



# Abraham Baldwin Agricultural College

## **INSTITUTIONAL MISSION AND STUDENT BODY PROFILE**

Abraham Baldwin Agricultural College (ABAC) is a residential institution offering baccalaureate degrees in targeted fields, transfer associate degrees, and non-transfer associate degrees. ABAC's state-wide mission in Agriculture and Natural Resources gives the college a unique identity among USG state colleges, but ABAC is also known for its strong nursing program as well as its growing offerings of other diverse baccalaureate degree programs. With its array of quality programs, an abundance of student organizations, a renowned music program, and a variety of intercollegiate and intramural athletic teams, ABAC provides students with abundant opportunities to learn and grow as individuals. In addition to providing relevant experiences that prepare the graduate for life, ABAC is a strategic partner within the University System of Georgia to help create a more educated Georgia.

Total enrollment at ABAC in fall 2016 was 3475, an increase of approximately 2.4% over fall 2015 enrollment (See Appendix A for seven-year trends in enrollment and graduation and retention rates). The increase in enrollment is attributed to college-wide admission efforts and a continued rise in retention rates (Table 3c). Of the 3475, 81% were white, 10% were Black (non-Hispanic), and 6% were Hispanic, comprising the three largest ethnic groups. Students over the age of 25 made up 9.3% of enrollment in fall 2016, and 30% of all students were first-generation college students. In fall 2016, 39% of students were Pell eligible. Students enrolled in at least 12 credit hours fall 2016 made up 72% of total enrollment. For the fall 2016 freshman class, the average high school GPA was 3.06 on a 4.00 scale, the average SAT composite (Verbal, Math, Writing) score was 1,352, and average scores on the ACT were 18 Verbal and 18 Math.

ABAC's goals and strategies developed for Complete College Georgia continue to have a positive impact on college success and completion. This positive impact can be seen in our continued growth in baccalaureate enrollment (1828 in fall 2016, a 26.5% increase from the previous year), a 10% increase in retention for first-time freshmen (Table 3c), a total of 591 degrees awarded in 2016-17, and a 26.8% drop in suspension rates for first time students on probation who complete their 2<sup>nd</sup> term. These data indicate that ABAC's goals and strategies for Complete College Georgia are having a positive impact on college success and completion. Therefore, the College has continued to pursue goals and strategies outlined in its 2012 report and 2013, 2014, 2015, and 2016 updates, and has focused during the past academic year on proactive advising practices to keep students on track to completion.

## **INSTITUTIONAL COMPLETION GOALS, HIGH-IMPACT STRATEGIES, AND ACTIVITIES**

### **HIGH-IMPACT STRATEGY**

Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees 'on time.'

### **RELATED GOAL**

Goal 2: Increase the number of degrees that are earned 'on-time' (associate degrees in 2 years, bachelor's degrees in 4 years.)

### **DEMONSTRATION OF PRIORITY AND/OR IMPACT**

This strategy aligns with CCG's 15-to-Finish initiative and meeting this high-impact goal will increase the institution's on-time graduation rate and reduce the student financial obligation

### **PRIMARY POINT OF CONTACT FOR THIS ACTIVITY**

Name: Nicholas Urquhart  
Title: Director of Academic Support  
email: [Nurquhart@abac.edu](mailto:Nurquhart@abac.edu)

**SUMMARY OF ACTIVITIES**

*What progress have you made towards implementing this strategy in the 2016-2017 academic year?*

In Fall of 2014, 389 of 863 new freshmen (45%) were registered for 15 or more credit hours. Also, 1027 (29.72%) of all enrolled students fall 2014 were enrolled in 15+ hours. For Fall 2015, 410 of 849 new freshmen (48%) were registered for 15 or more credit hours while 1082 (31.88%) of all enrolled students for fall 2015 were enrolled in 15+ hours. There was a slight decrease for Fall 2016 as 340 of 815 new freshman (42%) were registered for 15 or more credit hours. Despite this decrease the number of new freshman who completed 30+ credit hours their first year increased from 24% (201), AY 15-16, to 29% (235) for AY 16-17. The percentage of overall students enrolled in 15+ hours remained flat at 31% (1080).

