

**Revised Campus Completion Plan for
South Georgia College/Waycross College**

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Part I: Goals and Data Analysis

Key Findings from Data Sources: The merged Complete College America data for South Georgia College (SGC) and Waycross College (WC) shows that during the 2008-2009 academic year 46% of students were eligible for the federal Pell grant, 35% were members of minority groups, and 28% were age 25 and over. The data set also identifies patterns of student success while also revealing gaps in performance and data collection. “Traditional” 17-19 year old students demonstrate the greatest success in outcome and progress metrics. On the other hand, cohorts of the underserved populations of Black non-Hispanic students and non-traditional students are less successful in outcome and progress metrics. Significantly, available data also demonstrate that retention, course completion, time to degree, and graduation rates are adversely affected by student placement and performance in learning support courses. By studying gaps among subgroups and points in the education continuum where students fail, SGC/WC will focus efforts on strategies in a consolidated campus completion plan that will increase efficiencies, enhance quality, and grow numbers of graduates.

Analysis of SGC/WC Complete College Georgia Data:

Retention/Graduation/Transfer

Table 1 first shows the percentage of full-time and part-time students broken down by categories relevant to the College's student population (race, age, and Pell Grant recipients) in the fall semester 2005 Cohort who were either retained or transferred through spring semester 2007.

Table 1: Fall 2005 Cohort Retention/Transfer Rates through Spring Semester 2007

Fall 2005 Cohort	Spring 06		Fall 06		Spring 07	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Black, non-Hispanic	82%	77%	61%	0%	50%	0%
White, non-Hispanic	80%	64%	61%	36%	57%	36%
Pell Grant Recipients	77%	74%	58%	42%	52%	40%
*Non-Traditional	72%	64%	0%	39%	0%	42%

*Age 25 and over

Table 2 on the following page then shows the percentage of full-time and part-time students in that same cohort broken down by categories relevant to SGC/WC's student population (race, age, and Pell Grant recipients) who were retained, transferred, or graduated from fall semester 2007 through spring semester 2009.

Table 2: Fall 2005 Cohort Retention/Transfer/Graduation Rates through Fall Semester 2008

Fall 2005 Cohort	Fall 07		Spring 08		Fall 08		Spring 09	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Black, non-Hispanic	46%	0%	39%	0%	40%	0%	40%	0%
White, non-Hispanic	52%	22%	51%	24%	50%	37%	50%	35%
Pell Grant Recipients	45%	26%	43%	32%	44%	30%	42%	19%
Non-Traditional	0%	0%	0%	0%	0%	0%	0%	0%

Table 1 shows a marked decline of students retained in the USG from fall semester 2005 to spring 2007. By way of comparison, Table 2 shows a more gradual decline for students remaining in the USG.

Remediation

In the area of remediation, 63% of SGC/WC's Fall 2007 Cohort enrolled in learning support, and of these students, 50% successfully completed learning support courses. Also for the Fall 2007 Cohort, 10% of students completed at least one college-level math and English course within two academic years of entry. In Table 3 below, learning support and initial college course completion data are presented for the Fall 2007 Cohort broken down by categories relevant to SGC/WC's student population (race, age, and Pell Grant recipients).

Table 3: Fall 2007 Cohort Remediation Success Rates

Fall 2007 Cohort	Remediation Required	Remediation Successful	Completed Math/English
Black, non-Hispanic	84%	42%	0%
Pell Grant Recipients	72%	50%	5%
Non-Traditional	69%	26%	0%
White, non-Hispanic	52%	55%	10%

Table 3 indicates that White non-Hispanic students perform better in remediation than Black non-Hispanic students, students receiving Pell Grants, and non-traditional students. In addition, for the Fall 2007 Cohort, 36% of full-time students completed 24 credit hours within their first academic year, while 29% of part-time students completed 12 credit hours within their first academic year.

