



# University of North Georgia

## INSTITUTIONAL MISSION AND STUDENT BODY PROFILE

The University of North Georgia (UNG), a 5-campus institution of over 18,000 students, was created in January 2013 from the consolidation of North Georgia College & State University (NGCSU) and Gainesville State College (GSC), and includes campus locations in Cumming, Dahlonega, Gainesville, and Oconee. UNG’s fifth campus in Blue Ridge opened this past fall and has increased college access for more students in northeast Georgia. The combined strengths and history of the two previous institutions are reflected in the mission of the new university. UNG focuses on academic excellence in liberal arts, pre-professional, professional and graduate programs, military education, service, and leadership. In addition, UNG retains NGCSU’s status as one of only six senior military colleges in the United States, and is designated by the Georgia General Assembly as The Military College of Georgia. UNG has earned renewal of the elective Carnegie Community Engagement Classification. This highlights our ongoing commitment to community partnerships that enrich our educational experience. UNG’s commitment to educational excellence and affordability in higher education has been recognized by Forbes Magazine and U.S. News and World Report in 2016 as one of America’s top colleges.

Carried over from the former GSC, UNG emphasizes broad access to a quality liberal arts higher education primarily for the population of Northeast Georgia and seeks to assure the success of its students and contribute to the quality of life in the surrounding region. UNG has demonstrated its commitment to the communities in which we serve by having a \$545 Million impact during fiscal year 2015, **up 25% or \$111 million** from 2014. UNG, with an emphasis on community, diversity and international issues, prepares students to thrive in a global society.

This combined focus on academic excellence, military education, leadership, engagement, and access has resulted in a UNG legacy that allows multiple pathways for degree completion and career preparation. These pathways provide opportunities and support for students with a wide range of academic preparation as well as academic and career goals within a single institution. The goals and strategies we have chosen to focus on in our Complete College Georgia plan reflect the breadth of our mission and these multiple pathways, which include certificates, associate degrees, bachelor degrees and graduate programs. The two-tiered tuition model for our associate degree and bachelor’s degree pathways provide a fundamental level of access to higher education for the population of Northeast Georgia. UNG enrollment for fall 2015 consisted of a total of 17,289 students

<b>UNG 2015 Demographics</b>	
<b>Total number of enrollment fall 2014</b>	17, 289
<b>Full-Time</b>	69%
<b>Part-Time</b>	31%
<b>Adult Learners</b>	16%
<b>First Generation</b>	23%
<b>Low-Income</b>	38%
<b>Underserved Minority Groups</b>	15%

<b>UNG 2015 (Self-Reporting) Military Data</b>	
<b>UNG Veteran Enrollment - Full-Time</b>	942
<b>UNG Veteran Enrollment - Part-Time</b>	117
<b>Grand Total</b>	1,059

By choosing to increase the number of undergraduate degrees awarded, shorten time to degree completion, advising, and restructure instructional delivery to support educational excellence and students success (Goals 2, 3, 4, 6 and 8), we have focused on strategies that serve this diverse student body. We target academically strong high school students through our MOWR program, and students attending full-time with our Fifteen-to-Finish campaign, while providing more educational options for adult learners, veterans and part-time students through expanded online course offerings and opportunities to receive credit for prior learning. When we focus on strategies that reduce time to degree, and thus reduce the cost of the degree, we benefit not just our low income students, but all students and their families.