**WHAT SPECIFIC ACTIVITIES DID YOU ENGAGE IN THIS YEAR IN REGARDS TO THIS STRATEGY?**

Academic Support continues to pre-register new students before each scheduled orientation session. The five-year stretch goal is to have 75% of all full-time new students registered for 15 credit hours by 2021. Currently, Academic Support preregisters all full-time new students for 15 hours, however, a number of these students choose to take less than 15 hours. The importance of 15-to-finish has been incorporated into new faculty advisor training each Fall and financial aid counselors are now encouraging students to take 15 hours a semester to graduate on time. In addition, marketing materials are sent to all students and their families showing the financial benefit of graduating on-time.

**MEASURES OF PROGRESS AND SUCCESS****METRIC/DATA ELEMENT:**

Percentage of the student body enrolled in 15+ hours, completing 30 hours within first year, and graduating in 2 years for an associate degree or a bachelor's degree in 4 years.

**BASELINE MEASURE:**

Among fall 2012 cohort, 96 (64.86%) earned an associate degree in 2 years.  
Among fall 2010 cohort, 37 (62.71%) earned a bachelor's degree in 4 years.

**INTERIM MEASURES OF PROGRESS:****Projected Targets for AY 2016-2017**

Projected 35% of fall 2016 cohort will enroll in 15+ hours. 25% of the fall 2016 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

**Results**

1080 (31.07%) of enrolled students fall 2016 were enrolled in 15+ hours, which remained flat from fall 2015. 335 (44.19%) of enrolled new freshmen were enrolled in 15+ hours a slight decrease from fall 2015. Despite the slight decrease. There was a 10.9% increase in the number of continuing students enrolled in 15+ hours for fall 2016.

235 (31%) of first-time freshmen of the fall 2016 cohort successfully completed 30+ hours during the 2016-2017 academic year. This surpassed our goal of 25% given for the 2015 CCG plan update.

**Projected Targets for AY 2016-2017:**

75 associate-degree-seeking students from the fall 2015 cohort will graduate in 2 years, and 60 baccalaureate-degree-seeking students from the fall 2013 cohort will graduate in 4 years.

**Results**

89 associate-degree-seeking students from the fall 2015 cohort graduated on-time in 2 years. This goal is a 25.4% increase over the fall 2014 cohort and 18.66% above our projected target of 75 on time graduates from the fall 2015 cohort.

74 baccalaureate-degree-seeking students from the fall 2013 cohort graduated on-time in 4 years. This goal is a 39.62% increase over the fall 2012 cohort and 23.33% over our projected target of 60 on time baccalaureate graduates from the fall 2013 cohort.

**MEASURES OF SUCCESS:**

Increase the number and percentage of students enrolled in 15+ hours each semester.

**Projected target:** 45% of fall 2017 cohort will enroll in 15+ hours.

Increase the number and percentage of first-year students successfully completing 30+ hours of collegiate credit hours in their first academic year.

**Projected target:** 33% of the fall 2017 cohort of first-year students will successfully complete 30+ collegiate credit hours in their first academic year.

**Projected target:** 93 associate-degree-seeking students from the fall 2016 cohort will graduate in 2 years, and 80 baccalaureate-degree-seeking students from the fall 2014 cohort will graduate in 4 years.

## LESSONS LEARNED

Cultural changes are difficult to overcome; however, ABAC continues to make gains with students taking 15+ hours. Sending out timely communication, pre-registering students before their orientation, discussing 15-to-finish with financial aid counselors, and training new faculty advisors on the importance of 15 credit hours has pushed our student body toward taking 15 hours each semester. The following are barriers/obstacles that ABAC must consider as we move forward with this strategy:

- Increasing the number of upperclassmen who take 15+ hours a semester
  - Continued communication to sophomores and upperclassmen explaining the benefit of taking 15 hours and the financial impact. Development of degree maps that show required hours each semester to complete the degree on-time.
- Providing enough support services to give each student the opportunity to successfully complete 15 hours each semester.
  - These challenges are addressed in other high impact strategies. Services created or enhanced include Early Alert, milestone reports, and timely and targeted advising intervention.

## HIGH-IMPACT STRATEGY

**Establish milestones as part of program maps to facilitate defining when students are ‘off track.’**

### RELATED GOAL

Goal 4: Provide intrusive advising to keep students on track to graduate

### DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high-impact strategy seeks to improve progression and timely graduation by making sure that students are meeting required milestones by 30 and 90 hours.

### PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

Name: Nicholas Urquhart

Title: Director of Academic Support

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### SUMMARY OF ACTIVITIES

*What progress have you made towards implementing this strategy in the 2016-2017 academic year?*

90-hour checkpoints are performed each fall and spring semester for baccalaureate-degree-seeking students and 30-hour checks (completion of General Education Core Area A) are performed each spring semester for all students.

