying to enroll in or after summer 2011. The data collection was modeled after the FAFSA (Free Application for

Federal Student Aid). As with military personnel, coding in Banner will allow the database to be queried to generate information on these students that will be necessary for the development of interventions with a high probability of success.

- First-time first-year student cohorts data management. The USG interpretation of the IPEDS first-time undergraduate student definition allows for inclusion of learning support students as well as nontraditional-aged students who do not remain continuously enrolled out of high school. Thiscreates a cohort of students that are mixed with respect to characteristics that could have significant impact on year-to-year retention and graduation rates. Unlike other USG institutions that adhere to the IPEDS implicit assumption that first-time, full-time first-year students are college ready and begin their programs of study on a full-time basis starting in fall or summer term immediately after their high school graduation, existing KSU data entry practices in Banner permit mixing of first-year remedial students and adult learners with college ready first-year students enrolling directly from high school. Because of this, nearly 10% of KSU's fall cohorts consist of students who were not enrolled full-time for at least 12 semester credit hours that would apply toward degree completion because they were enrolled in non-degree, institutional credit, learning support courses. This can result in graduation delays. Starting with summer 2013 admission applicants, KSU will employ data entry practices that segment these various student populations in order to properly assess the progression of each toward degree completion.

- Course taking patterns. KSU needs to understand the course taking patterns of its students. Ongoing efforts to mature the operating practices of the DegreeWorks degree audit system, as well as implementation of the Ad Astra system (to be purchased) will aid in shortening time to completion through improved analysis of student course demand.

Goals

KSU has set three primary goals as part of its CCGA plan. Each has associated strategies that are congruent with either Goal #1 or Goal #2 (or both) of KSU's new strategic plan. Those two goals are:

1. Promote excellence and innovation in education through teaching, supervising, and mentoring students; research, creative activity, and scholarship; and professional service.[KSU Strategic Plan Goal 1]

2. Improve recruitment, retention, progression, and graduation rates (RRPG) while continually increasing the quality, breadth and relevance of academic and co-curricular programs. [KSU Strategic Plan Goal 2]

The three CCGA goals and associated strategies are:

1. Increase the college readiness of students enrolling at KSU through external partnerships with TCSG institutions and K-12 schools. Strategies and objectives include:
    a. Development of strong articulation agreements and guaranteed admission agreements with feeder institutions such as currently exist with Chattahoochee Technical College (CTC) which guarantees core curriculum transfer credit for courses taken as part of CTC's Associate of Science in General Studies degree.
    b. Place transfer advocates on the campuses of feeder institutions to aid students in course/program selection that will facilitate the transfer process and post-transfer success.

c. Continue to produce K-12 teachers in all fields of study including such high demand areas as STEM education and insure that they are well-prepared in accordance with the Common Core Georgia Performance Standards and key assessments. They will also be prepared to use data to inform their practice.
d. Continue to support existing programs for P-12 students (e.g. Future Educators of America Annual Event & the Academic Decathlon).
e. Develop additional pre-collegiate programs modeled after existing programs such as the Science Summer Camp, the Youth Allies program (where students affiliated with KSU's Center for Student Leadership function as mentors for middle school students),"College 101" (where members of the Distinguished Black Gentlemen/AAMI mentored Black males, 3rd thru 12th grades, on going to college and assuring their success), etc.

2. Enhance academic and non-academic support services for targeted subgroups of students
    a. Targeted groups include military learners, students with disabilities, student athletes, HOPE scholars and Honors students,, Learning Support students, Hispanic/Latino students and other underserved populations, and students identified as "at-risk".
    b. Metrics to be analyzed include year-to-year retention rates, D,F,W rates, progression toward graduation (credit hours earned), and student-reported self-efficacy.
    c. Strategies (described more fully in the next section) include supplemental instruction, tutoring, utilization of graduation coaches, and utilization of peer leaders/peer advisors. Each of these strategies has been shown to be effective in pilot studies with select target populations. Additional resources will be invested in those programs that are demonstrated to be most successful and that are scalable to larger populations.
3. Promote excellence and innovation in education to aid student progression to graduation. Strategies include:
    a. Expansion of a successful summer bridge program for learning support students designed to increase retention and progression toward a degree
    b. Expansion of the supplemental instruction program, which has been proven effective in reducing the D,F,W rates and increasing retention for students enrolled in participating classes who avail themselves of the service
    c. Utilization of graduation coaches as a single-point-of-contact for new, targeted populations of students to increase GPA, retention and progression
    d. Restructuring course delivery to include first-year seminars and learning communities targeted to specific populations of students, increasing the utilization of peer leaders/peer advisors, examining the feasibility of Prior Learning Assessment through membership in the Adult Learning Consortium, and increasing the number of courses delivered online.
    e. Use of stretch formats coupled with support workshops in credit-bearing courses for learning support students in order to reduce D,F,W rates, increase mean GPA, increase retention increase progression, thereby shortening the mean time to degree completion.

The next section elaborates on some of the strategies listed above that KSU will use to meet these goals and, where feasible, provides measurable targetsfor how these strategies are expected to improve on existing growth trends. Since fiscal resources are limited, it is imperative to know which strategies are most likely to impact degree completion rates and therefore, should receive additional funding. Therefore, the first two years of the CCGA Campus Plan will involve a number of pilot projects or

expanded pilots to determine strategies with the highest probability of achieving increased degree completion as measured by the interim metrics of retention and progression. Success or failure of pilot projects is then assessed and used to determine where to direct the resources necessary to scale-up to help meet the over-arching goal of CCGA of a substantial increase in degree completion.

Part II: Strategies and Objectives

In preparation for the development of KSU's CCGA Campus Plan, we conducted a survey to inventory current practices and programs that impact retention, progression to graduation, and degree completion for KSU students and to solicit recommendations. A summary of those practices and programs, categorized by function, is in Appendix E. As part of the CCGA Campus Plan, KSU will continue each current initiative and add new ones as appropriate. The next section, however, elaborates on those specific strategies that, based on analysis of data and a review of existing practices, as well as emerging best practices, are estimated to have the highest potential for impact on KSU's ability to achieve its three CCGA goals. These strategies organized by CCGA goal are described below:

Strengthen external partnerships with K-12 schools and TCSG Institutions. [CCGA Goal 1]

K-12 Partnerships – KSU is the second largest producer of K-12 educators in the state of Georgia including teachers in the critically short-staffed STEM disciplines. KSU will continue to produce teachers to meet Georgia's demand who will contribute to the college preparedness of the students that they, in turn, teach. To this end the curriculum will be aligned with the Common Core Georgia Performance Standards.As mentioned earlier, KSU has a number of pre-collegiate programs such as its Science Summer Camp run by the College of Science and Mathematics, the Youth Allies program run by the Center for Student Leadership, the Future Educators of America Annual Event run by the Bagwell College of Education, and Academic Decathlon, also run by the Bagwell College of Education. These programs successfully promote the value of a college education to participants and additionally make them aware of the opportunities available at KSU. KSU will leveragethese existing K-12 partnerships, and will develop at least one new, similar program to be implemented in FY 14 to increase awareness of the advantages of a college education and to make prospective students aware of the variety and quality of the programs and services that KSUoffers.

KSU has a highly successful Dual Enrollment Honors Program(DEHP) that brings high school juniors and seniors onto the KSU campus to take courses for dual high school and college credit. The program currently enrolls approximately 200 students each year. Over the last four years. DEHP students have achieved a mean GPA of 3.4at their graduation from college as compared to the GPA of 3.2 achieved by the typical KSU student. Furthermore, these students have accumulated an average of 19 credit hours toward their baccalaureate degree by the time they graduate from high school. Approximately 1/3 of KSU's DEHP students continue at KSU and nearly 100% have continued their education somewhere. DEHP students are also more likely to obtain their baccalaureate in 4 years (64% vs. 12% for other KSU students). KSU will expand enrollment in this program by 5% per year.