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

<b>High-impact strategy</b>	<b>Fifteen to Finish campaign, Promote full-time enrollment of 15 credit hours per semester</b>				
<b>Related Goal</b>	2: Increase the number of degrees that are earned “on time” (associate degrees in 2 years, bachelor’s degrees in 4 years)				
<b>Demonstration of Priority and/or Impact</b>	Undergraduates enrolled full-time — specifically, 30 or more credits completed in their first year — are more likely to graduate on time than students who complete fewer credits per year (CCA, 2013)				
<b>Primary Point of Contact</b>	Sheila Caldwell, Director of Complete College Georgia				
<b>Summary of Activities</b>	While it is too early to report graduation rates of students impacted by 15 to Finish, UNG has successfully implemented the 15 to Finish Game Changing Strategy. The 15 to Finish initiative has been incorporated on all UNG campuses during orientation, resource fairs, and new student convocations to target incoming freshman and transfer students. The Advising Center advises new freshman to enroll in 15 or more credit hours and has adopted 15 to Finish marketing materials to encourage current students to increase enrollment to a minimum of 15 credit hours per semester. UNG has developed the Right 15 Credit Hours (Appendix A) to encourage students to take classes that count towards college completion and to avoid accumulating excess credits.				
<b>Measures of Progress and Success</b>					
<b>Measure, metric, or data element</b>	Number of students graduating on time with an associate or bachelor’s Degree				
<b>Baseline Measures</b>	Number of students enrolling in 15 or more credits hours				
<b>Interim Measures of Progress</b>	Number of students enrolling in 15 or more credits Fall Semesters				
	<b>15 to Finish</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
	Students taking 15	1330	1816	2061	2024
	Students taking > 15	1650	1902	1941	2270
	<b>Total # full-time students (12 or more)</b>	10,022	10,745	11,768	12058
	<b>% of full-time students taking 15 or more credits</b>	29.7%	34.6%	34%	35.6%
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Number of students completing associate degrees in 2 years.</li> <li>• Number of students completing bachelor’s degree in 4 years.</li> <li>• Number of students enrolling for 15 or more credit hours in</li> <li>• Number of students graduating on time with an associate or bachelor’s Degree</li> </ul>				
<b>Lessons Learned</b>	An increase in enrollment and retention has made it challenging to offer 15 or more credit hours to current students. Over 67% of UNG students are traditional and may have the capacity to enroll in more than 12 credit hours per semester. The Student Affairs Division at UNG has hired a new Associate Vice President of Enrollment Management to focus on right size enrollment for each campus. The Associate VP is working with each campus to ensure proper enrollment growth based on resources such as faculty, space, and community needs. UNG has implemented Ad Astra software to measure and predict demand for courses. The software has also served as a resource to predict hiring needs for courses. We have learned that educating students and parents on the benefits of on-time college completion has empowered students to make better choices.				