Student Cohort Targets: To assess SGC/WC's progress toward achieving its institutional goals, annual targets for the CCA metrics are presented in Appendix A for the following four most significant student demographic cohorts that SGC/WC serves.

- Black non-Hispanic
- White non-Hispanic
- Non-Traditional
- Pell Grant Recipients

The Office of Research and Policy Analysis in the office of the University System of Georgia provided merged data for South Georgia College and Waycross College to serve as baseline data for annual targets for the CCA metrics. The targets are expressed as three-year rolling averages as recommended by the USG Metrics Working Group. These annual percentage targets will be used to

assess the achievement of the SGC/WC institutional goals. The annual evaluation of the SGC/WC's progress toward meeting its targets will include analysis of full-time versus part-time status and campus location.

Goals for the Consolidated Campus Completion Plan for the New College and Process for Setting Goals: The South Georgia College/Waycross College Summit Committee, consisting of administrators, faculty, and staff from both institutions, shared with SGC/WC personnel what was learned at the Completion Summit 2012. A one-page CCG prospectus was developed from that experience and from USG webinars on CCG. In April 2012 the Vice Presidents for Academic Affairs at both institutions distributed and discussed the one-page prospectus with faculty and with the SGC/WC Consolidation Working Group Committee on Academic Affairs.

Simultaneously, the New College (for the purpose of the consolidation, SGC/WC refers to what will be the consolidated institution as the “New College” until a name has been approved by Board of Regents of the University System of Georgia) Transition Team Working Group Subcommittee for the New Mission Statement, which is made up of personnel from SGC and WC, conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of both institutions. The results of the analysis provided input for a mission statement for the consolidated college. The Board of Regents (BOR) of the University System of Georgia (USG) approved the new mission on May 8, 2012.

At a June 7, 2012, SGC/WC Leadership Retreat the SGC/WC committee charged with developing the mission statement and the draft of institutional goals for the New College presented their work to retreat participants. Key mission statement words to drive the development of institutional goals were identified. These key words were then aligned with University System of Georgia strategic goals. The next step in this process involved selecting strategic foci for the New College that were parallel to the USG goals and the Complete College Georgia categories of strategies. This exercise resulted in five strategic foci: Innovative Teaching & Learning, Learning Environment, Access, High-Quality Academic Programs, and Multi-Campus. The first four foci derive from the Complete College Georgia categories for strategies. Next, the participants developed assessable institutional goals for each strategic focus based on the USG Complete College America (CCA) metrics. This review of the USG CCA metrics reinforced what the participants heard during guest speaker Dr. Tim Renik’s (Georgia State University Associate Vice Provost) presentation, which took place at the retreat just prior to this strategic planning exercise.

Below is the mission statement for the New College; the highlighted areas are the terms that participants at the leadership retreat chose as the key words that they used to translate the mission statement into institutional goals.

Mission for the New College

New College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

Table 1 on the following page is a matrix that illustrates the alignment of key words from the New College’s mission statement, USG goals, strategic foci & institutional goals for the New College, CCA Metrics, and Annual Targets for the CCA Metrics.

Table 1

Alignment of Mission Statement Key Words, USG Goals, Strategic Foci & Institutional Goals, CCA Metrics, & Annual Targets for CCA Metrics

Key Words from Mission	USG Goals	Strategic Foci & Institutional Goals	CCA Metrics	Annual Targets for CCA Metrics
innovative teaching and learning experiences access to unique ecological sites	Goals One, Three, and Six Excellence in undergraduate education; Research across disciplines; Increase efficiency	Innovative Teaching & Learning 1. Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.	Increase Efficiencies -graduation rates -retention rates -credit hours at time of completion -course completion ratio	Appendix A
supportive learning environment	Goal Six Increase efficiency	Learning Environment 2. Foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.		Appendix A
a state college of the University System of Georgia	Goals Two and Four Enrollment capacity; Increase efficiency	Access 3. Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Increase Numbers -degrees conferred annually -number of students enrolled who are a) first generation, b) Pell eligible, and c) adult learners	Appendix A
high-quality associate and select baccalaureate degree programs access to unique ecological sites	Goal One Excellence in undergraduate education	High-Quality Academic Programs 4. Promote academic excellence by providing high-quality educational programs.	Quality -assessment of SLOs in all core courses & academic degree programs -curriculum review & approval -evaluations of instructors and course content -academic program review -program-review by accrediting bodies -SACSCOC accreditation & reaffirmation	Appendix A
Multi-campus	Goal Six Increase efficiency	Multi-Campus Operation 5. Ensure that the institution is fiscally responsible.		