Partnerships with TCSG Institutions – One of our primary feeder institutions for transfer students is Chattahoochee Technical College (CTC), which has several campuses near KSU. As mentioned earlier, KSU has a MOU with CTC that guarantees transfer for core curriculum credit courses taken as part of the Associate of Science in General Studies at CTC. This MOU will serve as a model for similar agreements with other TCSG institutions in or near the KSU service area. Also, CTC and

KSU have entered into an agreement whereby, KSU will be able to use CTC classrooms for courses for KSU students, This will provide some much needed space relief and allow KSU to serve additional students that it might not be able to accommodate on its main campus. Additional strategies for serving students who transfer from TCSG institutions as well asthose who transfer from other USG institutions are discussed later in this proposal.

Enhance academic and non-academic support services for targeted subgroups of students [CCGA Goal 2]

Military Learners – KSU has taken steps necessary to become a Servicemembers Opportunity College (SOC) member. This will increase access for members of the military and their families, and remove barriers to their success (residency requirements, etc.). Services will be provided through our Veterans Resource Center to active duty and reserve service members and their families. In addition, the Registrar's Office may award up to 12 semester hours of credit for military training and experience. Transfer credit will be awarded from official AARTS, SMART or CCAF transcripts utilizing ACE Guidelines. These improvements are being implemented this fall semester. The success of these measures will be measured using metrics described earlier in this document. In addition, KSU submitted a grant proposal to the Department of Education to participate in the VUB (Veterans Upward Bound) program. If approved, this grant will provide funds for the VRC to help participating veterans develop the skills they need to be accepted into college as well as succeed in college. VUB participants who do not wish to enroll at KSU will be directed to other USG and TCSG institutions.

Students with Disabilities – The number of disabled learners has grown exponentially and now totals over 450 students who are registered with the office of Disabled Student Support Services. The office is in the process of hiring a full time director and an additional specialist. Students with disabilities typically improve their academic performance (as do many other students) when they have a specific contact on campus who can meet with them on a regular basis, follow their progress, guide them in improving study strategies and interact with faculty when necessary, etc. Therefore, it is envisioned that two to three additional coaches will be added in FY 14 to work with these learners on an individual basis. There is also a need of more general tutoring in core subjects such as history and political service. KSU envisions having professional tutors work with and train student tutors in strategies for working with students with disabilities. Development of a tracking and early warning system that allows for proactive intervention with students, who are struggling academically, will aid disabled students along with others. Faculty training (ongoing) will also be helpful with these students.

Hispanic/Latino and Other Minority Student Populations– KSU has a $1.03M grant from the Goizueta Foundation to implement a pilot program to increase the recruitment, retention, and progression to graduation of Hispanic/Latino students. The grant, now entering its second full year of operation has provided scholarship money, programming funds and the initial funding for an Enrollment Services Specialist (ESS) and a Graduation Coach (GC; this position will be described in more detail below) to aid Hispanic/Latino students navigate the transition to, and through, the university experience. KSU has agreed to sustain this program beyond the term of the grant by institutionalizing the ESS and GC positions and the funding for programming.Preliminary findings indicate that students participating in the program are retained at a higher rate (nearly 100%); have a

higher mean GPA and have accumulated more credit hours that non-participating KSU students. These findings are now being used to improve services to other minority populations.

Additional Targeted Populations – Other targeted populations include adult learners, first-year students, student athletes, remedial students, exploratory students, first generation students and students with physical and cognitive disabilities. KSU offers a variety of support services to these populations through various offices within the divisions of Academic Affairs & Student Success. Among these, within Academic Affairs, are a math tutoring lab, a writing center, various academic-department-based tutoring services and a supplemental instruction program. Within the Student Success Division, support services include tutoring, leadership development and co-curricular participation. An Adult Learners office serves non-traditional students and a Disabled Student Services office serves students with physical and cognitive disabilities. The Student Athlete Success Center serves students participating in intercollegiate sports. The impact of each of these services will be assessed using appropriate metrics (GPA, D,F,W rate. retention, student satisfaction, etc.) The Adult Learners office has proposed examining the feasibility of using of Prior learning Assessment (PLA) and membership in the Adult Learning Consortium. A committee will be established in FY 13 to examine this option. The First-Year and Undeclared Advising Services office aids all incoming first-year students, as well as students beyond their first year who have either not yet declared a major or are in the transitional process of changing majors. Students are identified in Banner according to various demographic characteristics. Additional tags are being developed in FY 13 for extant populations and programs that identify characteristics (e.g. first generation) and program participation (e.g. Thrive, DEHP, etc.) that will simplify data collection. As new programs are developed or new populations are targeted new tags will be implemented. The success of support and intervention strategies extant or developed for various target populations will then be easily determined beginning this year with extant programs by querying the database using the appropriate demographic and or program-specific tags. Success metrics (GPA, year-to-year retention, progression toward degree attainment as measured by credit-hour accumulation) for each target population will then be compared to the means for typical (non-targeted) KSU students and the analysis will be used to expand and enhance those programs and services that demonstrate positive effects.

Transfer Students – KSU is in the final stages of participation in the Foundations of Excellence – Transfer Focus Self Study under the John N. Gardner Institute for Excellence in Undergraduate Education. The purpose of the self-study is to identify and understand the barriers to success of student who transfer into KSU and to develop and implement an action plan to improve the success of that population of students. The study revealed that over 50% of KSU's new students each year enter as transfer students, with the largest number entering after having earned between 30 and 60 credits elsewhere. A large number enter with over 60 credits, manyof which will not apply to the degree with which they will eventually graduate. Recommendations emerging from that self-study, described in Appendix F, include: 1) establishing a Transfer Advocates Office that will employ "graduation coaches" to help transfer students navigate the new environment in which they find themselves; 2) establishing transfer liaisons on the campuses of institutions that are the largest providers of transfer students; these liaisons will work with students before they transfer to reduce the accumulation of credits that will not be useful upon transfer and to help the students understand what will be necessary to be successful after they transfer to KSU; 3) mandatory orientation for transfer students (currently orientation attendance is optional for these students); and 4) transcript evaluation and online advising

sessions prior to attendance at orientation so students are better prepared to register for the appropriate classes when they come to orientation. KSU is currently implementing recommendation #2 using existing personnel in the Office of Admissions and in the First-year and Undeclared Advising Services office. Pending availability of funds in FY 14 additional personnel will be added to expand and enhance the operation. Additionally, the Graduation and Transcript Evaluation Services (GATES) operation with the Office of the Registrar has already shortened the transcript evaluation cycle to 10 days and is now providing transcript evaluations to transfer students at the time of orientation making the advising and registration process more efficient and more effective. Over the next 3 years, as all of the recommendations are implemented, and as services for transfer students are improved, retention and progression metrics will be used to measure the success of these strategies and target them for continuous improvement. Additionally, KSU has implemented beginning fall 2012, a Transfer Admission Guarantee (TAG) agreement with Georgia Perimeter College, our largest USG feeder institution. KSU shares facilities in Paulding County with our other large feeder institution, Georgia Highlands College (GHC) and is developing a number of 2+2 programs with GHC for student attending classes at that facility.

Students "At Risk" - Early Alert/Early Intervention – KSU has implemented an early alert/early intervention process that has reduced the number of first-year students placed on academic probation at the end of their first semester. It has also increased the success of those placed on probation in returning to good academic standing. KSU is currently exploring a number of software and/or hosted solutions expand the early alert capability beyond the first semester for students at risk of poor academic performance. Funds have been identified to purchase one of the packages. Bid documents are being prepared that will allow us to make the most cost-effective choice and a system should be purchased sometime in the 2012-2013 academic year with a partial rollout by fall 2013 and full implementation by fall 2014.