<b>High-impact strategy</b>	<b>Expand MOWR programs</b>																							
<b>Related Goal</b>	6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school																							
<b>Demonstration of Priority and/or Impact</b>	According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for the students who participate in these programs. There is also evidence that MOWR increases academic performance and educational attainment.																							
<b>Primary Point of Contact</b>	Charles Bell, MOWR Coordinator																							
<b>Summary of Activities</b>	<p>UNG conducted MOWR Recruitment Events and Counselor Workshops on each campus during fall 2015 and spring 2016. Parents and students visited our campuses to learn about dual credit opportunities. Each campus assigned an MOWR academic advisor for high school students, parents, and counselors to provide information, assist with orientations, complete registration, and matriculate students into UNG upon high school graduation. We have developed a model to strategically deliver MOWR courses to rural high schools in our service area. For the 2015 school year, UNG partnered with Jackson and Union County School Systems in the delivery of MOWR courses at the high schools. This year, we have expanded our partnership to include six Hall County High Schools to deliver MOWR courses at Jones Early College. Transportation is offered to include high-ability students who may be economically disadvantaged.</p>																							
<b>Measures of Progress and Success</b>																								
<b>Measure, Metric, or Data Element</b>	<ul style="list-style-type: none"> <li>• Number of students enrolled in MOWR</li> <li>• Number of credits awarded to MOWR students</li> <li>• Number of high schools from which we draw MOWR students</li> <li>• Percent of MOWR students who matriculate into UNG immediately following high school completion</li> </ul>																							
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<b>Interim Measures of Progress</b>	<p>UNG had 625 students participate in MOWR fall 2015 compared to 462 fall 2014. UNG awarded a total of 6,684 credits in 2014 compared to 8,862 credits showing a significant increase of 35.28% in the number of participants and a 32.59% in the number of credit hours earned in the 2015 academic year. Additionally, UNG <b>retained 54.7% of MOWR participants</b> who graduated spring 2016 compared to 50.2% of MOWR students who graduated spring 2015. Students in the MOWR program participated from 76 different high schools in fall 2015 compared to 62 different high schools in fall 2014. UNG has had two MOWR students earned associate degrees this past Spring. Furthermore, five MOWR students are positioned to earn associate degrees by Spring 2017. Preliminary statistics based on fall 2016 enrollment to date show <b>an increase of 226%</b> from fall 2013 to fall 2016.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">UNG MOWR</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"># MOWR students</td> <td>265</td> <td>462</td> <td>625</td> <td>865</td> </tr> <tr> <td style="text-align: left;"># credits earned</td> <td>3789</td> <td>6684</td> <td>8862</td> <td></td> </tr> <tr> <td style="text-align: left;">% of participating Seniors who matriculate to UNG after high school</td> <td>43%</td> <td>50.2%</td> <td>54.7%</td> <td></td> </tr> </tbody> </table>				UNG MOWR	2013	2014	2015	2016	# MOWR students	265	462	625	865	# credits earned	3789	6684	8862		% of participating Seniors who matriculate to UNG after high school	43%	50.2%	54.7%	
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	<ul style="list-style-type: none"> <li>school completion</li> <li>Number of MOWR students who graduate college early or on time.</li> </ul>
<b>Lessons Learned</b>	<p>Due to high growth and matriculation rates of MOWR students, UNG MOWR Advisors developed a customized orientation to help students progress and complete programs of study at UNG. The high growth of MOWR students is compelling UNG to look at all of its populations to manage growth and “right size” each segment of our student population. Therefore, we will utilize eCore to provide access to college-level courses to MOWR students. We also want to ensure that MOWR students are successful. As a result, 2016 MOWR participants will be required to achieve a 2.5 GPA after the first two semesters to maintain enrollment at UNG. Their GPA has an impact on their future HOPE eligibility beyond high school and we want to position students for success beyond high school. The students who persist with UNG upon high school completion receive assistance to schedule classes to prevent duplication of coursework and to accelerate degree completion. UNG now has a full-time dedicated MOWR Coordinator who provides more college opportunities for students, support relationships with high school counselors, coordinate student advising and ensure successful matriculation for MOWR participants.</p>

<b>High-impact strategy</b>	<b>Promote the CLEP exam</b>
<b>Related Goal</b>	6: Shorten time to degree completion through programs that allow students to earn college credit by awarding credit for prior learning that is verified by appropriate assessment.
<b>Demonstration of Priority and/or Impact</b>	A 2010 study by the Council for Adult and Experiential Learning, funded by the Lumina Foundation, showed that students with prior-learning assessment (PLA), such as CLEP, had better academic outcomes than students without prior learning assessment. The study showed that PLA students earning bachelor’s degrees saved an average of 2.5 to 10.1 months of time in earning their degrees. PLA students earning associate’s degrees saved an average of 1.5 to 4.5 months.
<b>Primary Point of Contact</b>	Kathy Rich, Interim Director of Testing
<b>Summary of Activities</b>	During the 2015-2016 academic year, Academic advisors and the coordinator of the Center for Adult Learners and the Military (CALM) have encouraged incoming freshman, adults, transfer, and military students to take advantage of prior learning credit. Information regarding prior learning credit is now incorporated into our 15-to-Finish presentation at New Student Orientations. This year the Student Affairs Division implemented resources fair and provided another opportunity to educate students on the benefits of prior learning assessment.
<b>Measure of Progress and Success</b>	
<b>Measure, Metric, or data element</b>	<ul style="list-style-type: none"> <li>Credit awarded based on CLEP Scores</li> <li>Number of students who graduate on-time or early due to CLEP</li> </ul>
<b>Baseline Measures</b>	<ul style="list-style-type: none"> <li>Number of tests administered.</li> <li>Number of credits awarded based on CLEP scores.</li> </ul>
<b>Interim Measures Of Progress</b>	The College Board highlighted UNG in its 2014 Spotlight on Best Practices in using CLEP. UNG has been number one in the state of Georgia for total number of CLEP exams administered and in the top 100 in the nation for total number of CLEP exams administered for the past three years. In the 2014-2015 academic year the institution administered a total of 970 CLEP tests and awarded 3,668 credits. In the 2015-2016 academic year UNG administered 1087 exams and awarded 4,147 credits.
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>Number of tests administered</li> <li>Number of credits awarded based on CLEP scores</li> <li>Rank in the State of Georgia for CLEP exams administered</li> <li>Number of students who graduate on-time or early due to CLEP</li> </ul>