The New College institutional goals illustrated in Table 1 demonstrate the institution’s commitment to increase efficiencies, enhance quality and increase the number of graduates. These goals build on the performance of both institutions to date and take into consideration the particular needs of the

students and the region. The first four institutional goals for the New College will serve as the goals for the consolidated campus completion plan.

Part II: Strategies

Goals one and two of the consolidated campus completion plan for the New College follow, setting the context for increasing efficiencies.

Goal 1: The New College will advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.

Elements of the plan to increase efficiencies through Goal One are restructuring delivery and remediation to shorten time to completion. The first strategy for accomplishing this goal is to increase the number of students who move in one semester through Learning Support into college-level courses in math through continued implementation of the Carnegie Foundation's Quantway initiative. Quantway is a new developmental mathematics course for non-STEM majors.

Secondly, students with minimal academic deficiencies will be diverted from traditional remediation into customized programs integrated into their programs of study. These students will be placed directly into college-level courses and provided Learning Support courses as a co-requisite rather than as a pre-requisite. In line with this strategy, the New College is proposing to pilot instructional changes as part of its consolidated campus completion plan that would deliver Learning Support English, ENGL 099, as a co-requisite to English 1101, Composition I.

In addition, the New College will implement student self-paced instructional modules in certain Learning Support courses. These modules will be available for students with minimal academic deficiencies and allow students to progress through the material at their own pace. Students can complete their course work in their own time frame.

An additional strategy for increasing efficiencies through redelivery of instruction will be to offer supplemental instruction (embedded support) in gateway courses with high DFW rates, as well as early intervention grade monitoring and required academic counseling. Betsy Q. Griffin and Betsy O. Barefoot with the Gardner Institute define courses with DFW rates of 30% or higher as "killers" because these courses "kill" a student's GPA, motivation, academic progress, scholarship eligibility and interest in remaining in college.

To further address high DFW courses, as well as to benefit all courses and instructors, faculty development in teaching/learning best practices, together with course and program learning outcome assessment to achieve continuous teaching/course improvement, will be a priority. Instructors of a high DFW course will be required to offer one lab session for all their sections of the same course after the first or second class but before students complete even one assignment. The purpose is to ensure that students understand what is expected before they attempt the first test. The lab session will be optional for students to attend but required of faculty to offer.

Other strategies for shortening time to degree and restructuring instructional delivery will be to offer more blended courses and academic programs featuring online instruction to complement in-person instruction. More non-traditional students and military students are seeking educational opportunities and expecting alternative modes of curriculum delivery. Students, especially older, non-traditional ones seek course delivery through distance education formats such as online or

videoconferencing that meet the needs of their lifestyle that includes career, family and other responsibilities.

Lastly, a systematic undergraduate research program and the inclusion of the first-year experience program will promote the achievement of Goal One.

Goal Two: The New College will foster an environment that supports education through the integration and interdependence of living and learning provided by college-wide support services.

A strategy to increase efficiencies through Goal Two is to redesign the delivery of higher education to fit more seamlessly into students' lives. The first step in this direction will be to implement an early intervention grade monitoring system. The intervention will take place after the first exam and/or before midterm. Students will be identified during early intervention based on grade reports indicating a D or F in at least one course or a report of a high number of absences from any one class. Academic Support (tutoring) centers on SGC/WC campuses will intervene and work with students to build awareness of their grade status, suggest paths to seeking help, and monitor progress.