Promote excellence and innovation in education to aid student progression to graduation[CCGA Goal 3]

Shorten Time to Degree – a variety of strategies will be used to shorten the time most students take to earn a degree.

- Use of Graduation Coaches – To better serve its growing Hispanic/Latino student population, KSU undertook a study designed to identify barriers to successful degree completion. The results of the study revealed two major stress points: 1) Hispanic/Latino students did not develop strong, trusting relationships with academic advisors, with many not knowing who their advisor was; and 2) many did not understand the complexities of the financial aid process. Thus, they stopped pursuing financial aid, necessitating taking fewer courses in a semester to reduce costs or stopping out one or more semesters to earn money to support their education. Either response to financial need would lengthen the time to degree completion. Focus groups with other students indicated that these issues were possibly more intense for the Hispanic/Latino student population, but not unique to that population. A pilot program has been implemented for the Hispanic/Latino population that involves a "graduation coach" as a single point of contact to help resolve those issues that represent potential barriers to degree completion. As indicated earlier, after the first full year of operation students in the program are retained at a higher rate (nearly 100%); have a

higher mean GPA and have accumulated more credit hours that non-participating KSU students. A similar approach (the Thrive program) was initiated in fall 2011 for 172 students at risk for losing HOPE scholarship support, a previously identified major factor in reducing degree completion rates. These students entered KSU with a 3.00-3.49 H.S. GPA. After the initial year of the program results for Thrive participants were compared to those obtained for a demographically and academically matched control group. Fifty percent of the Thrive participants progressed to sophomore status (>= 30 credit hours) as compared to 36% of the control group. Perhaps even more significant was the finding that 63% of the Thrive participants had 1-year GPAs at or above 3.0, thereby retaining HOPE support vs. 45% of the control group. A new cohort of 188 students has been identified for fall 2012 and a new demographically and academically matched control group is being generated to extend the study. These data constitute a preliminary "proof-of-concept" that indicates that this approach (i.e. the use of a graduation coach) can increase academic performance and retention for relatively well-prepared high school students. However, it remains to be seen if this approach can also improve the performance of students who are identified as "at risk". Consequently, KSU's CCGA Campus Completion Plan includes a large study (minimum 500 students) of this approach applied to a population of students identified as "at risk." based on demographic and high school academic performance criteria. A similar population not provided the services of a graduation coach will serve as a control group for comparison. FY 13 will be used to develop the criteria for inclusion of students in the "at risk" category and for identifying two individuals to serve as graduation coaches. FY 14 and FY 15 will be used to collect quantitative (GPA, retention, progression) and qualitative (student reported self-efficacy) data on the success of the two groups. If the approach is shown to improve student performance, then additional graduation coaches will be hired to serve larger numbers of students with the eventual goal of providing the service to all new students.

- Maintenance of Financial Aid Eligibility – New federal guidelines for Satisfactory Academic Progress (SAP), for purposes of financial aid eligibility are being implemented and have resulted in KSU re-examining its policies in this area. To better serve students, KSU will continue to provide warnings each semester to students who drop below minimum SAP standards. These students will be placed into an academic plan. As long as they meet the terms of that plan, thereby making progress toward meeting the requisite standards, they will be able to maintain financial aid even if the overall standard is not met for several semesters.

- More Efficient Management of Course Offerings – In a survey conducted a few years ago for the USG RPG initiative, one reason cited by students who were taking longer than 6 years to graduate for their slow progress toward graduation was course availability, particularly of upper division courses required for the major. These were frequently offered only as single sections, and relatively infrequently (e.g. once a year, once every two years). In some cases, that demand may not be obvious to department chairs as students who can't get into a course in a given semester may shift to part-time status, stop-out for a semester or more, or take courses that are not necessary for their program of study without making their needs known. KSU is currently using DegreeWorks and is in the process of purchasing Ad Astra, an analytical tool, that will be used to determine the actual number of students who need a particular course or set of courses for each major program offered by KSU in order to graduate in a timely manner. This analysis will be

provided to deans and department chairs so that they can better schedule courses to meet actual demand.

- Supplemental Instruction – In 2006 KSU implemented a supplemental instruction (SI) program targeting high risk, gateway courses and providing structured help sessions using student facilitators who have successfully completed the course they facilitate and who have been identified by the faculty member teaching the course. High risk courses are those where the D,F,W rate exceeds 30%. In each recent semester over 1,000 students in approximately 50 sections of 16 or 17 courses have been served. The average D,F,W rate for students in those courses who do not attend any SI sessions is around 38% while for those who attend 3 or more SI sessions that rate is reduced to less than 20%. In some courses the rate is reduced to single-digits.Retention rates are increased, and more students earn As or Bs, increasing the probability that they will maintain HOPE scholarships. In fall 2012 program expansion will occur by serving more STEM courses. The new Dean of the College of Science and Mathematics has agreed to fund an additional 10 student facilitators each semester to serve a variety of STEM courses. Conversations are planned with the other academic deans to determine their willingness to fund similar increases in servicing courses in their disciplines. The target is to increase the number of courses and/or students served by at least 5% per year.

Restructuring Course Delivery - KSU's Department of First-Year Programs has a nationally recognized, BOR Teaching-Excellence-Award-winningfirst-year experience program anchored by 3-credit-hour, academically rigorous first-year seminars that embody four learning outcomes: a) strategies for academic success; b) life skills; c) campus and community connections; and d) foundations for global learning. The department has also developed targeted themed versions of the first-year seminar as well as targeted themed learning communities that approach common learning outcomes in contexts such as global challenges, leadership development, or community engagement. In keeping with KSU's new strategic plan and the goals of the CCGA Campus Plan, additional versions will be developed that focus on needs of students in specific disciplines or specific interests. For example, in fall 2012 Hispanic/Latino students who are part of the Goizueta Foundation-funded RRPG program will be in a first-year seminar that specifically focuses on their needs as an underserved population. Also in fall 2012 a seminar focused on leadership development for student athletes will be offered to all incoming first-year student athletes. Moving forward, each fall sections or communities will be offered that target one or more new populations of students with specific backgrounds and/or interests. Retention, progression and GPAs will be monitored and compared to those of the student population at large. These data plus student reflections on the value of the course to them will then be used to modify the content and context in order to maximize the effects.

For the past few years, KSU's Center for Student Leadership has provided student Peer Leaders/Peer Advisors (PL/PAs) to approximately 40% of the 120+ sections of the first-year seminar. In sections where PL/PAs have been assigned, students who interacted with them and followed their advice to meet with a professional advisor had significantly higher retention rates (81.7%) and a higher mean GPA (2.99) than the control group (Retention = 73.6%; Mean GPA = 2.69). The goal is to increase the number of sections served by PL/PAs by 5% per year and to increase the percentage of students who interact with the assigned PL/PAs from the current level of approximately 33% by at least 5% per year for the next 3 years to get to a target level of 50% or higher.

Prior Learning Assessment (PLA) at KSU has consisted of credit given for Advanced Placement and International Baccalaureate coursework and for courses passed through a College-Level Examination Program exam. As indicated earlier we are now providing up to 12 credit hours to military learners using the ACE guidelines. As indicated earlier, KSU will, in addition to these traditional methods of PLA, investigate the feasibility of participation in the Adult Learning Consortium and awarding credit for learning through life experiences using assessment procedures recommended by that organization.

KSU has a rapidly expanding array of courses in an online format, all of which are reviewed and approved to meet a set of standards before they are offered. In addition, faculty teaching those courses must be certified to teach online. A Distance Learning Center has been established to aid in developing course material, manage the course approval and instructor certification processes, develop services and policies appropriate for online course delivery, and leverage resources for greater efficiency. KSU will increase courses delivered in an online format by at least 8% per year for the next 3 years.