<b>Lessons Learned</b>	Although CLEP is an effective strategy for shortening time to degree completion, UNG has learned that all USG institutions do not accept CLEP credit on transcripts from other USG institutions. Some institutions require students to take additional assessments. We have made provisions to communicate policies with parents and students who seek to transfer CLEP credit.
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<b>High-impact strategy</b>	<b>Expand completely online opportunities</b>																																										
<b>Related Goal</b>	8: Restructure instructional delivery to support educational excellence and student success																																										
<b>Demonstration of Priority and/or Impact</b>	Students who enroll in eCore courses can complete core courses on line towards fulfillment of a two-year Associate of Arts or Sciences degree or complete core courses to earn a baccalaureate degree. This strategy promotes Go Back, Move Ahead for adult learners and overall student success. Students can take courses conveniently on-line without interrupting their college careers due to a lack of available courses on campus or a lack of resources.																																										
<b>Primary Point of Contact</b>	Stephanie Hulsey, Coordinator of Online Student Success																																										
<b>Summary of Activities</b>	UNG continues to increase the number of courses offered online, while ensuring the quality of these courses by requiring all online courses to undergo a Quality Matters review. To expand these opportunities more rapidly, and to strategically target its own course development resources, the institution became an eCore affiliate in spring 2014. UNG hired an eCore advisor to serve as a single point of contact for eCore students and to contact and assist at-risk students. We have also implemented Smarter Measure as an orientation and readiness screening tool to help students be successful in their online courses.																																										
<b>Measures of Progress and Success</b>																																											
<b>Measures, metric, or data element</b>	Number and % of degrees conferred in which at least one course has been fully online.																																										
<b>Baseline Status</b>	<ul style="list-style-type: none"> <li>• Number of credits attempted in fall for courses offered completely online.</li> <li>• Number of credits successfully completed in fall for courses offered completely online.</li> </ul>																																										
<b>Interim Measures Of Progress</b>	<p>From fall 2013 to fall 2016, UNG online course enrollment combined with eCore online course enrollment spiked from 2,158 participants to 3,018 participants. The overall increase for the past three academic years is <b>39%</b>. Greater gains were made in online course registrations. From fall 2013 to fall 2016, course registrations <b>increased by 53%</b>. Completion rates for online courses average <b>82.34%</b>.</p> <table border="1" data-bbox="370 1396 1479 1829"> <thead> <tr> <th></th> <th>Online Headcount</th> <th>Online Course Registrations</th> <th>Successful Completion</th> </tr> <tr> <th>Semester</th> <th>Total</th> <th>Total</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>2158</td> <td>3025</td> <td>80.99%</td> </tr> <tr> <td>Spring 2014</td> <td>2411</td> <td>3446</td> <td>80.56%</td> </tr> <tr> <td>Summer 2014</td> <td>1514</td> <td>2055</td> <td>86.37%</td> </tr> <tr> <td>Fall 2014</td> <td>2535</td> <td>3756</td> <td>78.75%</td> </tr> <tr> <td>Spring 2015</td> <td>2864</td> <td>3995</td> <td>79.85%</td> </tr> <tr> <td>Summer 2015</td> <td>2320</td> <td>3107</td> <td>88.89%</td> </tr> <tr> <td>Fall 2015</td> <td>3081</td> <td>4823</td> <td>81%</td> </tr> <tr> <td>Fall 2016</td> <td>3018</td> <td>4627</td> <td></td> </tr> </tbody> </table>				Online Headcount	Online Course Registrations	Successful Completion	Semester	Total	Total	Total	Fall 2013	2158	3025	80.99%	Spring 2014	2411	3446	80.56%	Summer 2014	1514	2055	86.37%	Fall 2014	2535	3756	78.75%	Spring 2015	2864	3995	79.85%	Summer 2015	2320	3107	88.89%	Fall 2015	3081	4823	81%	Fall 2016	3018	4627	
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<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Number of credits attempted in fall, spring, and summer for courses offered completely online.</li> <li>• Number of credits successfully completed in fall, spring, and summer for courses offered</li> </ul>																																										