This high-impact strategy has been a success for ABAC. As the data show (see metrics below), 51% of identified off track students for spring 2016 graduated by the following spring.

30-hour checks were conducted for spring of 2016 for all enrolled students and 155 were identified as not having satisfied Area A of the General Education Core. These students were contacted and enrolled for the appropriate course the following semester to help get these students back on-track for graduation. As of spring 2017, 75% of these students have completed Area A and are now on track to graduate.

*What specific activities did you engage in this year in regard to this strategy?*

The institution uses the following criteria for identifying baccalaureate students who are off-track toward on-time graduation:

- RHSC deficiencies remaining
- Completion of the Core Curriculum
- Residency Requirements
- Curriculum completion on degree track
- Legislative requirements
- Minimum GPA requirement for graduation

Academic Support compiles a list of these students each semester and follows the below protocol:

- Sends email communication to each student
- Sends the compiled list to the students’ academic advisor and dean of the school in which the student is advised
- Follows up with the student to assist them in getting on track for on-time graduation

As of Fall 2016, 30-hour checks are performed each semester on all students as opposed to just every spring term. Students who have not completed Area A of the Core Curriculum or have an RHSC deficiency by 30-hours are considered to be off-track. Students which are from the check are then contacted by Academic Support and assisted in registering for the appropriate course(s). Notification is also sent to each student’s advisor.

## MEASURES OF PROGRESS AND SUCCESS

**METRIC/DATA ELEMENT:**

For 90-hour checkpoints the percentage of identified off-track students who successfully graduate and for 30-hour checks the percentage of identified off-track students who successfully complete identified mile markers for persistence to graduation (i.e. completion of Area A).

**BASELINE MEASURE:**

The first 90-hour check was performed spring 2015. That check revealed that 62 baccalaureate-degree-seeking students were off-track to graduate on time.

**INTERIM MEASURES OF PROGRESS:  
2016-2017**

**90-HOUR CHECKPOINTS**

	<b>Off Track</b>	<b>Graduated</b>	<b>Percentage graduated</b>
<b>Spring 2015</b>	62	41	66.13%
<b>Fall 2015</b>	92	57	61.96%
<b>Spring 2016</b>	39	20	51.28%
<b>Fall 2016</b>	106	NR	NR
<b>Spring 2017</b>	75	NR	NR

**30-HOUR CHECKPOINTS**

	<b>Off Track</b>	<b>Completion of Area A</b>	<b>Percentage Completed Milestone</b>
<b>Spring 2015</b>	128	100	78.13%
<b>Spring 2016</b>	155	117	75.48%
<b>Fall 2016</b>	106	NR	NR
<b>Spring 2017</b>	174	NR	NR

**Projected target for AY 2016-17:** 25 of the 39 baccalaureate-degree-seeking students who were off-track at the 90-hour

**Result**

20 of the 39 (51%) identified as off track for their baccalaureate in spring of 2016 graduated on-time. This goal was slightly below our target of 25 students.

**Projected target for AY 2016-17:** 60 baccalaureate-degree-seeking students from the fall 2013 cohort will graduate on time.

**Result**

74 baccalaureate-degree-seeking students from the fall 2013 cohort graduated on-time in 4 years. This goal is 23.33% over our projected target of 60 on time baccalaureate graduates from this cohort.

**MEASURES OF SUCCESS:**

At least 60% of the number of students, who are identified as being off-track at 90 hours are now back on-track to graduate by 120 hours.

**Projected target:** 63 of the 106 baccalaureate-degree-seeking students who were off-track at the 90-hour check mark in Fall 2016 will graduate within 30 credit hours.

- Increase the number of baccalaureate-degree-seeking students who graduate OT.
- Projected target: 80 baccalaureate-degree-seeking students from the fall 2014 cohort will graduate on time.

**LESSONS LEARNED**

Initially, during the 2014-15 academic year, we were surprised by the number of baccalaureate students who reached 90-hours without completing RHSC requirements or the Core Curriculum. This led to Academic Support implementing 30-hour checks to help keep all students on-track for on-time graduation. The effects of the 30-hour and 90-hour checks can be seen in the number of students completing Area A and graduating on time. The effects can also be seen in our rise in graduation rates (Table 2a – 2e). Academic Support continues to work with students who are determined to be off-track and get them registered for the required course(s) the following semester. Advisors are notified of the requirements to insure the students do not withdraw from the required classes.