The problem of excessive time to degree has a number of causes, including students lacking direction and guidance on what path to take to a credential, leading to excessive courses and unnecessary delay. Through academic advising, advisors will encourage students to enroll in a single, coherent program (e.g., Nursing ASN, RN-BSN or a transfer program) with prescribed sets of courses and a default schedule. Academic advisors will also redirect "General Studies" majors to programs of study during orientation and advising sessions. Additionally, advisors will assist students in aligning math requirements with students' credential goals. For students placed into a learning support math course, advisors will review degree programs with the students and determine the actual math requirements needed in a program the student is interested in and then align remedial requirements accordingly. Academic advising on both campuses will be strengthened, and the Waycross campus will be the site of an "Advising Center" pilot initiative beginning fall 2012.

Goal Three will guide the New College in increasing numbers.

Goal 3: The New College will enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.

The purpose of Goal Three for the New College is to recruit, retain, and graduate an increasing number of students with high educational and career aspirations through a broad variety of degree programs and support services. The New College will actively recruit and provide admission to students who are prepared for higher education (measured by the New College's admission standards). The New College's admission standards will include the new USG Learning Support policies that are being implemented for fall semester 2012. In order to familiarize applicants with the new policy and to assist them with the COMPASS exam, a Learning Support Advocacy Task Force (LSATF) has been formed. This task force is charged with reducing the number of students who would be required to matriculate as "limited admissions" students because of COMPASS placement test scores. The Task Force provides counseling on the nature and importance of the test, clarification of test instructions, test-taking strategies, tutorial software and website material prior to retesting, and test score/placement interpretation and counseling.

Also, the New College will expand dual enrollment and ACCEL programs to increase efficiencies for the consolidated college since 17-19 year olds have the highest rate of student success at SGC/WC. Currently, SGC has one dual enrollment/ACCEL program, and WC has two such programs. Additional K-12 partnerships already include or will include education summits involving K-12, New College, and technical college partnerships; school, business and industry partnerships; collaborative STEM workshops; and information sessions involving middle and high school students and teachers.

A third strategy for enhancing the quality and enriching the composition of the student body at the consolidated college is through the Adult Learning Consortium. This Consortium is enabling the University System of Georgia and its partners to target the two-thirds of adult Georgians who do not hold a college degree. The goal is to galvanize these individuals to change their situation, thereby boosting the state's economic growth. The grant seeks to enforce institutions to produce programs that will target its enrollment efforts with adult learners by using such forces as Prior Learning Assessments (PLA) and military outreach. Waycross College entered into a sub-award agreement for capacity building to hopefully gain full participation with the program beginning spring semester 2013. Throughout this past year, Waycross College staff members have attended Winter and Spring Institutes and Council for Adult and Experiential Learning (CAEL) Training to prepare for the upcoming program.

To further promote Goal Three the consolidated college will hire an ACCEL/VA Specialist. The ACCEL/VA Specialist will serve as the initial contact for secondary educational entities and military agencies wishing to align programs with the institution and act as the liaison for the institution to outside secondary and military constituents.

Additionally, the New College will support Goal Three through workforce development by way of the Bachelor of Science degree in Nursing (RN-BSN program). As a four-year college, South Georgia College started the RN-BSN program during fall semester 2013. This program fosters workforce development because the purpose of it is to provide career mobility for professional nurses in this regional area.

Goal 4: The New College will promote academic excellence by providing high-quality educational programs.

To foster an environment of continuous improvement in student learning the New College will evaluate the effectiveness of its educational programs through the use of active, ongoing, and constructive assessments. The New College will offer the four educational program options listed below.