	<ul style="list-style-type: none"> <li>completely online.</li> <li>Number and % of degrees conferred in which at least one course has been fully online.</li> <li>Number of degrees conferred to adults students in which at least one course has been fully online.</li> </ul>
<b>Lessons Learned</b>	The on-line orientation was implemented fall 2014 to inform students about expectations in an on-line course and encourage them to utilize resources to achieve academic success. UNG learned that students who participated in the on-line orientation have consistently earned higher grades point averages than students who did not participate over the past two years.

<b>High-impact strategy</b>	<b>Provide tutoring to students who are risk for failing Math courses with high drop, failure, and withdrawal (DFW) rates.</b>
<b>Related Goal</b>	3: Provide intrusive advising to keep students on track to graduate.
<b>Demonstration of Priority and/or Impact</b>	UNG students who visited the Academic, Computing, Tutoring and Testing (ACTT) Center for math tutoring demonstrated significantly higher pass rates in math courses with DFW rates than students who did not attend the tutoring center for assistance with math. Students who are not successful in Math courses will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompleteness.
<b>Primary Point of Contact</b>	Hieu Huynh, Director of Tutoring Services
<b>Summary of Activities</b>	The Director of Tutoring Services attended department meetings with math faculty advisors, presented at New Faculty Orientations, and ensured Math instructors communicated to students during the first week of class about the services and benefits of attending the ACTT center early in the semester. The Tutoring Director also worked with faculty advisors to ascertain comparison data for students who attending ACTT versus students who did not.

**Measures of Progress and Success**

<b>Measure, Metric, or Data Element</b>	<ul style="list-style-type: none"> <li>Pass rates for students who participated in tutoring sessions</li> <li>Pass rates for students who did not participate in tutoring sessions</li> </ul>																																																												
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<b>Lessons Learned</b>	The Director of the ACTT Center will disaggregate data based on student populations to determine which student populations (traditional, adults, transfer) are more likely to utilize ACTT Center. Data will also reveal which student groups performed better. New insights may show a need to offer more tutoring services on-line and on Saturday for adult learners.			

<b>High-impact strategy</b>	<b>Provide tutoring to students who are risk for failing English 1101 courses</b>
<b>Related Goal</b>	3: Provide intrusive advising to keep students on track to graduate.
<b>Demonstration of Priority and/or Impact</b>	UNG students who visited the Writing Center for English 1101 tutoring demonstrated significantly higher pass rates than students who did not attend the Writing Center for assistance with English 1101. Students who are not successful in English 1101 will be required to repeat the course which increases delay for on-time college completion, increases risk for academic probation and increase risks of college incompleteness.
<b>Primary Point of Contact</b>	Hieu Huynh, Director of ACTT Center
<b>Summary of Activities</b>	The UNG Writing Center was very proactive in educating new and returning students about the effective and free services provided to UNG students. During the 2015-2016 academic school year, the Writing Center registered 1,148 new clients, conducted 12 Writing Center Tours and 10 in-Class workshops with English 1101 Faculty Advisors. As a result, 1,174 students learned about topics on analyzing journal articles, formatting, note-taking, and plagiarism. Sessions lasted 30 minutes - 60 minutes. Faculty and student evaluations were favorable.
<b>Measure of Progress and Success</b>	
<b>Measure, Metric, or data element</b>	<ul style="list-style-type: none"> <li>• Pass rates for students who participated in tutoring sessions</li> <li>• Pass rates for students who did not participate in tutoring sessions</li> </ul>
<b>Baseline Measures</b>	<ul style="list-style-type: none"> <li>• Students who visit Writing Center 2 or more times</li> <li>• Number of students registered to visit Writing Center</li> <li>• Students who request revisions</li> </ul>
<b>Interim Measures Of Progress</b>	In fall, 2014, 93% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 61% who did not attend. In fall, 2015, 94% of students who attended the Writing Center two or more times earned an A, B, or C in English 1101 compared to 56% who did not seek tutoring assistance.
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Pass rates for students who visited the Writing Center 2 or more times</li> <li>• Comparison data to show college completion rates for students who utilize The Writing Center compared to those do not</li> </ul>
<b>Lessons Learned</b>	The Writing Center Director found that more students participated in targeted, in-class workshops than the general sessions conducted in the Writing Center, fall, 2015. This past fall, 68 students attended general sessions in the Writing Center compared to 427 in-class workshops with faculty advisors. Therefore, in Spring 2016, the Writing Center focused on primarily collaborating with faculty advisors in the English Department to increase the numbers of students contacted and educated on the services and effectiveness of the Writing Center. The Spring sessions resulted in an additional 140 students benefitting from the center as a result of working solely with faculty advisors.