**HIGH-IMPACT STRATEGY**

**Ensure that students who are deemed to be off track subsequently receive timely and targeted academic intervention to restore appropriate progress toward graduation.**

**RELATED GOAL**

Goal 4: Provide intrusive advising to keep first time probation students on track to graduate

**DEMONSTRATION OF PRIORITY AND/OR IMPACT**

This high-impact strategy seeks to improve progression and retention by aggressively targeting students who go on probation for the first time.

**PRIMARY POINT OF CONTACT FOR THIS ACTIVITY**

Name: Nicholas Urquhart

Title: Director of Academic Support

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**SUMMARY OF ACTIVITIES**

*What progress have you made towards implementing this strategy in the 2016-2017 academic year?*

In addition to the checkpoints at 30 and 90 hours described above, the College targets students who are placed on academic probation after their first semester of enrollment. To help get first time students on probation back on track to graduate, ABAC requires these students participate in AIM (Academic Intervention Management), formerly ABAC 1100. This program engages the student in group and individual interventions, offered both face-to-face and online, with the express purpose of helping students improve their GPA to avoid suspension after their second semester.

For the AY 15-16, 51% of students who went through the AIM program were placed on Academic Suspension. This was an 8% decrease from the previous AY 14-15. Though suspension of those participating in AIM for the AY 16-17 rose slightly, the overall number is still significantly lower than the 14-15 AY.

*What specific activities did you engage in this year in regards to this strategy?*

Students required to participate in AIM meet weekly with an Academic Support Counselor and attended the following seminars throughout the term:

- Time Management: School/Work/Life/& Fun
- How to Study & Visit to the Academic Achievement Center
- How to Study for the Sciences
- Financial impact of poor grades
- Financial Success in College
- Resume Workshop
- Prepping for Finals

Students who failed to keep an appointment were called, sent a text, and visited if they lived on campus. These individual sessions focused on the student's goals and the development of a plan to get the student back in good academic standing and progressing toward graduation.

## MEASURES OF PROGRESS AND SUCCESS

### METRIC/DATA ELEMENT:

Percentage of first-time probation students who completed the AIM program and placed on Academic Suspension I at the end of their second term.

### BASELINE MEASURE:

The percentage of students who successfully completed AIM after their 1st semester on probation was 141 (78%) in AY12-13, 176 (66%) in AY13-14, and 184 (65%) in AY14-15.

Of these students, 49% were placed on suspension in AY12-13, 49% were placed on suspension in AY13-14, and 59% were placed on suspension in AY14-15.

For AY 12-13, 60% of students who did not successfully complete AIM were suspended. Respectively, in AY 13-14, 59% were suspended who did not successfully complete AIM, and 81% were suspended for AY 15-16.

### INTERIM MEASURES OF PROGRESS:

#### 2016-2017

The total number of students who participated in the AIM program for AY 16-17 was 164. The percentage of students who completed the AIM program after their 1<sup>st</sup> semester on probation was 123 (75%).

Of the 164 students, 89 (54.27%) were placed on suspension in at the end of Spring 2017. This percentage is down from 59% of students placed on suspension in AY 14-15, but up slightly from 51% of the students placed on suspension in AY 15-16. 40 (53%) of the 75 that earned a term GPA of at least 2.0 to avoid suspension, were placed back in good academic standing at the end of Spring 2017.

Projected targets set during AY 15-16:

1. 78% of students in AIM will successfully complete this course after their 1st semester.
  - a. Unfortunately, the percentage of students who successfully completed AIM increased from the previous AY to 75%, but feel short of the projected goal of 78% for the AY 16-175
2. 51% of students who completed AIM will avoid academic suspension.
  - a. Of the 164 students in AIM, 75 (45.73%) were successful and avoided academic suspension.

### MEASURES OF SUCCESS:

Increase the percentage of students who successfully complete AIM (formerly ABAC 1100) after their 1st semester.

**Projected target:** 78% of students in AIM will successfully complete this course after their 1st semester.

Reduce the percentage of first-year students who are placed on academic suspension after their 2nd semester of attendance.