- The Associate of Arts Degree
- The Associate of Science Degree
- The Associate of Science in Nursing Degree
- The Bachelor of Science in Nursing Degree

The New College administration and faculty, with approval by the Board of Regents of the University System Georgia, will adopt eight General Education student learning outcomes (SLOs) which serve as the foundation for its core curriculum and General Education coursework. The General Education outcomes serve as A.A./A.S. program outcomes. Assessment of the General Education outcomes is measured through performance results in core curriculum courses, course success rates for general Education courses that assess the SLOs, test results from the *California*

Critical Thinking Skills Tests, and the results to questions from the *Community College Survey of Student Engagement*.

The same process developed and implemented to assess the General Education outcomes is utilized to assess the Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing degree programs. The ASN and the RN-BSN program will follow the evaluation plan established by the National League for Nursing Accrediting Commission (NLNAC).

Part III: Planning and Implementation

The proposed implementation timeline addresses the five categories of strategies: transform remediation, restructure instructional delivery, shorten time to degree, access, and quality. All implementation of the proposed strategies will be completed by spring semester 2014, the end of the two-year timeline for the implementation of the project. For the two-year implementation timeline, see Table 2.

Table 2 Campus Completion Two-Year Implementation Timeline

Activity		Fall 2012	Spring 2013	Fall 2013	Spring 2014
Transform Remediation	Quantway (Douglas campus, Waycross campus)	C	C, T	C, PI	C, C
	co-requisites ENGL 099/1101	PL	T	PI	I
	Student self-paced instructional modules	PL	T	PI	I
Restructure Instructional Delivery	Supplemental instruction in gateway courses with high D/F/W rates	PL	T	PI	I
	Blended courses featuring online instruction to complement in-person instruction	PL	T	PI	I
Shorten Time to Degree	Early intervention grade monitoring	T	PI	I	C
	Academic advising (Douglas campus, Waycross campus)	S, PL	S, T	S, PI	S, I
	SGCO 1000	C	C	C	C
	Undergraduate Research Symposium	I	C	C	C
Access	USG New Learning Support Policy	I	C	C	C
	Work of the Learning Support Advocacy Task Force	S	S	S	S
	Expand Dual enrollment/ACCEL programs	S	S	S	S
	Collaborative STEM workshops in high schools	PL	T	PI	I
	Participate in regional education summit	C	C	C	C
	RN-BSN Program	I	C	C	C

Quality	Build and sustain effective teaching and instructor/course/program assessment tools	S	S	S	S
	Strengthen program and student learning outcome assessment	S	S	S	S
	Provide faculty development opportunities	S	S	S	S

PL=Plan, T=Train Faculty/Staff, PI=Pilot, I=Implement, C=Continue, S=Strengthen Current Practices

Part IV: Ongoing Feedback/Evaluation

The New College will evaluate its progress using both outcomes for strategies (See Table 3, pages 9-10) and annual targets for the CCA metrics (see Table 1, page 3). Having outcomes for the strategies will allow the college to determine whether sufficient progress is being made in implementation and evaluate program effectiveness. Annual targets for the CCA metrics will provide measures at the institution-level.

The Office of Institutional Effectiveness will track student data for each group of students to assess (1) whether students complete the learning support courses and persist in college-level work, (2) the time it takes for students to accelerate through the learning support sequence and earn a degree, and (3) whether students transfer to a four-year institution.

Finally, the metrics for tracking the success of students once they transfer from SGC/WC will include retention (if they are enrolled at another postsecondary education institution), completion of an associate degree (if they complete 60 credit hours inclusive of Areas A-E), and completion of a bachelor’s degree. For the purposes of SGC/WC’s tracking of the effectiveness of entry programs, the consolidated college will consider the GPAs of students at transfer institutions.