<b>High-impact</b>	<b>Intentional Advising</b>
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<b>strategy</b>	
<b>Related Goal</b>	Goal 4: Provide intentional advising to keep students on track to graduate.
<b>Demonstration of Priority and/or Impact</b>	On Time and On-Target Advising is a priority because it was selected by President Jacobs, her Cabinet and faculty members to be the Quality Enhancement Plan (QEP) as part of SACSCOC reaffirmation. The blended advising model aims to strengthen students, faculty, and professional advisors role in advising to increase college completion.
<b>Primary Point of Contact</b>	Terri Carroll, Executive Director of Advising
<b>Summary of Activities</b>	In spring 2016, UNG presented its Quality Enhancement Plan (QEP) "On Time and On Target" as part of its SACSCOC reaffirmation. The QEP was approved with no recommendations at all. UNG's QEP uses intentional advising and faculty mentoring to develop students' confidence in their ability to achieve their educational goals and to support student responsibility in accomplishing those educational goals. More specifically, the QEP will improve advising at UNG by adding additional professional advisors, requiring mandatory advisement, instituting advising tools such as program of study sheets and degree sequence guidelines, and establishing Maximize Your Major sessions presented by faculty and professional advisors at new student orientations. Implementation began in spring 2016 with incoming students majoring in biology, pre-nursing, criminal justice, psychology and open option students on the Dahlonega campus. Additional majors and campuses will be phased in gradually over four years.
<b>Measures of Progress and Success</b>	
<b>Measure, Metric, or Data Element</b>	<ul style="list-style-type: none"> <li>• Number of Students Participating in Maximizing Major Orientation Sessions</li> <li>• Number of Student Meetings Expectations in Learning Outcomes</li> <li>• Increase Number of Students Progressing and Completing College</li> </ul>
<b>Baseline Measures</b>	<ul style="list-style-type: none"> <li>• Number of Students Participating in Maximizing Major Orientation Sessions</li> <li>• Number of Students Participating in On-Time and On-Target Academic Blended Academic Advising Model</li> </ul>
<b>Interim Measures of Progress</b>	<ul style="list-style-type: none"> <li>• Number of Students Participating in Maximizing Major Orientation Sessions</li> <li>• Number of Student Meetings Expectations in Learning Outcomes</li> </ul>
<b>Measures of Success</b>	<ul style="list-style-type: none"> <li>• Number of Students Participating in Maximizing Major Orientation Sessions</li> <li>• Increase number of Students Participating in On-Time and On-Target Blended Academic Advising model</li> <li>• Increase Number of Students Progressing and Completing College</li> </ul>
<b>Lessons Learned</b>	UNG has learned it is important to design an advising model that is based on the interests and abilities of each student that will permit success in their personal and professional goals. The blended advising model is a collaborative effort between students, professional advisors and faculty members. Students benefit from professional advisors who are specially trained to teach them about university policies, procedures, and program requirements, including developing short- and long-term educational plans. Furthermore, students also learn that changing majors can lead to delayed college completion. Faculty advisors provide expertise related to majors and experiential opportunities that students can pursue to support educational goals. The blended advising model aims to encourage students to take ownership of their academic plan and to foster critical thinking skills and decision making. The blended advising approach seeks to keep students "On Time and On Target" to maximize the educational experience and enhance successful academic program completion.