**Projected target:** 51% of students who completed AIM will avoid academic suspension.

### LESSONS LEARNED

Students who met weekly with an Academic Support counselor had the highest success rate and the majority avoided suspension and were placed back in good academic standing. A road block that is difficult to overcome is getting students on probation to commit to the seminars and meeting with an Academic Support Counselor as required. This has led Academic Support to review our program and determine the best practices and techniques to reach these students.

**HIGH-IMPACT STRATEGY**

Participate in dual enrollment or joint enrollment programs for high school students.

**RELATED GOAL**

Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

**DEMONSTRATION OF PRIORITY AND/OR IMPACT**

This high-impact strategy seeks to provide high school students the opportunity to earn college credit and gives ABAC an opportunity to showcase our faculty & resources to these high performing students.

**PRIMARY POINT OF CONTACT FOR THIS ACTIVITY**

Name: Dr. Cyndy Hall  
 Title: Director of Move on When Ready  
 email: [chall@abac.edu](mailto:chall@abac.edu)

**SUMMARY OF ACTIVITIES**

*What progress have you made towards implementing this strategy in the 2016-2017 academic year?*

ABAC's enrollment in the MOWR program saw an increase from 2016 to 2017 of 15.6%.

423 students enrolled in the MOWR program for the 2015-16 academic year, and 489 students enrolled for the 2016-17 academic year. Despite this progress, participation in the MOWR program is starting to decline with the university system, due to competing admission standards with the technical school system.

*What specific activities did you engage in this year in regards to this strategy?*

The MOWR director attended various middle school and high school events to promote ABAC's MOWR program. Parent nights and open houses were attended at Colquitt County high school, Irwin County high school, Tiftarea Academy, Gray Middle School, and Baconton Community Charter School.

The Office of Enrollment Management held a guidance counselor workshop at ABAC: MOWR is a discussion topic.

The director of MOWR provided weekly on site advising sessions for the students at Colquitt County high school in the spring of 2016.

The director of MOWR is a member of the governing board for Tift County high school's new College and Career center.

**MEASURES OF PROGRESS AND SUCCESS****METRIC/DATA ELEMENT:**

- Number of students participating in the dual enrollment program.
- Number of earned credit hours earned by dual enrolled students.

**BASELINE MEASURE:**

In fall 2014, 198 students were enrolled in dual enrollment classes at ABAC. That number rose to 232 in spring 2015. In AY14-15, dual enrolled students earned a total of 2599 credit hours at ABAC.

**INTERIM MEASURES OF PROGRESS:****2016-2017**

489 students participated in the MOWR program in AY 16-17. A total of 3240 credit hours was earned by this group of students.

Projected targets identified for AY 15-16:

1. 508 students will participate in MOWR in the 2016-2017 academic year.
  - a. The 2016-17 MOWR enrollment saw a 15.6% increase over the 2015-16 AY. Unfortunately, the total enrollment of MOWR students did not reach 508.
2. MOWR students will earn 3105 credit hours in the 2016-2017 academic year.
  - a. Dual enrolled students earned a total of 3240 credit hours for the 2016-17 academic year. This is a 31% increase from AY 2015-2016.

**MEASURES OF SUCCESS:**

Maintain the number of students participating in MOWR.

**Projected target:** 450 students will participate in MOWR in the 2017-2018 academic year.

Maintain the number of earned credit hours by MOWR students.

**Projected target:** MOWR students will earn 3140 credit hours in the 2017-2018 academic year.

### LESSONS LEARNED

MOWR programs continue to require a substantial allocation of resources to remain competitive with the TCSG. In addition to paying personnel to direct the program, the college loses revenue due to the waiving of mandatory fees and paying for textbooks. Another challenge, which is seen by the slight decrease in enrollment and credit hours earned by dual enrolled students, is the partnership of TCSG with Baconton, Fitzgerald and Cook high schools. A related challenge is that students are opting to take AP classes in high school as opposed to participating in the MOWR program.

Due to the continued competition with the TCSG, growth in MOWR enrollment and earned credit hours is expected to decrease. Despite these challenges for the 2017-18 AY, the Director of Dual Enrollment & Honors Program will continue to visit various schools and promote the MOWR program. She/he will advance ABAC's ties to Tift County high school by sitting on the governing board of the new College and Career Academy. She/he will continue advising sessions at Colquitt County and Irwin County high schools. She/he will continue to provide easy book delivery and pick up to schools restricted by a long distance. The director will continue to work with each high school to make the process of applying and registering as smooth as possible.