Transforming Remediation–KSU has been experimenting with stretch format courses with co-requisite supplemental instruction support for students entering KSU with a mathematics learning support requirement. In the past 5 years we have offered, through our Early Start Bridge Academy (ESBA), remedial math (MATH 0099) for students entering with a learning support requirement and credit-bearing math (MATH 1111) for those entering without a learning support requirement but who opt for additional help in a 19-week stretch format that involves 4 weeks in the summer followed by the 15-week fall semester. The stretch format is coupled with SI sessions and individualized tutoring. Diagnostic quizzes are used to determine which areas of mathematics need to be emphasized. In addition, the math courses are part of a two-course learning community in which the second course is a section of our nationally recognized first-year seminar. In the first-year seminar course, students are presented with strategies for academic success (time management, study skills, note-taking skills, etc.) during the 4-week summer "early start" period so that when fall semester begins and students add other courses, they are better prepared for the increased demand on their time and intellectual capacity. The cumulative results from this program were recently presented at the International Conference on the First-Year Experience in Vancouver, BC. Results are somewhat mixed in that the D,F,W rate was not significantly different for program participants as compared to students taking the MATH courses in the normal 15-week format. However, students participating in the program progressed at a more rapid rate (i.e. they accumulated more credit-hours) and were retained at a significantly higher rate. The latter was particularly pronounced at the 2nd-to-3rd year retention level where program participants were retained at a rate of 68% vs. 45% for the control group. Reflection papers also indicated that student self-confidence and satisfaction with their academic experience was higher for program participants. Beginning in the summer of 2013 KSU will modify this format for traditional-aged students entering with a learning support requirement by placing them into an ESBA learning community consisting of the first-year seminar and credit-bearing MATH 1111 instead of the remedial MATH 0099. The D,F,W rate, grade distribution, retention and progression data, as well as reported self-efficacy will be determined over a two year period. If successful, we will move to serve all traditional age students with a math learning support requirement with this format, thereby eliminating the need for a separate remedial math course for these students and allow them to exit their learning support requirement and at the same time satisfy the core curriculum math requirement.

A similar approach is proposed for students entering with a learning support requirement in English beginning in fall, 2014 with a pilot cohort of 26 students. Initially, we will not use the stretch format but

will provide additional support via tutors and SI-like workshops. We currently employ this approach with students who do not pass English Composition (KSU's Regents requirement in lieu of the Regents Exam). We will use the same approach for students entering with a learning support English requirement at their first attempt at ENGL 1101. Successful exit from the course with a grade of C or better will be the metric by which we measure success of the program. If successful, additional sections will be added each year with the goal of serving all students with an English learning support requirement in this way within 3 years of initiating this approach

Part III: Planning and Implementation

The KSU CCGA Campus Plan was developed by the KSU CCGA Leadership Team (Appendix G) with input from across campus. This input included faculty, staff and students on the strategic planning committee. It also included nearly 250 "program coordinators," throughout campus, who participated in a survey (inventory) of current and recommended practices and programs that impact RPG and degree completion.

Through meetings and a reporting process, President Daniel S. Papp was actively involved with the team in developing the plan. This team, along with President Papp, will also be responsible for implementing the plan.

As noted in Part II, some strategies have already been successful in specific, relatively small, target populations as measured by D,F,W rates (e.g. supplemental instruction) retention rates and mean GPA, (e.g. Peer Leaders/Peer Advisors, graduation coaches, stretch formats for remedial courses), and retention of HOPE support (graduation coaches). These strategies are ready for investment of additional resources to expand and enlarge the impact in the first and second years of plan implementation. Other strategies (e.g. graduation coaches for "at-risk" students; stretch format for non-remedial courses; early alert and intervention; and the use of transfer advocates on the campuses of feeder institutions) must be tested with the specific, intended target population(s) before deciding if they are worth more investment. Still other strategies (e.g. transfer liaisons, PLA as defined by the Adult learning Consortium) are largely untested at KSU and must be piloted before determining whether to redirect substantial funding to them. All pilots will require at least a two-year implementation to determine retention and progression effects. At the conclusion of each pilot (run simultaneously or in overlapping timeframes), the data will be analyzed and success or failure determined, as measured by a set of metrics including, but not limited to, some combination of year-to-year retention, mean GPA, grade distribution, progression toward degree completion (credit hour accumulation) and student reported self-efficacy. The Leadership Team will then determine the impact of each strategy and with the approval of the President and his Cabinet will redirect resources to scale up the most effective or cost-effective programs.

The major strategies discussed in Part II are presented in the table on the next 2 pages. Each is categorized by CCGA Goal with references the KSU Strategic Plan, targets for determining success, a timeline for implementation and the unit responsible for implementation and for monitoring the success of the strategy.

IMPLEMENTATION TIMELINE

Goal 1: Increase the college readiness of students enrolling at KSU through external partnerships with TCSG institutions and K-12 schools.

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
K-12 Pre-College Programs	2	Assess Existing Programs	X	X	X	Academic College where program resides
		Implement New Programs	Plan & Design	Implement	Assess	University College
Dual Enrollment	2	Increase enrollment by 5% per year	X	X	X	University College
TCSG Institutions	1,2	Implement Transfer MOU	X			Enrollment Services
		Utilize Space available at CTC for KSU Classes	Spring 2013	X	X	Academic Affairs

Goal 2: Enhance academic and non-academic support services for targeted subgroups of students.

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Military Learners	2	Implement ACE Guidelines for Transfer Credit	X	X	X	Enrollment Services
Veterans	2	Submit Veterans Upward Bound grant proposal	X	Implement if funded		Student Success
Students with Disabilities	1,2	New Assistant Director & Program Coordinator	X			Student Success
		New Coaches		X		Student Success
		Faculty Training	X	X	X	Student Success
Hispanic/ Latino RRPG	2	Assess Impact	X	X	X	Academic Affairs
Student Athletes	2	Implement Leadership Development Program	Implement Program	Assess Impact	X	University College
Various Targeted Populations	2	Implement ID Tags in Banner to more readily assess impact	Implement & Assess	Assess	Assess	Academic Affairs
Transfer Students	2	Implement Recommendations from Foundations of Excellence Self Study	Implement w/ existing personnel	Continue implementation with new personnel	Full Implementation	Student Success, Enrollment Services, University College
At-Risk Students	2	Implement Early Alert/ Early Intervention Software	Identify& Purchase software	Implement for select courses	Full Implementation	Academic Affairs – Each College

***Goal 3*: Promote excellence and innovation in education to aid student progression to graduation.**

Strategy	KSU Strategic Plan Goal	Target	2012-13	2013-14	2014-15	ResponsibleUnit
Shorten Time to Degree	2	Pilot Project with Graduation Coaches for At-Risk Students	Identify At-Risk students for Fall 2013	Hire 2 coaches and begin implementation	Assess impact on GPA, retention & progression	University College
Maintenance of Financial Aid Eligibility	2	Implement new SAP Procedures	X	X	X	Enrollment Services
Manage Course Availability	2	Relieve Bottlenecks	Purchase Ad-Astra Software	Use Ad-Astra &DegreeWorks to Analyze Bottlenecks	Full Implementation	Enrollment Services and Academic Colleges
Expand Supplemental Instruction	2	Increase Courses and Students Served by 5% each year	X	X	X	University College
Restructuring Course Delivery	1,2	Develop Targeted First-Year Seminars (1-3 per year)	X - Leadership for Athletes	X	X	University College
		Increase Use of Peer Leaders/ Peer Advisors by 5% per year	X	X	X	University College
		Prior Learning Assessment	Implement ACE Guidelines for Military Learners	Examine feasibility of PLA through the Adult Learning Consortium	Implement PLA if feasible	Academic Affairs via each Academic College
		Increase Online Course Offerings by 8% each year	X	X	X	Academic Affairs
Transform Remediation	1,2	Design & Implement Stretch Formats and Tutorial Help to place Learning Support Students in Credit-Bearing Courses	Design Curriculum & Approach and Obtain any Necessary Curriculum Approvals	Implement for those needing Learning Support in Math	Implement for those needing Learning Support in English	University College

Part IV: Ongoing Feedback/Evaluation

Purpose of the Evaluation: Kennesaw State University has incorporated applicable strategic priorities into the CCGA plan to promote synergy around this initiative. In addition, connecting selected strategies that have a history of demonstrated success and establishing new successful strategies through pilot projects provide a solid foundation to build on as the CCGA plan, goals, objectives and strategies are put in place throughout the institution. KSU is committed to continuous improvement and will implement the following evaluation plan to assess the extent to which goals are being met, to identify actions or course corrections for improvement, and to systematically and regularly gather feedback from constituents.