Table 3

Campus Completion Implementation Assessment Plan

Goals	USG Categories of Strategies	SGC/WC Strategies	*Outcomes
<p>1. Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.</p>	<p>Transform Remediation</p>	<p>Carnegie Foundation’s Quantway Initiative</p>	<p>FA12: Train 1 WC faculty member. Offer 3 sections at SGC. SP13: Offer 1 section at WC. Offer 3 sections at SGC. FA13-SP14: Continue with offering Quantway courses at the New College (NC). Course SLO: Students must be able to do the following:</p> <ul style="list-style-type: none"> • Use arithmetic operations to represent real-world operations (e.g., putting together, comparing, distributing equally) and use real-number arithmetic to solve stated problems. • Use graphical representations on a number line to demonstrate fluency in interpreting interval notation, ordering numbers, representing operations (i.e., addition, subtraction, doubling, halving, averaging), and representing decimal numbers (including negative numbers).
		<p>Co-requisite courses such as Learning Support courses and college-level courses (ENGL 099 & 1101)</p>	<p>FA12: Train 1 faculty member at SGC & WC. SP13: Pilot 1 section at SGC & WC. FA13: Implement 1-3 sections at the NC. SP14: Continue w/ offering sections at the NC.</p>
		<p>Student self-paced instructional modules</p>	<p>FA12: Train 1 faculty member at SGC & WC. SP13: Pilot 1LS course w/ modules at SGC & WC. FA13: Implement 1-3 LS courses w/ modules at the NC. SP14: Continue w/ offering courses at the NC.</p>
	<p>Restructure Instructional Delivery</p>	<p>Supplemental instruction in college-level courses with high D, F, W rates</p>	<p>FA12: Collect data at SGC & WC. Train supplemental instructors (SI). SP13: Pilot SI in 1 college-level course w/ high DFW rate at SGC & WC. FA13: Implement SI in college-level courses w/high DFW courses at the NC. SP14: Continue offering SI in college-level courses w/ high DFW rates at the NC.</p>
		<p>Blended courses featuring online instruction to complement in-person instruction</p>	<p>FA12: Train 1 faculty member at SGC & WC. SP13: Pilot 1 blended course at SGC & WC. FA13: Implement blended courses at the NC. SP14: Continue offering blended courses at the NC.</p>

Goals	USG Categories of Strategies	SGC/WC Strategies	*Outcomes
2. Foster an environment that supports education through the integration and interdependence of living and learning provided by college-wide support services.	Shorten Time to Degree	Early intervention grade monitoring	FA12-SP13: Continue early intervention grade monitoring at SGC & WC. FA13-SP14: Continue early intervention grade monitoring at the NC.
		Academic counseling	FA12-SP13: Continue academic advising enhancement efforts at SGC & WC. FA13-SP14: Continue academic advising enhancement efforts at the NC.
3. Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Access	Implement USG New Learning Support Policy	FA12: Implement USG New LS Policy at SGC & WC. SP13: Continue w/ USG LS Policy at SGC & WC. FA13-SP14: Continue w/ USG LS Policy at the NC.
		Work of the LSATF	<ul style="list-style-type: none"> • To decrease the number of new students needing “Limited Admissions” (LA) status for fall 2012. • The number of students needing “Limited Admissions” status will be less than those allowed by the USG for SGC. • 40% of the students initially classified as “Limited Admissions” status will clear all LS requirements. • 60% of the students initially classified as “LA” status will gain regular admission status w/ no more than 2 LS requirements. FA12: Continue the work of the LSATF at SGC. SP13: Continue the work of the LSATF at SGC and expand the work to WC. FA13-SP14: Continue the work of the LSATF at the NC.
		Strengthen/Develop K-12 Partnerships <ul style="list-style-type: none"> • Dual enrollment • ACCEL programs • Collaborative STEM workshops • Information sessions involving middle and high school students and teachers • Regional Education Summit 	FA12: Implement dual enrollment/ACCEL program at Citizen Christian Academy and in Brantley county. Continue established programs. Establish schedule of STEM workshops and information sessions in middle and high schools in Coffee and Ware counties. Continue involvement in regional Education Summit. SP13-SP14: Continue dual enrollment/ACCEL programs, STEM workshops, information sessions, and involvement in regional Education Summit.
4. Promote academic excellence by providing high-quality educational programs.	Quality	Build and Sustain Effective Teaching and Instructor/Course/Program Assessment Tools	FA12-SP14: Continue to build and sustain effective teaching and instructor/course/program assessment tools at SGC & WC, then the NC.