### HIGH-IMPACT STRATEGY

**Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with co-requisite Learning Support.**

### RELATED GOAL

Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

### DEMONSTRATION OF PRIORITY AND/OR IMPACT

This high-impact strategy seeks to improve progression and retention by pre-registering all students with a learning support (LS) class for the required co-requisite or foundation LS course.

### PRIMARY POINT OF CONTACT FOR THIS ACTIVITY

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### SUMMARY OF ACTIVITIES

*What progress have you made towards implementing this strategy in the 2016-2017 academic year?*

The number of new students requiring learning support continues to decrease due to the implementation of ACCUPLACER and the placement indices (Math Placement Index & English Placement Index).

*What specific activities did you engage in this year in regards to this strategy?*

- Implementation of ACCUPLACER and the placement indices (Math Placement Index & English Placement Index)
- Students who placed into learning support were automatically registered for the required LS class by Academic Support

### MEASURES OF PROGRESS AND SUCCESS

#### METRIC/DATA ELEMENT:

- Percentage of required students placed into co-requisite remediation
- Percentage of co-requisite LS students who successfully complete the associated gateway course
- Percentage of students who start in co-requisite remediation who complete degrees within 150% of the time

#### BASELINE MEASURE:

In fall 2013, no LS students were in co-requisite classes.

#### INTERIM MEASURES OF PROGRESS: 2016-2017

**For fall 2016**, 85 (100%) of English LS students were in the required co-requisite class. Of these 66 (78%) passed the associated gateway course. A 46% increase over fall 2015.

Also, for fall 2016, 359 students required learning support math. Of these students, 188 (52%) were enrolled in a foundations course and 171 (48%) were enrolled in a co-requisite course.

- Of the 188 students enrolled in a LS math foundations course 113 (60%) passed and proceeded to the appropriate learning support co-requisite math course.
- Of the 171 students enrolled in a LS math co-requisite course, 97 (57%) passed the associated gateway course and 74 (43%) earned a D, F, or W for the associated gateway course.

#### **Projected targets identified for AY 15-16:**

1. For Fall 2017, 100% of students who require LS English will be enrolled for the co-requisite remediation course. 51% of students who require LS math will be enrolled for the co-requisite remediation course.
  - a. 64 (100%) of English LS were placed into the required co-requisite class.
  - b. 259 students required LS math for fall 2017. 33 (13%) were enrolled in a foundations math course and 226 (87%) were enrolled in the co-requisite support course.
2. 20% of students who successfully complete co-requisite remediation will complete degree requirements within 150% of time.
  - a. Strategies that were implemented in 2014 will show beginning at the end of Spring 2018, which would be on-time graduation for the entering class of Fall 2014. Six year graduation rates will be available beginning Spring 2020.

#### **MEASURES OF SUCCESS:**

Increase % of students who start in co-requisite remediation who complete degrees on time.

Projected target: For Fall 2018, 100% of students who require LS English will be enrolled for the co-requisite remediation course. 90% of students who require LS math will be enrolled for the co-requisite remediation course.

Increase % of students who start in co-requisite remediation who complete degrees within 150% of time.

Projected target: 20% of students who successfully complete co-requisite remediation will complete degree requirements within 150% of time.

#### **LESSONS LEARNED**

Learning Support goals were exceeded due to the implementation of the ACCUPLACER test and the college implementing placement indices. The majority of students, who require learning support, are being placed into the co-requisite model. Also, the number of students completing the gateway course is steadily increasing under the new model.

Continued work is needed to identify and implement best practices in supplementing college-level instruction in the math co-requisite courses. ABAC math faculty are actively engaged in collaborative research to determine how best to re-structure these courses for student success.

## **OBSERVATIONS**

The high-impact strategies listed above have proven to be successful for ABAC and tie into our institutional mission, "To engage, teach, coach, mentor, and provide relevant experiences that prepare the Graduate for life." Our success comes from faculty and staff collaboration and administrative support to increase student progression and retention. Comparison of the 2017 campus plan update to the previous AY update shows that ABAC continues to make great gains toward helping students progress toward on-time graduation.

ABAC's most successful CCG strategies for 2016-17 include the continued number of full time enrolling students in 15+ hours each semester and placing all students needing remediation into English co-requisite and/or the appropriate foundations or co-requisite math courses. Also, a rise in retention was noted due to continued efforts towards proactive advising. Progress has been made during the 2016-17 AY through the AIM program, 30- and 90-hour benchmark checks, and pre-registering incoming students for 15+ hours.