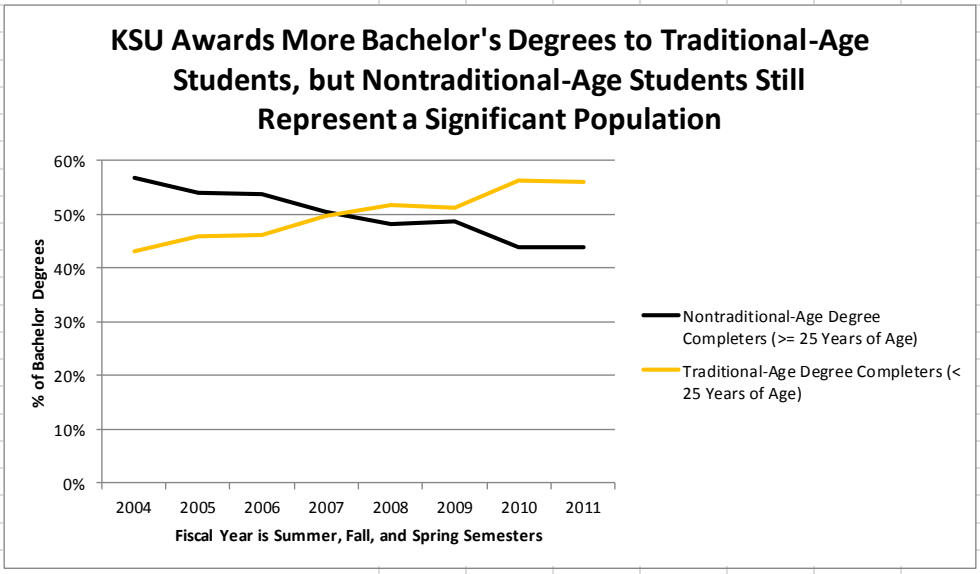
Evaluation Team: The KSU CCGA Leadership Team will serve as the implementation oversight team and as the evaluation team for this initiative, thereby providing continuity and focus to the overall initiative. Additional members may be added to the implementation and evaluation team as needed. Data analysis will be conducted by a combination of units that includes The Center for Statistical Analysis, Enterprise Information Management and assessment coordinators located within the divisions of Student Success and Academic Affairs.

Evaluation Methods: A mixed method evaluation approach will be used including the collection and analysis of quantitative and qualitative data. Strategies included in this plan are based on either demonstrated evidence of success or high estimated probability of success (based on limited pilot studies and/or success at other institutions) that will contribute to meeting the three CCGA goals. As a result, each strategy selected for this initiative will have an associated evaluation plan, developed in FY 13, that will establish specific objectives, target results, select or develop measures for determining the extent to which the objectives are being met, establish data analysis methods, and promote continuous improvement. Each strategy has been assigned to a specific unit that will be responsible for design, implementation and assessment. Timelines (a minimum of one year from implementation) will be established for data collection, analysis, reflection and projected improvements. The Leadership Team will receive and evaluate all assessment reports and will also conduct an annual survey of constituents to determine the status of performance and to identify emerging best practices and/or research that could be incorporated into the campus plan.

Evaluation Timeline: Each strategy in this plan will submit an annual evaluation plan (including a timeline for delivering assessment reports) by May 15 each year to the CCGA Leadership Team. The team will review the results of the strategies and objectives and submit a comprehensive evaluation report of the threeCCGA goals to the President and Cabinet by July 1 each year. The Leadership Team will also be responsible for making recommendations regarding plan revisions or implementation strategies that need to be considered to ensure the campus plan achieves intermediate results in time to achieve its goals for degree completions by 2020. The President and Cabinet will be responsible for reviewing the annual evaluation report and recommendations for improvement and for identifying which recommendations will be implemented as well as identifying the resources available for implementation.

Appendix A.1

KSU Bachelor's Degrees Awarded by Traditional-Age and Nontraditional-Age Students for Fiscal Years 2004 to 2011



Percentage of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Traditional-Age Degree Completers (< 25 Years of Age)	43%	46%	46%	50%	52%	51%	56%	56%
Nontraditional-Age Degree Completers (>= 25 Years of Age)	57%	54%	54%	50%	48%	49%	44%	44%
Total Percentage of Degrees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Number of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Traditional-Age Degree Completers (< 25 Years of Age)	778	877	1,018	1,244	1,477	1,554	1,759	1,862
Nontraditional-Age Degree Completers (>= 25 Years of Age)	1,023	1,031	1,187	1,261	1,377	1,475	1,374	1,457
Total Number of Degrees	**1,801**	**1,908**	**2,205**	**2,505**	**2,854**	**3,029**	**3,133**	**3,319**

NOTE(S):

Traditional-age graduates are defined to be 24 or younger under the assumption that the traditional high school graduates are typically 18 years of age, remain continuously enrolled in educational pursuits, and typically take 4-to-6 years to complete a bachelor's degree (using the Federal Department of Education 6-year graduation rate).

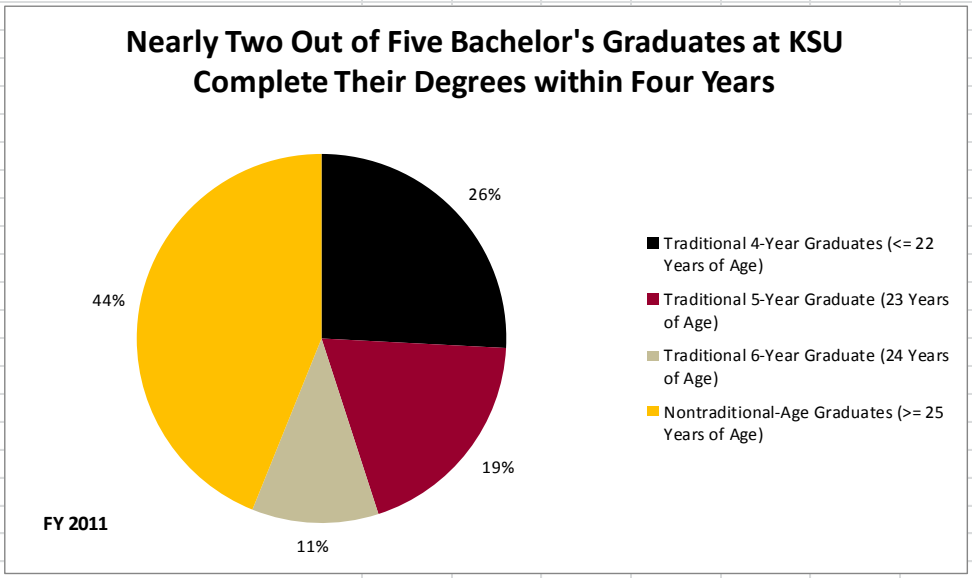
SOURCE: University System of Georgia Data Warehouse

IMPLICATIONS:

Although KSU's traditional-age students have increased by 13% over the last eight years, 44% of KSU's bachelor degree completers are nontraditional-age students who are still not taken into account in the federally-defined calculation of KSU's 6-year graduation rate. With the advent of campus housing enabling the undergraduate KSU student body to gravitate toward becoming more traditional, it will still be a number of years before traditional-age students and graduates vastly outnumber the nontraditional students and graduates. Only 41% of the bachelor's degrees awarded in AY 2011 were received by students in the traditional first-time, full-Time freshmen cohorts used to calculate the federally defined 6-year graduation rate.