		Strengthen Program and Student Learning Outcome Assessment <ul style="list-style-type: none"> ○ Faculty Development Opportunities 	FA12-SP14: Continue supporting, promoting, and offering faculty development opportunities to strengthen program and student learning outcomes at SGC & WC, then the NC.
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*Exact number of course sessions and student learning outcomes (SLOs) will be determined when training and piloting are completed.

Appendix A

Table A1: Average Total Hours Earned upon Graduation (AA/AS degree) Full-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	76	76	75	73	71	69	67	66	65
White, non-Hispanic	72	72	71	70	69	68	67	66	65
Pell Grant Recipients	72	73	71	70	69	68	67	66	65
Age 25 and over	78	78	76	74	72	70	68	66	65

Table A2: Average Total Hours Earned Upon Graduation (AA/AS degree) Part-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
*Black, non-Hispanic	>10								
White, non-Hispanic	74	74	72	70	68	66	65	65	65
*Pell Grant Recipients	>10								
Age 25 and over	75	75	73	71	69	67	65	65	65

*Further assistance from the Office of Research and Policy Analysis is needed to set annual targets.

Table A3: Three-Year Graduation Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	11%	11%	13%	15%	17%	19%	21%	23%	25%
White, non-Hispanic	22%	22%	24%	26%	28%	30%	32%	34%	36%
Pell Grant Recipients	17%	17%	19%	21%	23%	25%	27%	29%	31%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A4: One-Year Retention Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
White, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
Pell Grant Recipients	58%	58%	60%	62%	64%	66%	68%	70%	72%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A5: One-Year Retention Rate Part-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	0%	0%	2%	4%	6%	8%	10%	12%	14%
White, non-Hispanic	36%	36%	38%	40%	42%	44%	46%	48%	50%
Pell Grant Recipients	40%	40%	42%	44%	46%	48%	50%	52%	54%
Age 25 and over	40%	40%	42%	44%	46%	48%	50%	52%	54%

Table A6: Course Completion

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Full-Time	78%	78%	79%	80%	81%	82%	83%	84%	85%
Part-Time	81%	81%	82%	83%	84%	85%	86%	87%	88%
Transfer	78%	78%	79%	80%	81%	82%	83%	84%	85%

Table A7: Credit Accumulation Part-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	31%	31%	33%	35%	37%	39%	41%	43%	45%
White, non-Hispanic	26%	26%	28%	30%	32%	34%	36%	38%	40%
Pell Grant Recipients	27%	27%	29%	31%	33%	35%	37%	39%	41%
Age 25 and over	31%	31%	33%	35%	37%	39%	36%	38%	40%

Table A8: Credit Accumulation Full-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	18%	18%	20%	22%	24%	26%	28%	30%	32%
White, non-Hispanic	45%	45%	47%	49%	51%	53%	55%	57%	59%
Pell Grant Recipients	26%	26%	28%	30%	32%	34%	36%	38%	40%
Age 25 and over	30%	30%	32%	34%	36%	38%	40%	42%	44%

Table A9: Completion of First Math & English Gateway Courses in Two Academic Years

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	24%	24%	26%	28%	30%	32%	34%	36%	38%
White, non-Hispanic	48%	48%	50%	52%	54%	56%	58%	60%	62%
Pell Grant Recipients	31%	31%	33%	35%	37%	39%	41%	43%	45%
Age 25 and over	17%	17%	19%	21%	23%	25%	27%	29%	31%

Table A10: Degree Production

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	48	48	50	52	54	56	58	60	62
White, non-Hispanic	268	268	270	272	274	276	278	280	280
Age 25 and over	152	152	154	156	158	160	162	164	166