Appendix A.2

KSU Bachelors' Degrees Awarded for Traditional-Age Subgroups and Nontraditional-Age Students for Fiscal Years 2004 to 2011



Percentage of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Traditional 4-Year Graduates (<= 22 Years of Age)	15%	15%	18%	21%	22%	20%	25%	26%
Traditional 5-Year Graduate (23 Years of Age)	15%	18%	16%	17%	18%	20%	19%	19%
Traditional 6-Year Graduate (24 Years of Age)	13%	13%	13%	12%	12%	11%	12%	11%
Nontraditional-Age Graduates (>= 25 Years of Age)	57%	54%	54%	50%	48%	49%	44%	44%
Total Percentage of Degrees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Number of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Traditional 4-Year Graduates (<= 22 Years of Age)	272	293	391	518	615	617	787	857
Traditional 5-Year Graduate (23 Years of Age)	272	340	351	431	520	601	599	637
Traditional 6-Year Graduate (24 Years of Age)	234	244	276	295	342	336	373	368
Nontraditional-Age Graduates (>= 25 Years of Age)	1,023	1,031	1,187	1,261	1,377	1,475	1,374	1,457
Total Number of Degrees	**1,801**	**1,908**	**2,205**	**2,505**	**2,854**	**3,029**	**3,133**	**3,319**

NOTE(S):

These traditional-age graduate classifications assume that the traditional high school graduate is 18 years of age and that the traditional 4-year graduate is 22 or younger; the traditional 5-year graduate is 23; the traditional 6-year graduate is 24, and nontraditional-age graduate is 25 or older.

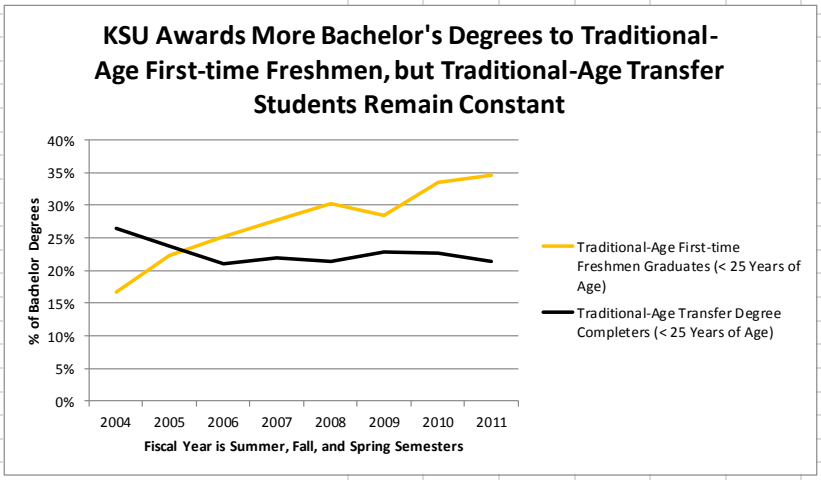
SOURCE: University System of Georgia Data Warehouse

IMPLICATIONS:

The percentages of traditional-age 4, 5, and 6-year degree completers have increased somewhat over the past eight years. The traditional-age 4-year degree completers had the most appreciable growth at 11%, as the younger students appear to be reaching their educational goals in 5-years or less. KSU is establishing a solid traditional-age population of students because of the onset of on-campus housing and stringent admission standards.

Appendix A.3

KSU Bachelors' Degrees Awarded by Traditional-Age and Nontraditional-Age Students by Student Type for Fiscal Years 2004 to 2011



Percentage of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Matriculated as First-time Freshmen								
Traditional-Age Degree Completers (< 25 Years of Age)	17%	22%	25%	28%	30%	28%	34%	35%
Nontraditional-Age Degree Completers (>= 25 Years of Age)	2%	5%	7%	8%	8%	10%	9%	9%
Matriculated as a Transfer Student and Other								
Traditional-Age Degree Completers (< 25 Years of Age)	26%	24%	21%	22%	21%	23%	23%	21%
Nontraditional-Age Degree Completers (>= 25 Years of Age)	55%	49%	47%	42%	40%	39%	35%	35%
Total Percentage of Degrees	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Number of Bachelor's Degrees Awarded for Fiscal Year 2004 to 2011								
Types of Degree Completers	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Matriculated as First-time Freshmen								
Traditional-Age Degree Completers (< 25 Years of Age)	302	424	554	696	865	861	1,050	1,149
Nontraditional-Age Degree Completers (>= 25 Years of Age)	41	88	144	207	225	295	272	302
Matriculated as a Transfer Student and Other								
Traditional-Age Degree Completers (< 25 Years of Age)	476	453	464	548	612	693	709	713
Nontraditional-Age Degree Completers (>= 25 Years of Age)	982	943	1,043	1,054	1,152	1,180	1,102	1,155
Total Number of Degrees	**1,801**	**1,908**	**2,205**	**2,505**	**2,854**	**3,029**	**3,133**	**3,319**

NOTE(S):

Traditional-age graduates are defined to be 24 or younger under the assumption that the traditional high school graduates are typically 18 years of age, remain continuously enrolled in educational pursuits, and typically take 4-to-6 years to complete a bachelor's degree (using the Federal Department of Education 6-year graduation rate). Both the first-time freshmen and transfer students includes the full and part time students. The first-time freshmen graduates are those students in the federally defined fall cohort (i.e., the IPEDS First-time Freshmen cohort).

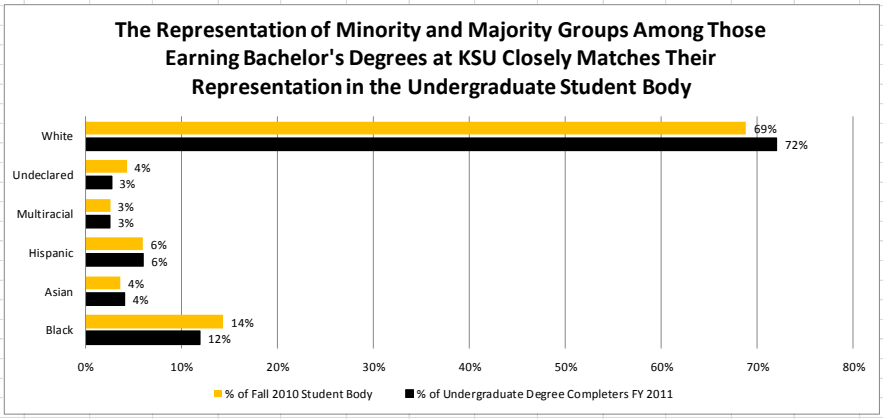
SOURCE: University System of Georgia Data Warehouse

IMPLICATIONS:

The percentage of traditional-age students who matriculated as first-time freshmen have increased by 12% over the last eight years, while nontraditional-age students that matriculated as transfer or other students have remained relatively constant. The increase in the traditional-age first-time freshmen can be attributed to the advent of on-campus housing in 2002 that has enabled the undergraduate KSU student body to gravitate toward becoming more traditional. Nontraditional-age transfer and other students consisted of 35% of all degree completers in AY 2010-11 which were not included in any federal or state metrics as of 2012.

Appendix B.1

KSU Bachelor's Degrees Awarded by Race and Etnicity for Fiscal Years 2004 to 2011



Percentage of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011

Minority and Majority Groups	2004		2005		2006		2007		2008		2009		2010		2011	
	% of UG Degree Completers	% of Fall 2003 Student Body	% of UG Degree Completers	% of Fall 2004 Student Body	% of UG Degree Completers	% of Fall 2005 Student Body	% of UG Degree Completers	% of Fall 2006 Student Body	% of UG Degree Completers	% of Fall 2007 Student Body	% of UG Degree Completers	% of Fall 2008 Student Body	% of UG Degree Completers	% of Fall 2009 Student Body	% of UG Degree Completers	% of Fall 2010 Student Body
Black	11%	11%	11%	10%	9%	10%	10%	10%	10%	10%	10%	10%	11%	13%	12%	14%
Asian	4%	5%	4%	3%	3%	3%	3%	3%	4%	3%	4%	3%	3%	3%	4%	4%
Hispanic	2%	8%	3%	3%	3%	4%	3%	4%	3%	4%	4%	4%	6%	6%	6%	6%
Multiracial	2%	4%	2%	2%	1%	2%	2%	2%	2%	2%	2%	1%	2%	2%	3%	3%
Native American	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Native Hawaiian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Undeclared	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	4%	5%	3%	4%
Subtotal: Minority	**19%**	**28%**	**20%**	**19%**	**18%**	**19%**	**18%**	**19%**	**18%**	**19%**	**21%**	**19%**	**22%**	**25%**	**25%**	**27%**
White	81%	81%	80%	81%	82%	81%	82%	81%	82%	81%	79%	74%	74%	70%	72%	69%
Total Number of Degrees	**100%**	**115%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Number of Bachelor's Degrees Awarded for Fiscal Years 2004 to 2011

Minority and Majority Groups	2004		2005		2006		2007		2008		2009		2010		2011	
	# of UG Degree Completers	# of Fall 2003 Student Body	# of UG Degree Completers	# of Fall 2004 Student Body	# of UG Degree Completers	# of Fall 2005 Student Body	# of UG Degree Completers	# of Fall 2006 Student Body	# of UG Degree Completers	# of Fall 2007 Student Body	# of UG Degree Completers	# of Fall 2008 Student Body	# of UG Degree Completers	# of Fall 2009 Student Body	# of UG Degree Completers	# of Fall 2010 Student Body
Black	201	1,638	211	1,627	199	1,678	256	1,795	272	1,809	301	1,971	341	2,710	395	3,070
Asian	64	494	68	523	76	562	68	598	104	603	135	624	99	695	136	779
Hispanic	40	486	56	542	73	658	69	663	87	748	129	775	181	1,151	201	1,283
Multiracial	34	300	41	265	32	275	45	284	52	301	46	235	54	458	85	546
Native American	3	40	2	47	9	55	5	58	9	65	15	69	7	82	19	78
Native Hawaiian	0	0	0	0	0	0	0	0	0	0	0	0	6	33	4	33
Undeclared	0	0	0	0	0	0	0	0	0	0	15	1,406	137	924	90	918
Subtotal: Minority	**342**	**2,958**	**378**	**3,004**	**389**	**3,228**	**443**	**3,398**	**524**	**3,526**	**626**	**3,674**	**688**	**5,129**	**840**	**5,789**
White	1,459	12,631	1,530	13,075	1,816	13,511	2,062	14,310	2,330	14,746	2,388	14,091	2,308	14,251	2,389	14,760
Total Number of Degrees	**1,801**	**15,589**	**1,908**	**16,079**	**2,205**	**16,739**	**2,505**	**17,708**	**2,854**	**18,272**	**3,029**	**19,171**	**3,133**	**20,304**	**3,319**	**21,467**

NOTE(S):

Small percentage differences are statistically insignificant. These numbers include all undergraduate students and all bachelor's degrees awarded annually as well as nontraditional and traditional students (unlike the six-year graduation rates that are calculated only for first-time, full-time freshmen cohorts).

SOURCE: University System of Georgia Data Warehouse

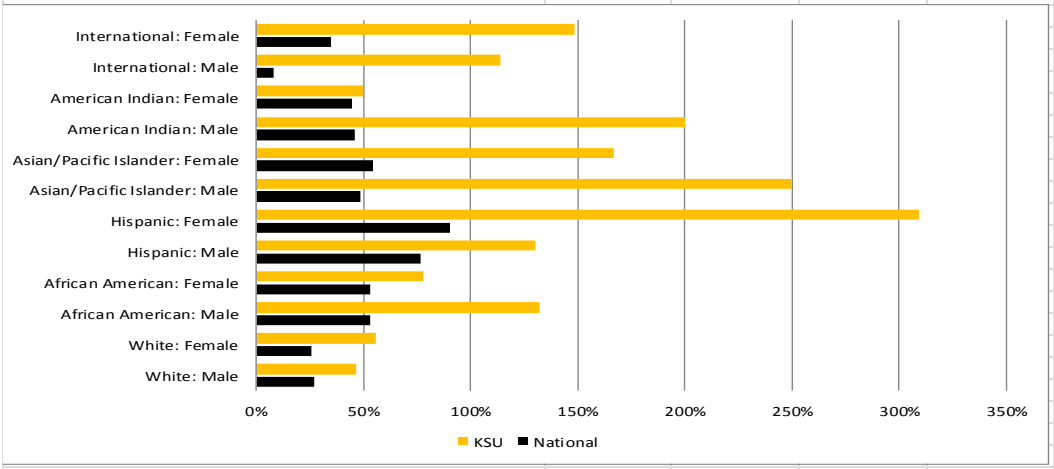
IMPLICATIONS:

The consistency of these closely matches between minority and majority group representations in the student body, and the graduating class from year to year suggests that progression and graduation rates for majority and minority students are basically equivalent at KSU.

Appendix B.2

KSU Bachelor's Degrees Awarded (Percent Change) by Race, Ethnicity and Gender between Fiscal Years 1999 and 2009

KSU's Percentage Growth in Bachelor's Degrees Awarded was Substantially Greater than the Nation's in Virtually Every Gender and Ethnicity/Race Classification Over The Last Ten Years, Especially for Women



Degrees Awarded				
Demographic Subgroups	**National % Change, 1998–99 to 2008–09**	**KSU's % Change, 1998–99 to 2008–09**	**KSU's Bachelor's Awarded 1998–99**	**KSU's Bachelor's Awarded 2008–09**
Bachelor's	**33%**	**62%**	**1,757**	**2,854**
Male	32%	59%	642	1,020
Female	34%	64%	1,115	1,834
White	**26%**	**52%**	**1,520**	**2,317**
Male	27%	47%	563	826
Female	26%	56%	957	1,491
African American	**53%**	**92%**	**128**	**246**
Male	53%	132%	34	79
Female	53%	78%	94	167
Hispanic	**85%**	**224%**	**21**	**68**
Male	77%	130%	10	23
Female	90%	309%	11	45
Asian/Pacific Islander	**52%**	**200%**	**30**	**90**
Male	48%	250%	12	42
Female	55%	167%	18	48
American Indian/Alaska Native	**45%**	**80%**	**5**	**9**
Male	46%	200%	1	3
Female	45%	50%	4	6
Nonresident alien (International)	**20%**	**134%**	**53**	**124**
Male	8%	114%	22	47
Female	35%	148%	31	77

NOTE(S):

The data for this analysis can be found in the Integrated Postsecondary Education Data System (IPEDS) Data Center at http://nces.ed.gov/, and were extracted using the "Download custom data files" feature. In addition, data was extracted from The Condition of Education 2011 report on the IPEDS website. Caution is advised when interpreting percentages based on small numbers of graduates.

SOURCE: Integrated Postsecondary Education Data System (IPEDS) Completions data for 1998-99 and 2008-09

IMPLICATIONS:

KSU's growth for all gender and ethnicity/race categories of graduates over the last ten years was over twice the national growth. African American male graduates at KSU grew more than three times the national rate. At KSU, and across the nation, growth in the number of women graduates continued, but at a substantially slower pace than between 1993-94 and 2003-04.

Appendix C

First-Year Attrition and Six-Year Graduation Rate for Full/Part-time Beginning Freshmen for Combined Fiscal Year

KSU Beginning Freshmen First-Year Attrition and Six-Year Graduation Rates for Fiscal Years 2001 through 2005					
Fiscal Year	**# Students**	**# Non-returning**	**% Non-returning**	**# Graduated 6-Years**	**% Graduated 6-Years**
2001	2,017	367	18%	534	26%
2002	2,598	454	17%	779	30%
2003	2,759	487	18%	931	34%
2004	2,239	411	18%	788	35%
2005	2,641	520	20%	961	36%

NOTE(S):

The # of beginning freshmen is an unduplicated headcount that combines Summer, Fall, and Spring terms within the fiscal year for both full and part-time students.

The purpose of this analysis is to provide KSU an overall aggreegate view of beginning freshmen throughout the fiscal year, not just a single term cohort view.

Due to data management practices within Banner at KSU the beginning freshmen cohort contains learning support and nontraditional-age students that does not necessarily represent college ready students that

SOURCE:

University System of Georgia (USG) Data Warehouse (USG123).

Appendix D

First-Year Attrition and Six-Year Graduation Rate for Full/Part-time Transfer Students for Combined Fiscal Year

KSU Transfer Student First-Year Attribution and Six-Year Graduation Rates for Fiscal Years 2001 through 2005					
Fiscal Year	**# Students**	**# Non-returning**	**% Non-returning**	**# Graduated 6-Years**	**% Graduated 6-Years**
2001	2,359	504	21%	1,005	43%
2002	2,886	600	21%	1,239	43%
2003	2,993	631	21%	1,290	43%
2004	2,979	605	20%	1,319	44%
2005	3,138	588	19%	1,490	47%
NOTE(S):					
KSU utilizes an unduplicated headcount progression model that uses the students first-term of matriculation as the starting point.					
SOURCE:					
University System of Georgia (USG) Data Warehouse (USG123).					

Appendix E – Inventory of Current and Recommended Practices and Programs that Impact Retention, Progression to Graduation, and Degree Completion for KSU Students

Functional Categories	Practices and Programs
Pre-College Programs	Summer Bridge Program; Stretch Courses for Learning Support Students (under development); Target first generation students before they start (recommended); Pre-College programs for underrepresented youth or subject area driven; Develop a program like the East Paulding Pre-College Writing Program at other schools in the county (recommended); tutoring/mentoring at the K-12 level by current students, staff, administrators, faculty, etc.; encourage outreach to K-12 school by various offices in addition to admissions; Science and math targeted programs for women and girls (recommended); online college prep classes (recommended); Dual Enrollment Honors Program
Adult Learners	Adult Learner Consortium (recommended); Kennesaw College for Working Adults (recommended); Adult Access Initiative (recommended); Partnerships with child care and preschool programs (recommended); Link key programs to Parent & Family association (recommended); programming which promotes a sense of family at KSU (recommended); online course delivery
Academic Advising	Effective academic advising website with detailed and streamlined information; Transfer student academic advising center (recommended); centralized resource for academic advising (recommended); staff member who specializes in transfer student advising (recommended); university-wide advising program (recommended); advising day for student who could not attend orientation (recommended); more resources for advising (recommended); campus-wide academic advisor training
Mentoring/Peer Mentoring	Graduation Coaches; Big Brother/Big Sister type program for higher education (recommended); peer life coaches (recommended); Mandatory mentoring for incoming students in the first semester (recommended); staff and student mentoring (recommended); Peer leaders/Peer Advisors in First-Year Seminars
Tutoring	English/Writing tutoring; private tutoring for returning students; Tutoring program with structured study time including study skills and time management, etc. (recommended); Math Tutoring Lab; Supplemental Instruction Program; ESL Study and Tutorial Center
Cohort Model	Cohort type model for students (learning communities for first-year students); plan for students to follow which guarantees graduation within 4 years (under development for each academic major); continue the cohort model past the first year into sophomore and junior years (recommended)
Campus Visits	Invite school counselors to KSU to help educate them on the various offices and open lines of communication; Sponsor day long field trips for middle and high school students to expose them to the various aspects of college (recommended)
Early Intervention System	System which identifies students by certain factors and allows early intervention by staff – example MAP-Works, Beacon, Grades-First, Starfish Retention Solutions (funds have been identified and bid documents being prepared).
Testing	Central location for testing services; information session about CLEP (recommended)
General Education	Increase flexibility in general education where students can choose from a variety of courses to fit requirements; decrease number of required general education courses and increase electives (recommended)
Reading Day	Incorporate a reading day prior to the start of finals – evidence was provided on how this is effective on other campuses (recommended)
Employment Rates	Collect data on employment rates in various majors and programs (recommended)
Experiential Education	Connecting in-class curriculum with career application
Veterans	Relocate Veterans Certifying Individual to Veterans Resource Center; allow veterans to have priority registration (recommended)
Plagiarism Instruction	Create a workshop on "How to Avoid Plagiarism" – not a course on citation styles, but specifically providing information on what counts as plagiarism and how to avoid violating it (recommended)

Appendix F: Recommendations from the KSU Foundations of Excellence Self-Study

1. **Create a Transfer Advisory Council (TAC)**
   Functioning as a planning and implementation group, this committee will be composed of 6-9 members and will be charged with the following tasks:
   a. To create a transfer philosophy statement
   b. To examine the KSU web and make recommendations about the design and development of a Transfer Student Portal of Information
   c. To create (and subsequently update) a transfer student "guide"
   d. To consult with transfer students by organizing "focus groups" and surveys
   e. To explore better ways to communicate with transfer students
   f. To research and propose co-curricular programming designed for transfer students to constitute a "transfer-year experience."

2. **Create a Transfer Advocate Office**
   This office will be responsible for serving as a point of contact for incoming transfer students. Initial staffing of 3-4 individuals should include a transfer student advocate, two transfer liaisons (one dedicated to technical schools and one dedicated to two-year institutions/state colleges) and an administrative support person.

3. **Institute mandatory transfer orientation**
   Do this, in conjunction with a thorough review and assessment of the current transfer orientation

4. **Generate a *DegreeWorks* audit that will be sent, upon acceptance to KSU, to all incoming transfer students prior to their attendance at an on-campus orientation program**

5. **Continue examination of transfer students demographic. Enrollment decisions and success metrics**
   Historical demographics; course registration patterns, especially as they impact enrollment decisions; success metrics (i.e., retention, GPA, graduation rates, time-to-completion)

Appendix G: KSU Complete College Georgia Leadership Team

W. Ken Harmon
Provost & Vice President for Academic Affairs

Jerome Ratchford
Vice President for Student Success

Ralph J. Rascati
Associate Vice President for Advising, Retention & Graduation Initiatives
Dean of University College

Erik Bowe
Executive Director, Enterprise Information Management (EIM)
Chief Data Officer

Leigh Funk
Special Assistant to the President for Accreditation

Kim West
Associate Vice President for Enrollment Services